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NATIONAL UNIVERSITIES COMMISSION

BENCHMARK MINIMUM ACADEMIC STANDARDS

For

UNDERGRADUATE PROGRAMMES

In

NIGERIAN UNIVERSITIES

EDUCATION

NOVEMBER 2014

PREFACE

Section 10 (1) of the Education (National Minimum Standards and Establishment of Institutions) Act, Cap E3, Laws of the Federation of Nigeria 2004, empowers the National Universities Commission to lay down minimum standards for all programmes taught in Nigerian universities. In 1989, the Commission, in collaboration with the universities and their staff, developed minimum academic standards for all the programmes taught in Nigerian universities and the Federal Government subsequently approved the documents.

After more than a decade of using the Minimum Academic Standard (MAS) documents as a major instrument of quality assurance, the Commission in 2001 initiated a process to revise the documents. The curriculum review was necessitated by the fact that the frontiers 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 dynamics of the skills set required to face the challenge of competition engendered by globalization were also compelling reasons 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 and appropriate skills, competencies and dispositions that will make them globally competitive and capable of contributing meaningfully to Nigeria's socio-economic development.

Recognising 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 best practice. To actualize this, the Commission organized a stakeholders' workshop to benchmark each programme in all the disciplines taught in Nigerian universities. Following comments and feedback from critical stakeholders in the universities indicating that the Benchmark-style Statements were too sketchy to meaningfully guide the development of curricula and were also inadequate for the purpose of accreditation, the Commission put in place the mechanism for the merger of the Benchmark-style Statements and the revised Minimum Academic Standards into new documents referred to as the Benchmark Minimum Academic Standards (BMAS).

The resultant documents, an amalgam of the outcome-based Benchmark statements and the content-based MAS clearly enunciates the learning outcomes and competencies expected of graduates of each academic programme without being overly prescriptive while at the same time providing the requisite flexibility and innovativeness consistent with institutional autonomy.

The first step in the process of amalgamation of the Benchmark statements and the content-based MAS was the conduct of a needs assessment survey and the publication of the findings in the report titled *Needs Assessment Surveys 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 Needs 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. The second stage was the organisation of a workshop at which academic experts across Nigerian universities, including Vice-Chancellors, participated with the objective of ensuring

that the designed BMAS for the various disciplines took into cognizance the identified knowledge and skill gaps. At the end of the workshop, draft BMAS documents were produced for the various programmes in the thirteen broad academic disciplines into which the Nigerian University System has been structured. Of significance was the introduction of science- and social science/humanities-based courses under the General Studies programme which are compulsory for all first- year students in Nigerian universities, irrespective of their course of study.

The documents were later sent to the Universities offering relevant disciplines for comments and input. Following the collation of the input and comments from the Universities, another workshop was held at which invited academic experts studied and incorporated the relevant comments and input received into the draft documents.

After content and language editing, by relevant experts, a one-day workshop was held at which the edited documents were harmonized to produce the final BMAS documents.

Consequent upon the afore-mentioned processes, BMAS documents were produced for the under-listed 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; and
- xiii. Veterinary Medicine.

For each programme, the document contains suggestions of the status of each course in terms of *compulsory*, *required* and *elective*. Universities are encouraged to take due cognizance of the BMAS while bringing necessary innovation into the content and delivery of their programmes towards achieving their overall objectives and goals. Programmes are to be structured in such a way that a typical student does not carry less than 30 credit units or more than 48 credit units per session.

It is the Commission's expectation that this BMAS document will serve as a guide to the universities in the design of curricula for their programmes in terms of the minimum acceptable standards of input, process as well as measurable benchmark of knowledge, skills and competences expected to be acquired by an average graduate of each of the academic programmes.

Professor Julius A. Okojie, OON
Executive Secretary

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DRAFT

GLOSSARY OF COURSE CODES

These are the 3-letter codes for the identification of courses offered in the various programmes in the Education discipline as well as courses offered in other disciplines covered in the BMAS for the Nigerian University System. They are in three categories dictated by the sources of courses involved:

Category A: Course codes for courses offered in programmes outside the Education Discipline

Category B: Course codes for the general and foundation courses offered by all students registered in the various programmes in the Education Discipline.

Category C: Course codes for courses offered by the various programmes in the Education Discipline.

Category A:

The Programme offering the Courses	Course Code
Accounting Programme in the Social Science Discipline	ACC
Agricultural Science Programme in the Science Discipline	AGR
Arabic Programme in the Arts Discipline	ARA
Biology Programme in the Science Discipline	BIO
Chemistry Programme in the Science Discipline	CHM
Computer Science/ Statistics Programme in Science Discipline	CAC
Economics Programme in Social Science Discipline	ECO
English Programme in the Arts Discipline	ENG
French Programme in the Arts Discipline	FRE
Geography Programme in the Science Discipline	GEO
History/ International Studies Programme in the Arts Discipline	HIS
Islamic Studies Programme in the Arts Discipline	ISL
Language Arts Programme in Arts Discipline	CLA
Math Programme in the Science Discipline	MAT
Music Programme in the Arts Discipline	MUS
Political Science Programme in the Social Science Discipline	POS
Physics Programme in the Science Discipline	PHY
Religion Programme in the Arts Discipline	REL
Sociology Programme in the Social Science Discipline	SOC
Theatre Arts Programme in the Arts Discipline	THA

Category B:

The Programme offering the Courses	Course Code
General Studies Courses offered at the University Level for students registered for courses in all the disciplines in the university.	GST
Common courses for all the programmes in the Education Discipline	EDU

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Category C:

The Programme offering the Courses	Course Code
Adult Education (with and without teaching subjects)	EAE
Automobile Engineering Education	ETE
Building Technology Education	EBT
Business Education	EBE
Computer Science Education	ECS
Curriculum Studies Education	EDC
Educational Management	EMM
Engineering Analysis	EEA
Environmental Education (with and without teaching subjects)	EEM
Health Education	EHE
Home Economics	EHO
Industrial Technology Education	EIT
Integrated Science Education	EIS
Library Science Education	ELS
Physical Education	EPE
Rehabilitation Science Education	ERS
Social Studies Education	ESS
Science Education	ESE
Special Education (with and without teaching subjects)	ESP
Wood Work Technology	EWE

SECTION ONE:

BASIC ELEMENTS OF THE OPERATION OF THE BENCHMARK MINIMUM ACADEMIC STANDARDS IN EDUCATION PROGRAMMES

Preamble

These Benchmark Minimum Academic Standards (BMAS) are designed for the education and training of undergraduate students wishing to obtain first degrees in the different areas of Education in the Nigerian University System. Presented in this Section are the basic operational elements that serve to define the Minimum Academic Standards required to achieve the cardinal goal of producing graduates in Education with sufficient academic background and practical exposure to face the challenges of a developing economy in the increasingly globalised world economy.

It is pertinent to note that this BMAS Document is expected to guide institutions in the design of curricula for their education programmes by stipulating the minimum requirements. Being such, institutions are encouraged to take due cognizance of the BMAS while bringing necessary innovation into the content and delivery of their programmes towards achieving the overall goals of education and training in the country.

1.1 Programmes and Degrees

Presented in Table 1.1 is the list of programmes and the degrees in view covered in this current BMAS Document. An attempt has been made to cover not only the programmes being currently run in our various faculties of Education, but, also, propose new programmes in response to the local and global dynamics of the requisite knowledge and skills of products of Education. Overall, it is expected to serve the needs of existing faculties contemplating minor or major programme review and also new institutions seeking to chart a new path away from the existing programmes in the system.

List of Programme(s) and Degree(s) in View

S/N	PROGRAMME	DEGREE(S) IN VIEW
1	Adult and Continuing Education (without Teaching Subjects)	B.Ed
2	African Languages and Literature (Igbo, Yoruba, Efik, etc)	B.A(Ed)
3	Agricultural Science	B.Sc(Ed)
4	Arabic	B.A(Ed)
5	Biology	B.Sc(Ed)
6	Business Education	B. Ed
7	Chemistry	B.Sc(Ed)
8	Christian Religious Studies	B.A(Ed)
9	Computer Science/Statistics	B.Sc(Ed)
10	Creative Arts	B.A(Ed)
11	Early Childhood Education	B.Ed
12	Economics	B.Sc(Ed)
13	Educational Management	B.Ed
14	Technology Education	B.Ed
15	Elementary/Primary Education	B.Ed

16	English Language/Literature or English and Literary Studies	B.A(Ed)
17	Geography	B.Sc(Ed)
18	Guidance and Counselling	B. (Ed)
19	Health Education	B. (Ed)
20	History	B.A(Ed)
21	Home Economics	B.Sc(Ed)
22	Integrated Science	B.(Ed)
23	Islamic Studies	B.A(Ed)
24	Language or Language and Communication Arts	B.A(Ed)
25	Library Science or Library and Information Science	B.L.S/BLIS
26	Mathematics	B.Sc(Ed)
27	Modern European Languages (French)	B.A(Ed)
28	Music	B.A(Ed)
29	Physical Education (Human Kinetics)	B. Ed
30	Physics	B.Sc(Ed)
31	Political Science	B.Sc(Ed)
32	Social Studies	B. Ed
33	Special Education	B.Sc(Ed)/B.A(Ed)
35	Technical/Technology Education	B.Sc (Ed)

The above programmes are designed, in general, to be broad-based to equip the products with the diverse tools of the profession. However where it is considered absolutely essential to reflect the various areas of specialization in a programme, such areas can be indicated appropriately in the degree title.

1.2 Philosophy and Objectives of the Discipline

1.2.1 Philosophy and Mission Statement

The Philosophy and Mission Statement underlying the programmes in Education aimed at achieving the goals and objectives of the National Policy on 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 3 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 8 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.

The general philosophy therefore is to produce graduates with high academic and ethical standard and adequate practical exposure for self-employment as well as being of immediate value to industry and the community in general.

1.2.2 Aims and Objectives

The general aim and objective of Education and Training should be in consonance with the realisation of national needs and aspirations vis-à-vis personal and national development. The graduates must therefore be resourceful, creative, knowledgeable and able to perform the following functions:

- (a) **Graduates in Education**
 - (i) To demonstrate prospective teachers with proper leadership qualities
 - (ii) To exhibit 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
 - (iii) To be able to exhibit sound mastery of their subject areas and the ability to impart such knowledge to their students

- (iv) To professionally show mastery of problem solving skills
- (v) To be highly motivated, conscientious and efficient classroom teachers for all levels of our Educational System.
- (vi) To be able to fit into the social life of the community and society at large and enhance their commitment to national objectives
- (vii) To internalize 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.
- (viii) To demonstrate the spirit of enquiry, creativity and entrepreneurship in teachers.
- (ix) To enhance commitment to the teaching profession.
- (x) To apply the skills in the use of new technologies.

1.3 Basic Admission Requirements and Expected Duration of the Programmes

Candidates are admitted into the degree programmes in any of the following three ways:

1. The University Tertiary Matriculation Examination (UTME)
2. Direct Entry
3. Inter-University Transfer

1.3.1 UTME Entry Mode

In addition to acceptable passes in UTME, candidates must obtain at credit level passes in the Senior Secondary School Certificate (SSCE) final year examination or West African School Certificate (WASC)/GCE, NECO, NABTEB 'O' Level in five subjects including Mathematics and English Language. Candidates studying sciences and arts subjects must obtain credit level passes in those subjects.

1.3.2 Direct Entry Mode

Any one of the following qualifications is admissible for the three (3) year Education degree programmes. In addition, the candidate must possess five credit level passes in five subjects at Senior Secondary School Certificate Examination (SSCE) of West African Examination Council (WAEC), NECO, or NABTEB 'O' Level which must include Mathematics, English Language and three other relevant subjects. For direct entry, candidates must have:

- i) A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied).
- ii) Two (2) passes in relevant subject areas at Advanced level.
- iii) Passes in two (2) major subjects in relevant areas in the NCE.
- 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.
- v) For B.Ed (Technology) Programme: holders of NCE, City and Guilds as well as OND and NBC/NTC Certificates, may be admitted.

1.3.3 Inter-University Transfer Mode

Students can transfer into 200-Level courses provided they have the relevant qualifications. Universities are to satisfy themselves that the grades obtained by such candidates are acceptable.

1.3.4 **Minimum and Maximum Duration**

The minimum duration of Education programmes is four academic sessions for candidates who enter through the UTME Mode. Direct Entry candidates admitted to the 200 level of their programmes will spend a minimum of three academic sessions.

The maximum length of time allowed to obtain an honours degree in the Faculty shall be twelve semesters for the 4-year degree programme and ten semesters for students admitted directly into the 200 level.

1.4 **Graduation Requirements**

1.4.1 **Course System**

All Education programmes shall be run on a modularised system, commonly referred to as Course Unit System. All courses should therefore be sub-divided into more or less self-sufficient and logically consistent packages that are taught within a semester and examined at the end of that particular semester. Credit weights in form of units should be attached to each course.

Definition of Course 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. There shall be four levels of courses numbered 101-199, 201-299, 301-399, 401-499. For easy of identification, course numbers can be prefixed by a three-character programme/subject code. Thus, the course code is in the form: DEP LNJ (where the three letters DEP identify the programme, 'L' in LNJ represents the level of the course (1 or 2 or 3 or 4 for all undergraduate courses) and NJ is a two-digit numbering of courses. Thus, for example, SPE 203 is a 200-Level course with number 03 offered in the special education programme.

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

Units

Consist of specified number of student-teacher contact hours per week per semester. Units are used in two complementary ways: one, as a measure of course weighting, and the other, as an indicator of student work load.

- (i) As a measure of course weighting for each Unit course (e.g) HIS 105, ZOO 203, ARCH 504), the credit unit to be earned for satisfactorily completing the course is specified; e.g. a 2-credit unit course may mean two 1-hour lecture per week per semester or one 1-hour lecture plus 3-hour practical per week per semester.
- (ii) As a measure of work load, "One Credit Unit" means one hour of lecture or one hour of tutorial per week per semester. For other forms of teaching requiring student teacher contact, the following equivalents may apply:

two hours of seminar: three hours of laboratory or field work, Clinical practice/practicum, studio practice or stadium sporting activity, six hours of teaching practice; four weeks of industrial attachment where applicable.

Normally, in Course Credit System, courses are mounted all year round, thus enabling students to participate in examinations in which they are unsuccessful or unable to participate on account of ill health or for other genuine reasons. In such a system, no special provisions are made for re-sit examinations.

The minimum number of credit units for the award of a degree is 120 units for four-year degree programme, subject to the usual Department and Faculty requirements. A student shall therefore qualify for the award of a degree when he has met the conditions.

The minimum credit load per semester is 15 credit units.

For the purpose of calculating a student's cumulative GPA(CGPA) in order to determine the class of Degree to be awarded, grades obtained in **ALL** the courses whether compulsory or optional and whether passed or failed must be included in the computation.

Even when a student repeats the same course once or more before passing it or substitutes another course for a failed optional course, grades scored at each and all attempts shall be included in the computation of the GPA. Pre - requisite courses must be taken and passed before a particular course at a higher level

1.4.2 **Standard Terminologies**

The following standard terminologies are used for different categories of courses.

i. **Core/Compulsory Course:**

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

ii. **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.

iii. **Optional Course**

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

iv. **Pre-requisite Course**

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

v. **Required Course**

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

1.4.3 **Grading of Courses**

Grading of courses shall be done by a combination of percentage marks and letter grades translated into a graduated system of Grade Point as shown in Table 1.2.

Grade Point System

Mark %	Letter Grade	Grade Point
70 – 100	A	5
60 – 69	B	4
50 – 59	C	3
45 – 49	D	2
0 – 44	F	0

1.4.4 Grade Point Average and Cumulative Grade Point Average

For the purpose of determining a student's standing at the end of every semester, the Grade Point Average (GPA) system shall be used. The GPA is computed by dividing the total number of Units x Grade Point (TUGP) by the total number of units (TNU) for all the courses taken in the semester as illustrated in Table 2.3.

The Cumulative Grade Point Average (CGPA) over a period of semesters is calculated in the same manner as the GPA by using the grade points of all the courses taken during the period.

Calculation of GPA or CGPA

Course	Units	Grade Point	Units x Grade Point (UGP)
C ₁	U ₁	GP ₁	U ₁ x GP ₁
C ₂	U ₂	GP ₂	U ₂ x GP ₂
-	-	-	-
-	-	-	-
C _i	U _i	GP _i	U _i x GP _i
-	-	-	-
-	-	-	-
C _N	U _N	GP _N	U _N x GP _N
TOTAL	TNU		TUGP

$$TNU = \sum_{i=1}^N U_i \quad TUGP = \sum_{i=1}^N U_i * GP_i \quad CGPA = \frac{TUGP}{TNU}$$

1.4.5 Degree Classifications

The following regulations shall govern the conditions for the award of a honours degree.

- i) Candidates admitted through the UTME mode shall have registered for at least 120 units of courses during the 4-year degree programme.
- ii) Candidates must have registered and passed all the compulsory courses specified for the programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree as summarized in Table 1.4. It is important to note that the CGPA shall be calculated and expressed correct to two decimal places.

Degree Classification

Cumulative Grade Point Average (CGPA)	Class of Degree
4.50 – 5.00	1 st Class Honours
3.50 – 4.49	2 nd Class Honours (Upper Division)
2.40 – 3.49	2 nd Class Honours (Lower Division)
1.50 – 2.39	3 rd Class Honours

Students who transfer from other universities shall be credited with only those courses deemed relevant to the programmes, which they have already passed prior to their transfer. Such students shall however, be required to pass the minimum number of units specified for graduation for the number of sessions he/she has spent in the Faculty; provided that no student shall spend less than two sessions (4 semesters) in order to earn a degree. Students who transfer from another programme in the Faculty or other faculties for any approved reason shall be credited with those units passed that are within the curriculum of the programme to which he/she has transferred. Appropriate decisions on transfer cases shall be subjected to the approval of Senate on the recommendation of the Faculty.

1.4.6 Probation

A student whose Cumulative Grade Point Average is below 1.5 at the end of a particular year of study, earns a period of probation for one academic session. A student on probation is allowed to register for courses at the next higher level in addition to his/her probation level courses provided that:

- i) the regulation in respect of student work-load is complied with; and
- ii) the pre-requisite courses for the higher level courses have been passed.

1.4.7 Withdrawal

A candidate whose Cumulative Grade Point Average is below 1.50 at the end of a particular year of probation should be required to withdraw from the University. However, in order to minimize waste of human resources, consideration should be given to withdrawal from programme of study and possible transfer to other programmes within the same University.

1.5 Evaluation

1.5.1 Techniques of Student Assessment

(a) Practicals

By the nature science based programmes in Education, laboratory practicals are very important in the training of students. To reflect the importance of practical work, a minimum of 9 hours per week or 135 hours per semester (equivalent to 3 units) should be spent on students' laboratory practicals. Consequently, some of the courses have both theory and practical components. Thus, in the description of courses to be taken in any programme, as presented in Sections 2 and 3, the number of lecture hours (LH) and the number of practical hours (PH) per semester are indicated. The overall performance of students in such courses is to be based on the evaluation of the performance in written examination (which tests theory) and also the performance in the laboratory work (based on actual conduct of experiments and the reports).

The experiments to achieve the practicals components of the courses must be designed in quality and quantity to enrich the grasp of the theoretical foundations of the courses. It is left for the department to organize all the experiments in the best way possible. One of the ways to achieve this is to lump all the laboratory practicals under a course, which the student must pass.

(b) **Tutorials**

The timetable for courses shall be designed to make provision for tutorials of at least one hour for every four hours of lecture. Thus a 3-unit course of 45 hours per semester should attract about 10 hours of tutorials.

(c) **Continuous Assessments**

Continuous assessment shall be done through essays, tests, and practical exercises.

- i) Scores from continuous assessment shall normally constitute 30% of the full marks for courses which are primarily theoretical.
- ii) For courses which are partly practical and partly theoretical, scores from continuous assessment shall constitute 40% of the final marks.
- iii) For courses that are entirely practical (e.g Teaching Practice), continuous assessment shall be based on a student's practical work or reports and shall constitute 100% of the final marks.

(d) **Examinations**

In addition to continuous assessment, final examinations should normally be given for every course at the end of each semester. All courses shall be graded out of a maximum of 100 marks comprising:

Final Examination: 70% or 60%

- 70% For courses which are primarily theoretical
- 60% For courses which are partly practical and partly theoretical

Continuous assessment (Quizzes, Homework, Tests, Practicals): 30% - 40%

- 30% For courses which are primarily theoretical
- 40% For courses which are partly practical and partly theoretical

Each course shall be completed and examined at the end of the semester in which it is offered.

1.5.2 External Examiners' System

The external examiner system should continue. This system 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 in the faculty. However, the existing practice of using different External Examiners for major subject areas in professional programmes should be continued.

1.5.3 Teaching Practice

In Education SIWES equivalent is the six weeks supervised teaching practice. Students spend this time in secondary schools putting into practice what they have been taught, under the mentorship of the professionally trained teachers.

1.5.4 Students' Evaluation of Courses

There should be an established mechanism to enable students to evaluate courses delivered to them at the end of each semester. This should be an integral component of the course credit system; serving as feedback mechanism for achieving the following:

- i) Improvement in the effectiveness of course delivery.
- ii) Continual update of lecture materials to incorporate emerging new concepts.
- iii) Effective usage of teaching aids and tools to maximize impact of knowledge on students
- iv) Improvement in students' performance through effective delivery of tutorials, timely in presentation of continuous assessment and high quality examination.

The evaluation should be conducted preferably before the final semester examinations. It is very important that students' evaluation of courses be administered fairly and transparently through the use of well-designed questionnaires. The completed questionnaires should be professionally analysed and results discussed with the course lecturer(s) towards improvement in course delivery in all its ramifications.

1.5.5 Maintenance of Curricula Relevance

Using the benchmark as guide, the curriculum in each discipline shall be reviewed from time to time to determine the continued relevance and fitness of purpose.

The NUC, in its role as the national quality assurance agency on university programmes, shall subject the benchmark statements for review periodically. It is recommended that universities review their programme, at least once in five years, using the current quality assurance benchmark statements.

Unless otherwise essential for particular programmes, all engineering and technology programmes in a university should be reviewed at the same time. Indeed, because even engineering and technology students normally take their 100 and 200 level courses in science, and their special electives in the humanities, it would be expedient if all courses in the University are reviewed at the same time.

A committee of staff senior enough and competent to carry out an effective review shall do each curriculum review. The review shall include an assessment as to whether the goals and objectives of the programme as formulated are still relevant in dynamic professional and social contexts.

Reviews shall endeavour to incorporate the opinions of relevant stakeholders such as students, staff, external examiners, employers, professional bodies, policy makers etc. Each curriculum so revised shall be subjected to consideration and approval at the levels of Department, Faculty/Colleges, and Senate in the University. Specifically, a good review should examine the curriculum and resources in accordance with the following criteria:

- (i) Re-assessment/re-formulation of goals and objectives of the programme in relation to the needs of the learners and the market requirements taking into account the broader aspects of the discipline.
- (ii) The market demands of the graduates now and in the future, in terms of skills needed to function as competitive professionals in the current labour market on a global scale.
- (iii) Relevance of the current content in terms of knowledge, skills and attitudes being taught/developed and how these meet the needs of the present and future requirements of the clientele.
- (iv) How the teaching and learning methods meet or fall short of current and future standards of comparable programmes.
- (v) The quality of teaching and learning material used.
- (vi) Outcomes of learning in terms of success, experience of learners (pass rate, knowledge and skills acquisition, professional capability and integrity) as contributed by the programme.
- (vii) The views of employers and community members on the quality and relevance of the curriculum.

1.5.6 Performance Evaluation Criteria

The accreditation of the Education degree programme means a system of recognising educational institutions (universities and programmes offering by them) for a level of performance, integrity and quality which entitles them to the confidence of the educational and professional community, the public they serve, and employers of labour.

The objectives of the accreditation exercise are to:

- (i) Ensure that at least the provisions of the minimum academic benchmark statements are attained, maintained and enhanced.
- (ii) Assure employers and other members of the community that graduates of these institutions have attained an acceptable level of competence in their areas of specialisation.
- (iii) Certify to the international community that the programmes offered in these universities are of high standards and that their graduates are adequate for employment and for further studies.

1.6 Resource Requirement

1.6.1 Personnel

(a) Academic Staff

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. It is expected that all academic staff should possess PhD degree. However, the proportion of academic staff with PhD degree should not be less than 70%. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals and supervision of projects.

In employing/promoting staff, the following criteria are suggested:

Qualifications for Appointments/Promotion of Academic Staff

	LEVEL	QUALIFICATIONS
i.	Graduate Assistant	A good Bachelor's Degree (with a minimum Second Class Upper Division) This is a training position, and staff in this category are expected to complete their Master's degree within two years of their appointment.
ii.	Assistant Lecturer	A Master's Degree in addition to a good Bachelor's Degree.
iii.	Lecturer II	<ul style="list-style-type: none"> • A PhD Degree for direct appointment; • By promotion from Assistant Lecturer grade after a minimum of three years in addition to fulfilling other promotion requirements
iv.	Lecturer I	In addition to the qualifications specified for Lecturer II, 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	A PhD Degree in addition to meeting the requirements for publications, teaching and other conditions stipulated in the guideline.
vi.	Reader (Associate Professor)	Basic qualifications set out for Senior Lecturer plus at least three years of experience. Must have considerable publications resulting from research as well as demonstrated academic leadership ability. A Reader should have evidence of participation in University administration and community activities. External assessment is required for promotion to the level of a Reader.
vii.	Professor	Basic qualifications as for Reader/Associate Professor. Must have had at least three years of experience as Reader/Associate Professor in addition to meeting the necessary publications. A Professor should demonstrate clear evidence of scholarship as well as academic and administrative/professional leadership.

(b) **Administrative Support Staff**

The services of the administrative support staff are indispensable in the proper administration of the departments and faculty offices. It is important to recruit very competent senior staff that are computer literate.

(c) **Technical Support Personnel**

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

1.6.2 Physical Facilities

a) Spaces

The NUC recommends the following physical space requirement:

	m ²
Professor's Office	- 18.50
Head of Department's Office	- 18.50
Tutorial Teaching Staff's Office	- 13.50
Other Teaching Staff Space	- 7.00
Technical Staff Space	- 7.00
Secretarial Space	- 7.00
Science Staff Research Laboratory	- 16.50
Education Staff Research Laboratory	- 14.50
Seminar Space/per student	- 1.85
Drawing Office Space (A.O. Board) (Per Student)	- 4.60
Drawing Office Space (A.I. Board) (Per Student)	- 3.70
Laboratory Space	- 7.50

b) Equipment

To achieve the benchmark statements for any programme, there should be:

- (i) A minimum number of identifiable laboratories for each discipline which should be in accordance with the NUC recommended space requirements and, in addition, be reasonably equipped.
- (ii) At least one large and reasonably equipped central workshop for teaching and research.
- (iii) Drawing and design/ Instructional Education Technology studios, which should be well equipped and in accordance with the NUC recommended space requirements.

It is important that equipment should be acquired in sufficient number to enable adequate implementation of the benchmark statements as they relate to programmes to Education and Professional practice.

1.6.3 Library and Information Resources

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition well stock and current hardcopies of reference and other textual materials should be provided centrally at the level of the Faculty. A well network digital library should serve the entire university community. Availability of wireless facilities (Wifi) with adequate bandwidth should enhance access to these electronic resources.

In any case, there should be internet ready workstations available in the library for least 25% of the total student enrolled in each academic programme.

The funding of the Library should be in line with NUC guidelines.

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) Producing graduates with broad knowledge of the Nigerian Nation 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).

The details of the courses under the general studies are presented in Section 2.

DRAFT

SECTION TWO:**COURSE STRUCTURE AND SYNOPSES OF COMMON FOUNDATION COURSES OF EDUCATION DEGREE PROGRAMMES****Preamble**

The foundation courses for the different Education degree programmes are basically the same for all programmes in the faculty. An important aspect of Education training is the need for some measure of flexibility and transferability. At the tender age that most students gain admissions into universities coupled with lack of exposure to in-depth career guidance and counselling, it is difficult for a young person to make a life-long commitment to an Education discipline. While he or she may know that she wants a career in Education, it might be too soon to decide which particular branch of Education is most suited for him/her. It is therefore imperative to have an inbuilt flexibility that enables transfer from one Education discipline to another in a continuous journey through the system. Better still, if the first two years are basically the same, most, if not all, would have received sufficient exposure to enable them enter into the discipline that they are most likely to thrive in rather than just coping. This is one of the principal reasons why American Universities have fairly uniform requirements for the first two years in their Colleges of Education. In fact, the student does not have to declare a major (that is a field of Education specialization) until after these two years.

2.1 The Common Courses

The foundation courses are basically in four categories:

1. Common Education courses
2. General Studies
3. Entrepreneurship
4. Teaching Practice I & II

2.1.1 Common Education Courses

There are basic Education Courses that are expected to be offered by every student of Education. These group of courses include:

Course Code	Course Title	Units
EDU 101	Introduction to Teaching	2 Units
EDU 102	Foundations of Education I	2 Units
EDU 201	Introduction to Education Psychology	2 Units
EDU 202	Elements of Special Education	2 Units
EDU 203	Special Methods I	2 Units
EDU 204	Foundations of Education II	2 Units
EDU 300	Teaching Practice I	2 Units
EDU 301	Tests and Measurement	2 Units
EDU 302	ICT in Education	2 Units
EDU 303	Special Methods II	2 Units
EDU 304	Basics of Curriculum Dev. & Instruction	3 Units
EDU 305	Educational Technology	2 Units
EDU 306	Research Methods and Statistics	2 Units
EDU 400	Teaching Practice II	3 Units
EDU 402	Guidance and Counselling	2 Units

EDU 403	Special Methods III	2 Units
EDU 404	Project	6 Units
EDU 405	Introduction to Educational Management	2 Units

2.1.2 General Studies Programme

The aim of the General Studies Programme is to expose students to a course of liberal education through which they can develop and expand their awareness of their social, cultural and natural environments. The goal is to produce well-rounded graduates that are intellectually sound, competent in the use of English Language.

The objectives of the programme include:

- Acquisition of a body of situational relevant knowledge outside of the respective field of specialization of the students for productive, healthy living and promotion of peaceful coexistence.
- Development of competence in the use of English Language as a tool for their studies and effective means of communication in the society and in their future employment/enterprise.

Students are expected to register for at least 10 units of GST courses from among the courses tabulated below.

General Studies: Course Structure

Course Code	Course Title	Units
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, Setting up of Libraries for primary and secondary schools, Study Skills and ICT	2
GST 122	Communication in English II	2
GST 123	Basic Communication in French	2
GST 124	Basic Communication in Arabic	2
GST 125	Contemporary Health Issues	2
GST 211	Environment and Sustainable Development	2
GST 222	Peace and Conflict Resolution	2
GST 223	Introduction to Entrepreneurship	2
GST 224	Leadership Skills	2
GST 311	Entrepreneurship	2

2.1.3 Entrepreneurship

Towards Nigeria's quest for accelerated economic growth, it is important that active and virile youth population is assisted to develop and convert their innovative ideas into business ventures. These skills can be acquired particularly by those so innately inclined. This underscores the need to actively promote and train students to be entrepreneurial within our educational system. The course aims at re-orientating students towards a job-creation mind-set rather than the fixed attitude of job-seeking. It will equip them with the skills required in establishing businesses or making them add value to existing systems, if employed in organizations. The main objective is to introduce students to concepts and opportunities available in entrepreneurship and innovation. It assumes no

previous knowledge and takes students through the rudiments of entrepreneurship to selecting a desired business and starting it with a Feasibility Report.

The specific objectives of the GST 223 (Introduction to Entrepreneurial Skills) and GST 301 (Entrepreneurship Studies), also to be taught under the General Studies Programme as reflected in the above table, are to enable students to:

- Understand the relationship of enterprise, entrepreneur, business, entrepreneurship, innovation and creativity.
- Analyse the historical perspective of entrepreneurship in Nigeria, and relate it to the recent trend of unemployment, under-employment and job dissatisfaction, personal, national and global economic recession.
- Identify the roles of entrepreneurial development agencies and regulatory bodies.
- Cultivate the spirit of entrepreneurship.
- Correct wrong attitudes and mind-sets and develop high entrepreneurial potential in student.
- Select possible business ideas.
- Build the capacity to develop business plan to start a business.

2.1.4 Teaching Practice

In Education SIWES equivalent is the six weeks supervised teaching practice. Students spend this time in secondary schools putting into practice what they have been taught, under the mentorship of the professionally trained teacher.

2.2 Structure of the Basic Education Courses

Presented below are the major courses that undergraduate education students are expected to take to prepare them for the different specialisations, which are expected to commence from the 1st academic year

With this philosophical framework, the proposed courses for all education students mainly in the four years of study, that is 100- 400 levels, are presented in Tables 2.1 to 2.2 respectively.

Course Structure at 100-Level

Course Code	Course Title	Units	Status	LH*	PH*
GST 111	Communication in English I	2	C*	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Setting up of Libraries for primary and secondary schools, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 123	Basic Communication in French	2	E	30	-
GST 124	Basic Communication in Arabic	2	E	30	-
GST 125	Contemporary Health Issues	2	R	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education I	2	C	30	-
	TOTAL UNITS	20			

Course Structure at 200-Level

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 222	Peace and Conflict Resolution	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
GST 224	Leadership Skills	2	R	30	-
EDU 201	Educational Psychology	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods 1	2	C	30	-
EDU 204	Foundation of Education II	2	C	30	-
	TOTAL	16			

Course Structure at 300 Level

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	R	30	-
EDU 300	Teaching Practice 1	3	C	6 weeks	-
EDU 301	Tests and Measurements	2	C	30	-
EDU 302	ICT in Education	2	C	30	-
EDU 303	Special Methods 11	2	C	30	
EDU 304	Basics of Curriculum Development and Instructions	3	C	30	
EDU 305	Educational Technology	2	C	30	90
EDU 306	Research Methods and Statistics	2	C	30	
	TOTAL	18			

Course Structure at 400-Level

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice 11	3	C	6 Weeks	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Methods	2	C	30	-
EDU 404	Project	2	C	90	-
EDU 405	Introduction to Education Management	2	C	30	-
	TOTAL	11			

2.3 Course Synopses

Presented below are the SYNOPSES of all the courses presented in Tables 2.1, 2.2 and 2.3. The Units of each course, the number of lecture hours (LH) and the number of practical hours (PH), for those with practical component, have been indicated.

100-Level Courses

Students take most of these courses from the Faculty of Education and also the General Studies and Entrepreneurial Unit, where the latter exists in a university.

GST 111: Communication in English I: (2 Units) (LH: 30)

Effective communication and writing in English Language skills, essay writing skills (organization and logical presentation of ideas, grammar and style), comprehension, sentence construction, outlines and paragraphs.

GST 112: Logic, Philosophy and Human Existence: (2 Units) (LH: 30)

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) (LH: 30)

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, Setting up of Libraries for Primary and Secondary Schools, Study Skills and ICT: (2 Units) (LH: 30)

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) (LH: 30)

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

GST 123: Basic Communication in French: (2 Units) (LH: 30)

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

GST 124: Basic Communication in Arabic: (2 Units) (LH: 30)

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

GST 125: Contemporary Health Issues: (2 Units) (LH: 30)

Diet, exercise and health, nutritional deficiency diseases, malaria, other infections, hypertension, organ failure, air-borne diseases, sexually transmitted diseases, cancer and its prevention, sickle cell disease. HIV/AIDS: Introduction, epidemiology of HIV, natural history of HIV infection, transmission of predisposing factors to HIV, Impact of HIV/AIDS on the society, management of HIV infection, prevention of HIV. Drugs and Society: sources of drugs, classification of drugs, dosage forms and routes of drug administration, adverse drug reactions, drug abuse and misuse, rational drug use and irrational drug use. Human kinetics and health education: personal care and appearance, exercise and health, personality and relationship, health emotions, stress, mood modifiers, refusal to tobacco, alcohol and other psychoactive drugs.

EDU 101 Introduction to Teaching (2 Units)(LH:30)

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 102 Foundations of Education I (2 Units)(LH:30)

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.

200-Level Courses

GST 211: Environment and Sustainable Development: (2 Units: LH 30)

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 materials, Chemical and radiochemical hazards, Introduction to the various areas of science and technology. Elements of environmental studies.

GST 212: Logic, Philosophy and Human Existence: (2 Units) (LH: 30)

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 222: Peace and Conflict Studies: (2 Units) (LH: 30)

Basic Concepts in Peace and Conflict Studies; 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 and Conflict

Studies; 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 Entrepreneurship (2 Units) (LH: 45)

Introductory Entrepreneurial skills: Relevant Concepts: Enterprise, Entrepreneur, Entrepreneurship, Business, Innovation, Creativity, Enterprising and Entrepreneurial Attitude and Behaviour. History of Entrepreneurship in Nigeria. Rationale for Entrepreneurship, Creativity and Innovation for Entrepreneurs. Leadership and Entrepreneurial Skills for coping with challenge. Unit Operations and Time Management. Creativity and Innovation for Self-Employment in Nigeria. Overcoming Job Creation Challenges. Opportunities for Entrepreneurship, Forms of Businesses, Staffing, Marketing and the New Enterprise. Feasibility Studies and Starting a New Business. Determining Capital Requirement and Raising Capital. Financial Planning and Management. Legal Issues, Insurance and Environmental Considerations.

GST 224: Leadership Skills : (2 Units)(LH: 30)

Transformation is a fundamental shift in the deep orientation of a person, organization or society such that the world is seen in new ways and new actions and results become possible that were impossible prior to the transformation. Transformation happens at the individual level but must be embedded in collective practices and norms for the transformation to be sustained. Leadership Development Programme (LDP) proposes novel approaches to teaching and learning, which emphasizes the practical involvement of participants. It is interactive and involves exercises and actual implementation of breakthrough projects by teams that make difference in the lives of the target population. In this course, leadership concepts comprising of listening, conversation, emotional intelligence, breakthrough initiatives, gender and leadership, coaching and leadership, enrolment conversation and forming and leading teams will be taught

EDU 201 Introduction to Educational Psychology (2 Units)(LH:30)

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

EDU 202 Elements of Special Education (2 Units)(LH:30)

Survey of the field of special education, definitions, terminology, National Policy provision on Special Education, Characteristics and educational implications of impairments and other handicapping conditions in children, inclusive classrooms, general hints about teaching exceptional children, attitudes in special education, professionals and programs in Special Education.

EDU 203 Special Methods 1 (2 Units)(LH:30)

The implication of various teaching methods in different subjects under different situations. Emphasis will be on skill development.

EDU 204 Foundations of Education II (2 Units)(LH:30)

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. Detailed major sociology and comparative education should be taught.

300- to 400-Level Courses

There are still some courses even at the 300-level and 400-levels that would be common to all Education programmes such as Educational Technology, Curriculum and Instruction, Tests and Measurements, Guidance and Counselling amongst others. These courses are also important in providing tools that will enhance the much-needed interactions between students in different education disciplines and foster multidisciplinary team building. In addition, all education students must acquire supervised Teaching Practice programmes; hence these are designated as common courses as well. All these courses are listed below.

GST 311 Entrepreneurship (2 Units)(LH: 30)

Profiles of business ventures in the various business sectors such as:

Soap/Detergent, Tooth brush and Tooth paste making; Photography; Brick making; Rope making; Brewing; Glassware production/ Ceramic production, Paper production; Water treatment/conditioning/packaging; Food processing/preservation/packaging; Metal fabrication; Tanning industry; Vegetable oil extraction; Farming; Fisheries/aquaculture; Plastic making; Refrigeration/Air-conditioning; Carving, Weaving; Bakery; Tailoring; Printing; Carpentry; Interior Decoration; Animal husbandry etc. Case Study Methodology applied to the development and administration of Cases that bring out key issues of business environment, start-up, pains and gains of growth of businesses, etc. with particular reference to Nigerian businesses. Experience sharing by business actors in the economy with students during Case presentations.

EDU 300 Teaching Practice I (3 Units)(PH:45)

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

EDU 301 Tests and Measurement (2 Units)(LH:30)

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

EDU 302 ICT in Education (2 Units)(LH:30)

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

EDU 303 Special Methods II (2 Units)(LH:30)

The implication of various teaching methods in different subjects under different situations. Emphasis will be on skill development.

EDU 304 Basics of Curriculum Development and Instruction I (3 Units)(LH:45)

Basic concepts of curriculum development to include objectives, contents, learning opportunities and evaluation. Knowledge and skills on Curriculum Development. 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 305 Educational Technology (2 Units)(LH:30)

The course offers on eclectic approach to the design process application and effects of technique in the teaching/learning situation. It is designed to broaden student teachers'

knowledge on the systematic production, effective use and evaluation of inexpensive and local instructional materials for instructional purpose.

EDU 306 Research Methods: Data Processing, Statistics And Computer Usage (2 Units)(LH:30)

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 400 Teaching Practice (3 Units)(PH:45)
Practical implementation of teaching/learning strategies in the classroom as applied to the subject area.

EDU 402 Guidance & Counselling (2 Units)(LH:30)
The course examines meaning and scope of counselling, functions of guidance in the school, and starting and running the programme in a school. It also examines students problems and what the counsellor can do to solve them.

EDU 403 Special Methods III (2 Units)(LH:30)
The implication of various teaching methods in different subjects under different situations. Emphasis will be on skill development.

EDU 404 Project (6 Units)(PH:45)
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 405 Introduction to Educational Management (2 Units)(LH:30)
The course provides an introduction to the field of Educational Administration. It is designed to enable students cope adequately with roles as teachers basically as administrators *ipso facto*. Specifically, the course portends to equip the students with theory of administration and its practice in classroom management and institutional government.

Courses to be covered include, the conceptual framework in and the uniqueness of educational administration, administration processes concept and principles, School as an organization, the organizational structure and management of education in Nigeria – Federal, State and Local government roles in education, Educational financing and Economics of education in Nigeria.

SECTION THREE:

COURSE STRUCTURE AND SYNOPSES OF EDUCATION DEGREE PROGRAMMES

Preamble

The foundation/common courses for the various education degree programmes covered in this Document have been presented in Section 2. The courses are mainly at the 100- and 200-levels. This Section is devoted to the presentation of the structure and the synopses of courses prescribed for each programme. A total of 40 programmes have been covered. The courses are mainly at 100-Level to 400-Level. In the presentation, compulsory courses (C), required courses (R) and electives (E) have been identified.

3.1 ADULT AND CONTINUING EDUCATION

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 Options. 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, volunteers 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.

3.1.1 Philosophy and Objectives

The philosophy and objectives 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 aims 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 professionals in order to improve their skills;
- e) To give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

3.1.2 **Basic Admission and Graduation Requirements**

The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education programmes.

B.Ed Honours Degree (Adult Education) in specialist practice areas:

- i. Literacy
- ii. Continuing Education
- iii. Distance Education
- iv. Women Education
- v. Community Development
- vi. Administration
- vii. Industrial and Labour Studies
- viii. Cooperative Management
- ix. Social and Extension Development

3.1.3 **Learning Outcomes**

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 counsellor 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 counsellors who can:

- Motive learners to acquire and develop positive attitudes to life.
- Exhibit acceptable Social behaviours when interacting with others.
- Respecting the views of others.

3.1.4 **Attainment Levels**

As applicable to in the general section of the BMAS for Education Discipline.

3.1.5 **Resource Requirement For Teaching And Learning**

As in section 1.6 for all Education Programmes.

3.1.6 **Course Structure**

Course Structure at 100-Level Adult and Continuing Education without Teaching Subjects

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	C	30	-
GST 113	Nigerian Peoples and Culture	2	C	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
EAE 101	Introduction to Adult Education	2	C	30	-
EAE 102	Adult Education and Development	2	C	30	-
EAE 103	Comparative Adult Education	2	C	30	-
Choose one area of specialization					
<i>Literacy and Vocational Education 1</i>					
EAE 111	Vocational Education and Society	3	C	45	-
EAE 112	Social Structure and Independence	3	C	45	-
EAE 113	Oracy and Linguistic Literacy	3	C	45	-
EAE 114	Literacy Vocational Development and Structural Analysis	3	C	45	-
<i>Community Development 2</i>					
EAE 121	Population Trends and Policies	3	C	45	-
EAE 122	Social Policy and Welfare Theory	3	C	45	-
EAE 123	Elite Education and Cultural Studies	3	C	45	-

Please, forward your comment on any section of this document to the following email:

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You can also call the following phone numbers: 08033145087, 08033201097

All comments should be received before 31st October, 2015

EAE 124	Community Decision Making	3	C	45	-
<i>Extension of Social Development</i>					
EAE 131	Social Policy and Welfare Theory	3	C	45	-
EAE 132	Working with Marginal Groups	3	C	45	-
EAE 133	Elite Education and Cultural Studies	3	C	45	-
EAE 134	Critical Pedagogy	3	C	45	-
<i>Cooperative Management</i>					
EAE 141	Philosophy of Cooperative Management	4	C	60	-
EAE 142	Project Monitoring Indicators	4	C	60	-
EAE 143	Cooperative Economics	4	C	60	-
<i>Women Education</i>					
EAE 151	Introduction to Gender Studies	2	C	30	-
EAE 152	Normative Status of Women in Society	2	C	30	-
EAE 153	Social Structure and Independence	2	C	30	-
EAE 154	Government Policies and Development of Women	2	C	30	-
EAE 155	Women and Education	2	C	30	-
<i>Industrial and Labour Studies</i>					
EAE 161	Introduction to Industrial Education	2	C	30	-
EAE 162	Introduction to Personnel Development and Administration	2	C	30	-
EAE 163	Project Monitoring Indicators	2	C	30	-
EAE 164	Clinical Analysis of Work Process	2	C	30	-
<i>Distance Education</i>					
EAE 171	History of Distance Education	2	C	30	-
EAE 172	Introduction to Personnel Administration	2	C	30	-
EAE 173	Open Learning System	2	C	30	-
EAE 174	Introduction to Life Long Education	2	C	30	-

Course Structure at 200-Level Adult and Continuing Education without Teaching Subjects

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of Computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
EAE 201	Curriculum and Instruction in Adult Education	2	C	30	-
EAE 202	Psychology of Adult Learning	2	C	30	-
EAE 203	Historical Development of Adult Education	2	C	30	-
EAE 204	Sociology of Adult Education	2	C	30	-
EAE 205	Opening with Exceptional Adults General Teaching Methods	2	C	30	-
EAE 206	Introduction to Non-formal Education	2	R	30	-
EAE 207	Adult Basic Education	2	R	30	-
<i>Literacy and Vocational Education (LVE)</i>					
EAE 211	Traditional Adult Education	2	C	30	-
EAE 212	Drill in English	2	C	30	-
EAE 213	Theories of Andragogy	2	C	30	-
EAE 214	Literacy Education and Social Change	2	C	30	-
EAE 215	Continuing Education Strategies	2	C	30	-
EAE 216	Literacy Education and Rural Transformation	2	C	30	-
EAE 217	Structure of Language	2	C	30	-
<i>Community Development (CD)</i>					
EAE 221	Elementary Structure of Community	2	C	30	-
EAE 222	Peoples, Culture and Community Development	2	C	30	-
EAE 223	Comparative Studies in Community Development	2	C	30	-
EAE 224	Needs Analysis of Community Development	2	C	30	-
EAE 225	Disaster Management	2	C	30	-
EAE 226	Ecosystem and Community Development	2	C	30	-

<i>Extension and Social Development</i>						
EAE 231	Learning in Non-school Environment	2	C	30	-	
EAE 232	Political Economy of Extension	2	C	30	-	
EAE 233	Family Life and Sex Education	2	C	30	-	
EAE 234	Introduction of Agric Education	2	C	30	-	
<i>Cooperative Management</i>						
EAE 241	Traditional Cooperative and Adult Education	2	C	30	-	
EAE 242	Historical Perspectives of Cooperative in Nigeria	2	C	30	-	
EAE 243	Cooperative and National Development	2	C	30	-	
EAE 244	Accounting Principles	2	C	30	-	
A						
Women Education						
EAE 251	History of Women Education	2	C	30	-	
EAE 252	Famous Theories	2	C	30	-	
EAE 253	Scope of Women Education	2	C	30	-	
EAE 254	Women Achievement and Career Motivation	2	C	30	-	
EAE 255	Female Reproductive Health of Women and Environment	2	C	30	-	
EAE 256	Female Life Education	2	C	30	-	
EAE 257	Cooperative Studies in Women Education	2	C	30	-	
<i>Industrial and Labour Studies</i>						
EAE 261	Perception and Productivity	2	C	30	-	
EAE 262	Labour Studies and Collective Bargaining	2	C	30	-	
EAE 263	Introduction to Public Finance	2	C	30	-	
EAE 264	Principles of Management Development	2	C	30	-	
EAE 265	Labour Policies in Changing Economy	2	C	30	-	
EAE 266	Developing Human Resources	2	C	30	-	
EAE 267	Workers Education	2	C	30	-	
<i>Correspondence and Distance Education</i>						
EAE 271	Programme Design in Distance Education	2	C	30	-	
EAE 272	Management of Distance Education	2	C	30	-	
EAE 273	Instructional Technology in Distance Education	2	C	30	-	
EAE 274	Media Techniques in Adult Education	2	C	30	-	

EAE 275	Family Life and Sex Education	2	C	30	-
EAE 276	Workers Education	2	C	30	-
EAE 277	Introduction to Correspondence Education	2	C	30	-
	Take all courses from area of specialization and one from any other area	2	C		

Course Structure at 300-Level Adult and Continuing Education without Teaching Subjects

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurial Skills	2	E	30	-
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Test and Measurement	2	C	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	R	30	-
EAE 301	Adult Environmental Education	2	C	30	-
EAE 302	Financing Adult Education	2	C	30	-
EAE 303	Traditional Social Institution	2	C	30	-
EAE 304	Special Method I	2	R	30	-
EAE 305	Foundation of Adult Counselling	2	R	30	-
EAE 306	Teaching Principles and Practice in Adult Education	2	R	30	-
EAE 307	Communication Media in Adult Education	2	C	30	-
<i>Literacy and Vocational Education</i>					
EAE 311	Post Literacy Education	2	R	30	-
EAE 312	Mass Education and Enlightenment Campaign	2	R	30	-
EAE 313	Resources in Literacy Education	2	R	30	-
EAE 314	Management of Small Scale Industries	2	C	30	-
<i>Community Development</i>					
EAE 321	Agencies and Institutions for Community Development	2	C	30	-
EAE 322	Rural Sociology	2	C	30	-
EAE 323	Community Education	2	C	30	-
EAE 324	Population Education	2	C	30	-
<i>Extension and Social Education</i>					
EAE 331	Education for Social Development	2	C	30	-
EAE 332	Development and Crime Control	2	C	30	-
EAE 333	Situation Analysis and Intervention	2	C	30	-
EAE 334	Economics of Agric Education	2	C	30	-

Cooperative Management					
EAE 341	Dynamics of Organizational Labour	2	C	30	-
EAE 342	Inter-group Relations	2	C	30	-
EAE 343	Organization and Management of Cooperatives	2	C	30	-
EAE 344	Management of Small Scale Industries	2	C	30	-
Women Education					
EAE 351	Health and Safety Education	2	C	30	-
EAE 352	Delinquency and Crime Control	2	C	30	-
EAE 353	Special Education for Women	2	C	30	-
EAE 354	Situational Analysis and Intervention	2	C	30	-
Industrial and Labour Studies					
EAE 361	Skills and Scaling in Labour	2	C	30	-
EAE 362	Dynamics of Organizational Behaviour	2	C	30	-
EAE 363	Basics of Industrial Relations	2	C	30	-
EAE 364	Crises Management in Industries	2	C	30	-
Correspondence and Distance Education					
EAE 371	Educational Module Preparation Strategies	3	C	45	-
EAE 372	Programme Monitoring and Evaluation in Distance Education	3	C	45	-
EAE 373	Seminar and Workshop in Organization and Management	3	C	45	-
EAE 374	Record and Information Management in Distance Education	3	C	45	-
EAE 375	Principles and Methods of Functional Literacy	2	R	30	-
	Take one unit from area of specialization and one from any other area	4	C		

400-Level Adult and Continuing Education Courses without Teaching Subjects

Course Code	Course Title	Units	Status	LH	PH
	Compulsory Education Courses				
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	90	-
EDU 405	Introduction to Education Management	2	C	30	-

Compulsory Adult Education Courses					
EAE 400	Programme Planning and Development	2	C	30	-
EAE 401	Evaluation of Adult Education Programme	2	C	30	-
EAE 402	Seminar in Adult Education	2	C	30	-
I. Literary and Vocational Education (LVE)					
EAE 411	Primer Construction	2	R	30	-
EAE 412	Literacy and the Environment	2	R	30	-
EAE 413	Changes and Issues in Literacy Education	2	R	30	-
EAE 414	Continuing Education	2	R	30	-
II. Community Development					
EAE 421	Evaluation of Community Project	2	R	30	-
EAE 422	Integrated Community	2	R	30	-
EAE 423	Sociology of Development	2	R	30	-
EAE 424	Mobilization and Village Adoption Scheme	2	R	30	-
III. Extension and Social Development (ESD)					
EAE 431	Adult Education and Integrated Social Development	2	R	30	-
EAE 432	Basic Processes in Facilitating Extension	2	R	30	-
EAE 433	Social Analysis Extension	2	R	30	-
EAE 434	Workshop Skills and Group Processes	2	R	30	-
4. Cooperative Movement (CM)					
EAE 441	Fund Raising, Loan Application and Administration	2	R	30	-
EAE 442	Bye laws and Registration	2	R	30	-
EAE 443	Mobilization and Village Adoption Scheme	2	R	30	-
EAE 444	Issues in Nigerian Cooperative	2	R	30	-
5. Women Education (WD)					
EAE 451	Women Education for Self Reliance	2	R	30	-
EAE 452	Issues in Women Education	2	R	30	-
EAE 453	Sociology of Development	2	R	30	-
EAE 454	Women in Politics	2	R	30	-
6. Industrial and Labour Studies					
EAE 461	Industrial Communication	2	R	30	-
EAE 462	Manpower and Educational System Planning	2	R	30	-
EAE 463	Personnel Management	2	R	30	-
EAE 464	Nigerian Labour Movement	2	R	30	-
7. Correspondence and Distance Education					
EAE 471	Contemporary Issues in Distance Education	2	R	30	-
EAE 472	Economics of Distance Education	2	R	30	-

EAE 473	Personnel Management in Distance Education	2	R	30	-
EAE 474	Financing Management in Distance Education	2	R	30	-
EAE 475	Management of Adult Education	2	E	30	-
	Take one unit from area of specialization and one from any other area	4	R		

3.1.7 Course Synopses

EAE 101 Introduction to Adult Education (2 Units) (LH:30)

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.

EAE 102 Adult Education and Development (2 Units) (LH:30)

This course examines how education of adults can contribute to national development through literacy, vocational, and numeric skills

EAE 103 Comparative Adult Education (2 Units) (LH:30)

The course covers concepts, methods and techniques of comparing adult education in different systems.

EAE 111 Vocational Education and Society (2 Units) (LH:30)

This course provides trainees with job skills, career training, and trades that are based on manual and semi/skilled labour for national development.

EAE 112 Social Structure and Independence (2 Units) (LH:30)

The course provides insights into patterned social arrangements which forms the society as a whole and which determine to some extent, the actions of the individuals socialized into that structure. Topics treated in the course includes cities, class, crime, culture, demography, family gender, economy, environment, race, ethnicity, and how these can be managed to foster human independence in the society.

EAE 113 Oracy and Linguistic Literacy (2 Units) (LH:30)

The course develops students listening and speaking skills and give them the ability to perceive and pronounce English sounds correctly. Content includes types of listening and speaking; skills of listening and speaking vowel and consonant sound; diphthongs, segmental and supra segmentals.

EAE 114 Literacy Vocational Development and Structural Analysis (2 Units) (LH:30)

This course emphasizes the plurality of literacy in various endeavours. In this context, literacy is discussed in vocational development and how this enhances entrepreneurial skills in the learner

- EAE 121 Population Trends and Policies (2 Units) (LH:30)**
This course examines policies in population studies and presents latest statistics on population, births, deaths, marriages, divorce, abortion, migration, and so on.
- EAE 122 Social Policy and Welfare Theory (2 Units) (LH:30)**
The course treats ideological and philosophical background to social policy with emphasis on individualism and collectivism. The history of welfare policy from the poor law to the modern welfare state is analysed. The philosophy of welfare state is also treated.
- EAE 123 Elite Education and Cultural Studies (2 Units) (LH:30)**
This course is concerned with provision of education that serves majorly the intent of the upper class as contrasted with mass education. Class distinction in education is highlighted
- EAE 124 Community Decision Making (2 Units) (LH:30)**
The courses emphasizes models, applications and comparisms in issue resolution within the community; its relevance to community development and governance.
- EAE 132 Working with Marginal Groups (2 Units) (LH:30)**
The course examines principles and strategies for working with marginalized groups such as women, people living with HIV and AIDS, people living with disabilities, ethnic minorities and so on.
- EAE 134 Critical Pedagogy (2 Units) (LH:30)**
The course exposes students to methods of teaching adult humans. It de-emphasizes the teacher as the depositor of knowledge and the learner the depositories but emphasizes active learning in the environment
- EAE 141 Philosophy of Cooperative Management (2 Units) (LH:30)**
The purpose and basis of co-operative management are the key concepts in this course. Models of co-operative management are also treated in the course.
- EAE 142 Project Monitoring Indicators (2 Units) (LH:30)**
The course treats project cycle, project monitoring, project design and project implementation. The indicators in any project that need critical attention include time, money, human and material resource and these are emphasized in the course.
- EAE 143 Cooperative Economics (2 Units) (LH:30)**
This course deals with economics socialist economics, cooperative studies and political economy which are instrumental in proper management of cooperative societies.
- EAE 141 Introduction to Gender Studies (2 Units) (LH:30)**
This study is an examination of the field of interdisciplinary study which analysis race, ethnicity, sexuality, and location across various disciplines. It seeks to promote women interest.
- EAE 152 Normative Status of Women in Society (2 Units) (LH:30)**
The traditional roles reserved for women in societies and how they are changing are major issues treated in the course.

EAE 153 Social Structure and Independence (2 Units) (LH:30)

The course provides insights into patterned social arrangements which forms the society as a whole and which determine to some extent, the actions of the individuals socialized into that structure. Topics treated in the course includes cities, class, crime, culture, demography, family gender, economy, environment, race, ethnicity, and how these can be managed to foster human independence in the society.

EAE 154 Government Policies and Development of Women (2 Units)(LH:30)

The course will examine various policies and legislations put in place by government to promote women interest and narrow gender disparity in the country.

EAE 155 Women and Education (2 Units) (LH:30)

This course examines social and environmental needs for change and development including vulnerable groups and the search for alternative access to education.

EAE 161 Introduction to Industrial Education (2 Units) (LH:30)

This course provides specialized skills related to a variety of occupations and carriers in the society.

EAE 162 Introduction to Personnel Development and Administration (2 Units) (LH:30)

The course treats how workers in an organization can assist to grow and manage for productivity.

EAE 163 Project Monitoring Indicators (2 Units) (LH:30)

The course treats project cycle, project monitoring, project design and project implementation. The indicators in any project that need critical attention include time, money, human and material resource and these are emphasized in the course.

EAE 164 Critical Analysis of Work Process (2 Units) (LH:30)

The course is about the most important internal value creation processes and covers product design and delivery, customer support, supply chain, management, business and support processes. The processes refer to core competence, factors that determine success and considered important for business growth.

EAE 171 History of Distance Education (2 Units) (LH:30)

The course delves into the origins of distance education/learning in Nigeria. It also examines the work study programme of National Open University in Nigeria.

EAE 172 Introduction to Personnel Administration (2 Units) (LH:30)

The origin and development of personnel administration. Principles, policies and practices in personnel, administration and their implications for the school systems. Methods applied to the problems of (a) job design (b) recruitment (c) promotion (d) selection (e) placement and (f) evaluation of personnel

EAE 173 Open Learning System (2 Units) (LH:30)

The concepts of open learning. Objectives, techniques and users of open learning. Beneficiaries of open learning.

- EAE 174 Introduction to Life Long Education (2 Units) (LH:30)**
The nature and scope of lifelong education. Programmes in lifelong education. The importance and challenges of lifelong education.
- EAE 201 Curriculum and Instruction in Adult Education (2 Units) (LH:30)**
The course gives special attention to curriculum contents, strategies and methodology of teaching adults (Andragogy) as opposed to pedagogy.
- EAE 202 Psychology of Adult Learning (2 Units) (LH:30)**
Adult development stages; Adult learning theories and variables influencing intellectual growth; learning environment and personality change.
- EAE 203 Historical Development of Adult Education (2 Units) (LH:30)**
Traditional forms of Adult Education; Adult Education during the colonial era; post-independence developments.
- EAE 204 Sociology of Adult Education (2 Units) (LH:30)**
Concept of sociology; Man in society; social institutions and their impact on adult education. Factors favourable to social transformation and the tenet of social change.
- EAE 205 Exceptional Adults General Teaching Methods (2 Units) (LH:30)**
The course emphasizes special teaching methodology used for exceptional individuals as opposed to Normztureteaching methods.
- EAE 206 Introduction to Non-formal Education (2 Units) (LH:30)**
Community Development processes in Nigeria; Theories and policies of community development programmes.
- EAE 207 Adult Basic Education (2 Units) (LH:30)**
The meaning of basic/fundamental education. Its contributions to the alleviation of poverty, disease and ignorance.
- EAE 211 Traditional Adult Education (2 Units) (LH:30)**
The course treats traditional adult education as distinct from formal adult and Islamic adult education.
- EAE 212 Drill in English (2 Units) (LH:30)**
The course lays emphasis on a classroom technique used to practice English grammar and vocabularies as a new language. It includes for instance, Repetition used normally for beginner language learners.
- EAE 213 Theories of Andragogy (2 Units) (LH:30)**
The course attempts to review theories specifically for adult learning example Knowles Theory of Andragogy, and cognitive learning theory.
- EAE 214 Literacy Education and Social Change (2 Units) (LH:30)**
The course provides a link between literacy and social change in terms of how social order of society may be altered, for social progress, economic wellbeing and political awareness.

- EAE 215 Continuing Education Strategies (2 Units) (LH:30)**
The covers various strategies that can be adapted in achieving continuing education targets such as distance education, correspondence education personal study skills, self-improvement strategy, “SMART” etc.
- EAE 216 Literacy Education and Rural Transformation (2 Units) (LH:30)**
The course is about how literacy education can be used to design and improve the economic and social conditions of rural inhabitants.
- EAE 217 Structure of Language (2 Units) (LH:30)**
The course covers phonological, grammatical, and logical properties of languages gathered from descriptive materials and authorities in the field.
- EAE 221 Elementary Structure of Community (2 Units) (LH:30)**
The course deals with typical networks found in a community. The groups of nodes in a network can easily be grouped and internally connected for purposely relationship and development
- EAE 222 Peoples, Culture and Community Development (2 Units) (LH:30)**
This course should expose students to people and culture, their significance and relation to community development.
- EAE 223 Comparative Studies in Community Development (2 Units) (LH:30)**
This course covers concepts, methods and techniques of comparing community development in different countries.
- EAE 224 Needs Analysis of Community Development (2 Units) (LH:30)**
The course covers requirements, analysis, as well as goals, aspirations and needs for community development
- EAE 225 Disaster Management (2 Units) (LH:30)**
This course examines various types of disaster, how to respond to them and how to be prepared for them.
- EAE 226 Ecosystem and Community Development (2 Units) (LH:30)**
The course studies the biological environment and all the organisms and environment (example climate, animal, landscape, plants etc) living in it, are constantly interacting among themselves for mutual benefit.
- EAE 231 Learning in Non-school Environment (2 Units) (LH:30)**
The concepts of open learning. Objectives, techniques and users of open learning. Beneficiaries of open learning.
- EAE 232 Political Economy of Extension (2 Units) (LH:30)**
The course covers how economic theories and methods impact on extension work of the community and how public policy about extension work can be created and implemented.

EAE 233 Family Life and Sex Education (2 Units) (LH:30)
This course focuses on healthy family functioning within a family system perspective. It also teaches responsible sexual behaviour among young people.

EAE 234 Introduction of Agric Education (2 Units) (LH:30)
This course teaches about instruction on crop production, livestock management, soil and water conservation.

EAE 241 Traditional Cooperative and Adult Education (2 Units) (LH:30)
The course teaches how local people can be organized to form cooperative societies using traditional methods.

EAE 242 Historical Perspectives of Cooperative in Nigeria (2 Units) (LH:30)
The origins of cooperative movement in Nigeria in pre-independence and post-Independence era. Beginning of various cooperatives ventures in various fields, housing, transportation, institutions, Fadama, etc.

EAE 243 Cooperative and National Development (2 Units) (LH:30)
The covers areas through which cooperatives contribute to national development particularly at the rural level, the role of cooperative finance institutions in reducing unemployment, contributions to GDP of the nation etc.

EAE 244 Accounting Principles (2 Units) (LH:30)
The course deals with Generally Accepted Accounting Principles (GAAP) as standard frame work of guidelines for financial accounting

EAE 251 History of Women Education (2 Units) (LH:30)
The early start of women education, the factors that disadvantage women education and efforts being made to equalize educational opportunities for them are some of the issues treated in the course.

EAE 252 Famous Theories (2 Units) (LH:30)
This course centres on diseases and conditions that affect the female reproductive system and include symptoms, diagnosis, treatment and prevention of women's reproductive health issues.

EAE 253 Scope of Women Education (2 Units) (LH:30)
The course is about gender equality in education, importance of education to women, women access to education, education as a foundation to proper adult life and role, constrains and challenges to women education.

EAE 254 Women Achievement and Career Motivation (2 Units) (LH:30)
This course should expose students to the basic concepts of career and career motivations in relation to achievements made by women

EAE 255 Female Reproductive Health of Women and Environment (2 Units) (LH:30)
This course should expose students to the basic concepts of reproductive health, sex, the female organ and infections in relation to their immediate environment.

- EAE 256 Female Life Education (2 Units) (LH:30)**
Concepts, issues and strategies in women education including their role in overall education effort of a nation.
- EAE 257 Cooperative Studies in Women Education (2 Units) (LH:30)**
The course covers various strategies by which cooperative society studies can be infused into women education to empower them for productivity.
- EAE 261 Perception and Productivity (2 Units) (LH:30)**
The course covers efficiency of production in terms of the ratio of what is produced and what is required to produce it. Purchase of goods and services, etc.
- EAE 262 Labour Studies and Collective Bargaining (2 Units) (LH:30)**
The course covers global capital strategies and trade union responses, public sector labour laws, and collective bargaining, labour management, etc.
- EAE 263 Introduction to Public Finance (2 Units) (LH:30)**
The course covers government sources of funds, government expenditure patterns on public funding of projects, taxation monetary system, retirements, etc.
- EAE 264 Principles of Management Development (2 Units) (LH:30)**
The course covers the framework for managers of organizations learn and improve their skills. It includes identification of needs, various techniques and roles in organizations.
- EAE 265 Labour Policies in Changing Economy (2 Units) (LH:30)**
The course deals with purpose of labour, fair rules and chances, employment, retention, transition and such other concepts in the labour market that respond top changes in the economy.
- EAE 266 Developing Human Resources (2 Units) (LH:30)**
The course is about development of personal and organized skills, knowledge and abilities of employees. Other concepts covered include training, career development, coaching, mentoring, succession, planning amongst others.
- EAE 267 Workers Education (2 Units) (LH:30)**
The concept of work. Factors promoting efficiency at work, work life experiences and the importance of education.
- EAE 271 Programme Design in Distance Education (2 Units) (LH:30)**
This course should expose students to the basic concepts of programmes, schedules, and programme designs in relation to open Education.
- EAE 272 Management of Distance Education (2 Units) (LH:30)**
This course should expose students to the basic concepts of management in relation to open education.
- EAE 273 Instructional Technology in Distance Education (2 Units) (LH:30)**
This course should expose students to the basic concepts of instructional technology, teaching aids and techniques in relation to open education.

- EAE 274 Media Techniques in Adult Education (2 Units) (LH:30)**
Indigenous Communication Methods: verbal and non-verbal methods. Contemporary development: identification and use.
- EAE 275 Family Life and Sex Education (2 Units) (LH:30)**
This course should expose students to the basic concepts of family life and sex education, adolescence, juvenile delinquency and sexual health.
- EAE 276 Workers Education (2 Units) (LH:30)**
The course covers training they need to play an effective role in the economic and social life of their societies, dissemination of information on the various aspects of the ILO which affects the interest of the workers.
- EAE 277 Introduction to Correspondence Education (2 Units) (LH:30)**
The course covers teaching methods and technology with the aim of delivering teaching often on individual basis to students who are not physically present. This is same as distance education.
- EAE 301 Adult Environmental Education (2 Units) (LH:30)**
The course is about creating awareness and environment action, health promotion and health education as well as philosophical foundations of adult education.
- EAE 302 Financing Adult Education (2 Units) (LH:30)**
The course explores various sources of funds for financing adult education ; statutory allocations, ETF, Development partner sources, donations, non-governmental funds, partnership funds, individual fees etc.
- EAE 303 Traditional Social Institution (2 Units) (LH:30)**
Institutions in the community structures, town meetings, community development associations, age grades, religious bodies, etc.
- EAE 305 Foundation of Adult Counselling (2 Units) (LH:30)**
Theories of counselling, principles of adult counselling and techniques; psycho analytic, client centred, rational motive, gestalt, trait and factor eclectic theories provide the foundations for adult counselling.
- EAE 306 Teaching Principles and Practice in
Adult Education (2 Units) (LH:30)**
The problems of the adult learner. Major approaches in National Policy on Education: problem-centred, projective, self-actualizing and participatory approaches.
- EAE 307 Communication Media in Adult Education (2 Units) (LH:30)**
The various tools for storing and transmitting information to adult learners are explored in this course
- EAE 311 Post Literacy Education (2 Units) (LH:30)**
The course is concerned with sustaining literacy among recently literate or neo-literate adults and communities. Such skills may be similar to the ones provided in primary education studies.

EAE 312 Mass Education and Enlightenment Campaign (2 Units) (LH:30)

This course explores the strategies for bringing about changes at the structural policy level and advocating for sustainable development for marginalized groups, in this case adults in the process enlightenment about education, health , water, sanitation, child protection, skill training and micro-credits are achieved.

EAE 313 Resources in Literacy Education (2 Units) (LH:30)

The course covers teaching – learning materials, equipment and aids in literacy education: books, primers, CCTV, pictures, computer-assisted drills, assistive devices etc.

EAE 314 Management of Small Scale Industries (2 Units) (LH:30)

Simple strategies for sustaining small scale entrepreneurial industries and covers book keeping, banking, stock taking, personnel management, credit facilities, marketing, customer relations etc.

**EAE 321 Agencies and Institutions for Community
Development (2 Units) (LH:30)**

Various agencies and institutions involved in sustaining community development are explored: community development associations, savings and loans scheme, Fadama schemes, non-governmental organizations, faith-based organizations, local government agencies etc.

EAE 322 Rural Sociology (2 Units) (LH:30)

This course provides students with a framework to discussion, understanding and research. Rural development that covers issues such as agriculture, health and the people. It will involve inter-discipline collaboration among disciplines that treat rural development: medicine, agriculture, sociology, economics and education.

EAE 323 Community Education (2 Units) (LH:30)

This course should expose students to the basic concepts of community life in relation to education and enlightenment.

EAE 324 Population Education (2 Units) (LH:30)

Population trends and policies in Africa. The role of adult education in combating the effects of over population.

EAE 331 Education for Social Development (2 Units) (LH:30)

The course attempts to offer understanding of education literacy and social development and their inter-relationships to understand policies and practices governing social development for mass literacy campaigns/programmes of the community.

EAE 332 Development and Crime Control (2 Units) (LH:30)

Sustained development has both positive and negative outcomes one of which is crime. Various ways of crime control are examined in the course.

EAE 333 Situation Analysis and Intervention (2 Units) (LH:30)

This is a scientific study of the community in order to identify its peculiarities that can guide intervention measures for the betterment of the community.

- EAE 334 Economics of Agric Education (2 Units) (LH:30)**
This course should expose students to the basic concepts of agriculture (both farming and animal husbandry) as well as economic principles.
- EAE 341 Dynamics of Organizational Labour (2 Units) (LH:30)**
This course should expose students to the basic concepts of organizational structure, labour force and dynamics involved.
- EAE 342 Inter-group Relations (2 Units) (LH:30)**
This course should expose students to the basic concepts of group relation in relation to education and enlightenment.
- EAE 343 Organization and Management of Cooperatives (2 Units) (LH:30)**
This course should expose students to the basic concepts of the operation of cooperatives, their organization and management.
- EAE 344 Management of Small Scale Industries (2 Units) (LH:30)**
This course should expose students to the basic concepts of the operation and eligibility for running and enrolling in small scale industry, their organization and management.
- EAE 351 Health and Safety Education (2 Units) (LH:30)**
This course should expose students to the basic concepts of Safety, First aid, human and environmental health, hazards and their identification and the effect of human activities on the environment.
- EAE 352 Delinquency and Crime Control (2 Units) (LH:30)**
This course should expose students to the basic concepts of crime prevention and control measures not excluding juvenile incidents.
- EAE 353 Special Education for Women (2 Units) (LH:30)**
This course should expose students to the basic concepts of special education and the role of women in education.
- EAE 354 Situational Analysis and Intervention (2 Units) (LH:30)**
This course should expose students to the basic concepts of situational analysis and intervention
- EAE 361 Skills and Scaling in Labour (2 Units) (LH:30)**
This course should expose students to the basic concepts of accuracy and precision application to endowed skills in production.
- EAE 362 Dynamics of Organizational Behaviour (2 Units) (LH:30)**
This course should expose students to the basic concepts of behaviour and methods of behavioural organization.
- EAE 363 Basics of Industrial Relations (2 Units) (LH:30)**
This course should expose students to the basic concepts of industrial relations, operation, management and incorporation.

- EAE 364 Crises Management in Industries (2 Units) (LH:30)**
This course should expose students to the basic concepts of crises, trigger factors and their management strategies in relation to industries.
- EAE 371 Educational Module Preparation Strategies (2 Units) (LH:30)**
This course should expose students to the basic concepts of educational modules, their preparation and implementation strategies.
- EAE 372 Programme Monitoring and Evaluation in Distance Education (2 Units) (LH:30)**
This course should expose students to the basic concepts of monitoring and valuation of distance education programmes in relation to the effectiveness of knowledge impacting technique.
- EAE 373 Seminar and Workshop in Organization and Management (2 Units) (LH:30)**
This course should expose students to the basic concepts of organizing skill impacting seminars and workshops and the effect of these on organization management.
- EAE 374 Record and Information Management in Distance Education (2 Units) (LH:30)**
This course should expose students to the basic concepts of record keeping and information management in distance education.
- EAE 375 Principles and Methods of Functional Literacy (2 Units) (LH:30)**
This course should expose students to the basic concepts, methods and principles of functional literacy and their methods.
- EAE 401 Programme Planning and Development (2 Units) (LH:30)**
This course should expose students to the basic concepts of the planning and development of educational programmes.
- EAE 402 Evaluation of Adult Education Programme (2 Units) (LH:30)**
This course should expose students to the basic concepts of evaluation in education.
- EAE 403 Seminar in Adult Education (2 Units) (LH:30)**
This course should expose students to the basic concepts of organizing seminars relevant to adult education.
- EAE 411 Primer Construction (2 Units) (LH:30)**
The course teaches the methods, strategies and principles of how literacy primer can be constructed and used for adult education purposes.
- EAE 412 Literacy and the Environment (2 Units) (LH:30)**
This course should expose students to the basic concepts of community life and the effect of literacy on development.
- EAE 413 Changes and Issues in Literacy Education (2 Units) (LH:30)**
This course should expose students to the basic concepts of literacy education involving changes and recent issues emanation from literacy education.

EAE 404 Continuing Education (2 Units) (LH:30)

Students will prepare and present a seminar paper on an approved topic.

EAE 421 Evaluation of Community Project (2 Units) (LH:30)

This course should expose students to the basic concepts of community life and projects, their planning, implementation and evaluation

EAE 422 Integrated Community (2 Units) (LH:30)

The course covers among others the four pillars of integrated community; customers, channels, tools, and technologies. The sustainability of community through recreational services to reduce isolation and develop relationship outside the community covered.

EAE 423 Sociology of Development (2 Units) (LH:30)

The course deals with social study of society as it relates to development of the society.

EAE 424 Mobilization and Village Adoption Scheme (2 Units) (LH:30)

This course should expose students to the basic concepts of community life, mobilization and village adoption schemes.

EAE 431 Adult Education and Integrated Social Development (2 Units) (LH:30)

This course should expose students to the basic concepts of adult education and social development as a result of enlightenment and education.

EAE 432 Basic Processes in Facilitating Extension (2 Units) (LH:30)

This course should expose students to the basic concepts of the processes involved in facilitating extensions.

EAE 433 Social Analysis Extension (2 Units) (LH:30)

This course should expose students to the basic concepts of social analysis involving constructive criticism and support.

EAE 434 Workshop Skills and Group Processes (2 Units) (LH:30)

This course should expose students to the basic concepts of planning and execution of workshops, methods of skill dissemination and group processes.

EAE 441 Fund Raising, Loan Application and Administration (2 Units) (LH:30)

Issues in organization and management of funds raising activities for co-operative societies. Also, loan application and safeguards including loan management are also covered in the course.

EAE 442 Bye laws and Registration (2 Units) (LH:30)

The course teaches the drafting of co-operative bylaws, its essential components, registration of co-operative societies, and government regulations governing co-operative societies.

EAE 443 Mobilization and Village Adoption Scheme (2 Units) (LH:30)
This course should expose students to the basic concepts of community life, and techniques of development of mobilization schemes.

EAE 444 Issues in Nigerian Cooperative (2 Units) (LH:30)
Various concepts in Nigerian co-operatives are discussed in this course such as farmer, perception, rural producers, microfinance, product marketing, Fadama, institutional co-operatives, management of co-operatives, product financing etc.

EAE 451 Women Education for Self Reliance (2 Units) (LH:30)
This course should expose students to the basic concepts of building capacity through participation of women in education resulting to self-reliance.

EAE 452 Issues in Women Education (2Units)(LH:30)
This course should expose students to the basic concepts of problems peculiar to women in education, both causative and preventive factors.

EAE 453 Sociology of Development (2 Units) (LH:30)
This course should expose students to the basic concepts of development in the society through education and enlightenment programmes.

EAE 454 Women in Politics (2 Units) (LH:30)
The course examines the role and participation of women in politics, the stereotyping and marginalization of women, challenges/ constrains. Measures to promote more women participation in politics.

EAE 461 Industrial Communication (2 Units) (LH:30)
The course examines basic concepts and networks of industrial communication, industrial computers amongst others.

EAE 462 Manpower and Educational System Planning (2 Units) (LH:30)
This course should expose students to the basic concepts of the planning of educational systems, their operation and manpower.

EAE 463 Personnel Management (2 Units) (LH:30)
This course should expose students to the basic concepts of organizational management in relation to personnel and capacity.

EAE 464 Nigerian Labour Movement (2 Units) (LH:30)
The course examines the history of NLC in Nigeria, its modus operandi, role in industrial matters, challenges and relevance in Nigeria.

EAE 471 Contemporary Issues in Distance Education (2 Units) (LH:30)
The course looks at existing and upcoming issues and trends in distance education including the use of ICT in its advancements.

EAE 472 Economics of Distance Education (2 Units) (LH:30)
The course is associated with analysis of cost of distance education and its match with returns in the short and long terms.

Please, forward your comment on any section of this document to the following email:
nucassessment@gmail.com
You can also call the following phone numbers: 08033145087, 08033201097
All comments should be received before 31st October, 2015

EAE 473 Personnel Management in Distance Education (2 Units) (LH:30)
The course explores various ways of maintaining a satisfying work force in the management of distance education.

EAE 474 Financing Management in Distance Education (2 Units) (LH:30)
The course is associated with low funds earmarked for distance education can be managed for sustainable output.

EAE 475 Management of Adult Education (2 Units) (LH:30)
The course covers strategies and management approaches for managing constitutions for adult education in the country.

DRAFT

3.2 **AFRICAN LANGUAGES AND LITERATURE (IGBO, YORUBA, HAUSA, EFIK ETC.) DEGREE PROGRAMME**

3.2.1 **Philosophy and Objectives:**

The programme philosophy is in line with the national philosophy of Education in the country. The aims and objectives of the programmes however include:

- (i) To inculcate the basic skills in the study of 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.

3.2.2 **Basic Admission Requirements and the Expected Duration of the Programme.**

The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education programmes.

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 (addition, variation, rotation, examination, division, conclusion).
- 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 one's 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.).

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.

3.2.5 Resource Requirements

- a) **Academic and Non-Academic Staff:** - (In the ratio 1 lecturer to 10 students) Well trained Language scholars with M.A., M.Phil. or Ph.D. qualifications in any African 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 Equipment:**
 - 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.

3.2.6 Course Structure

Course Structure at 100-Level African Languages Education

Course Code	Course Title	Units	Status	LH	PH
Compulsory General Studies Courses					
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	C	30	-
GST 113	Nigerian Peoples and Culture	2	C	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
Compulsory Education Courses					
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
	Total Units	14			
Subject Area Courses					
	Take 18 units from relevant courses in African Languages	18	R		

Course Structure at 200-Level African Languages Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	C	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
	Total Units	14			
	Take 18 units from relevant courses in African Languages	18	R		

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Course Structure at 300-Level African Languages Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	-	45
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Tests and Measurement	2	C	30	-
EDU 302	ICT in Education	2	C	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	C	30	-
	Total Units	17			
	Take 18 units from relevant courses in African Languages	18	R		

Course Structure at 400-Level African Languages Education

Course Code	Course Title	Units	Status	LH	PH
Compulsory Education Courses					
EDU 400	Teaching Practice II	3	C	45	-
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
	Total Units	17			
Subject Area Courses					
	Take 18 units from relevant courses in African Languages	18	R	270	-

3.3 AGRICULTURAL SCIENCE EDUCATION PROGRAMME

3.3.1 Philosophy and Objectives

In line with the above philosophy, the objectives of Agricultural Science 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. enable students to become effective classroom teachers;
4. expose students to industrial science;
5. enable 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. enable students disseminate information in Agricultural Science and related areas.

3.3.2 Admission and Graduation Requirements

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 to five credit passes in SSCE or equivalent in Biology/ Agricultural Science, chemistry, economics, physics, English language and Mathematics.

3.3.3 Learning Outcomes

As contained in section 1.6 for all Education programmes.

3.3.4 Attainment Levels

As contained in section 1.6 for all Education programmes.

3.3.5 Resource Requirement for Teaching And Learning

As contained in section 1.6 for all Education programmes.

3.3.6 Course Structure

Course Structure at 100-Level Agriculture Science Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of library, study skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction To teaching profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
BIO 101	Introduction to Biology	2	C	30	-
MTH 101	General Mathematics I	2	C	30	-
CHM 101	Introduction to Chemistry	2	C	30	-
EAS 121	Introduction to Agriculture	2	C	30	-

EAS 122	Practical farm work I	2	C	30	-
EAS 123	Farm Biometrics	2	C	30	-
	Total Credit Units	26			

Course Structure at 200-Level Agricultural Science Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology	2	C	30	-
EDU 202	Element of Special Education	2	C	30	-
EDU 203	Special Methods I	2	R	30	-
ITE 201	Introduction to vocational education	2	C	30	-
EAS 202	Principle of farm stead	2	C	30	-
EAS 203	Economics of Agricultural education	2	C	30	-
EAS 204	Introduction to soil education	2	C	30	-
EAS 205	Forest management education	2	C	30	-
CHM 201	Organic Chemistry	2	C	30	-
EAS 222	Anatomy and Physiology of farm animals	2	C	30	-
EAS 223	Introduction to Agricultural Economy	2	C	30	-
EAS 224	Techniques of Non-ruminant animal product	2	C	30	-
EAS 225	Techniques of vegetable crop production	2	C	30	-
EAS 226	Farm tools equipment	2	C	30	-
	Total Credit Units	36			

Course Structure at 300-Level Agricultural Science Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	30	-
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Test and Measurements	2	C	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	R	30	-
EDU 304	Curriculum and instruction I	2	R	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research method and statistics	2	C	30	-
EAS 302	Horticulture Education	2	C	30	-
EAS 303	Poultry production II	2	C	30	-
EAS 321	Poultry Production II	2	C	30	-
EAS 302	Ruminant production	2	R	30	-
EAS 303	Agricultural marketing	2	C	30	-

EAS 304	Technology of breeding crops and animals	2	C	30	-
EAS 305	Farm Business management Education	2	C	30	-
EAS 306	Introduction to Animal breeding	2	C	30	-
EAS 307	Tree crop production	2	C	30	-
EAS 312	Field crop production	2	C	30	-
EAS 314	Fish farming and management	2	C	30	-
	Total Credit Units	39			

Course Structure at 400-Level Agricultural Science Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 403	Special Methods III	2	R	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
EAS 401	Water and conservation	2	C	30	-
EAS 402	Husbandry or Ruminant and Animals	2	C	30	-
EAS 422	Wild life conservation	2	C	30	-
EAS 403	Livestock health education	2	C	30	-
EAS 404	Forestry Education	2	R	30	-
EAS 405	Livestock nutrition education	2	R	30	-
	Total Credit Units	27			-

3.3.7 Course Synopses

EAS 101 Introduction To Agriculture (2 Units) (LH:30)

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.

EAS 102 Practical Farm Work 1 (2 Units) (LH:30)

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.

EAS 103 Farm Biometrics (2 Units) (LH:30)

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 (2 Units) (LH:30)

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.

EAS 212 Principles Of Farmstead Planning (2 Units) (LH:30)

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.

EAS 213 Economics Of Agricultural Education (2 Units) (LH:30)

This course should expose students to the basic concepts of agriculture and agricultural economics.

EAS 214 Introduction To Soil Education (2 Units) (LH:30)

This course should expose students to the basic concepts of agriculture education in relation to suitability of soils for the cultivation of different plants.

EAS 215 Forest Management Education (2 Units) (LH:30)

This course should expose students to the basic concepts of forest and their management strategies.

EAS 222 Anatomy And Physiology Of Farm Animals (2 Units) (LH:30)

The course is designed to introduce students to topographical and descriptive terms used in gross anatomy such as caudal, distal, medial, planter, etc., bones of different animals and their important joints, types of muscles in the body of mammals and avian, digestive system of avian. An in-depth study of the heart, blood vessels and lymphatic systems of mammals and avian, structures of the urinary systems of mammals and avians, structure of nervous system of mammals and avians, structure of the eyes, ears, of mammals and avian and the structure of the skin, hoof and feather.

EAS 223 Introduction To Agricultural Economics (2 Units) (LH:30)

The students should be exposed to the concepts and details of:

- The scope and methodology of economics
- Demand and supply
- Concept of elasticity
- Concept of utility and indifference curves
- Factors influencing consumers behaviour
- Concepts of production and cost functions
- Effects of laws of diminishing return in the production process
- Theory of cost in the short-and –long term
- The process of determining the optimum level of in-put
- The elements of market structure
- Pricing and output policies of a monopoly firm
- Pricing and output policies of a typical firm in an imperfect market eg 1) monopolistic competition and 2) oligopoly.

EAS 224 Techniques of Non-Ruminant Animal Production 2 Units) (LH:30)

The students should be exposed to the concepts and details of:

- Different types of housing and equipment for poultry, wine and rabbit
- The management of non-ruminant animals
- Diseases and parasites of poultry, wine and rabbit

- Means and methods of transporting poultry, wine and rabbit from the farm to the market
- Various methods of processing poultry, swine and rabbit
- Exposure to the establishment and management techniques of non-ruminant animals

EAS 225 Techniques Of Vegetable Crop Production (2 Units) (LH:30)

This course should expose students to the basic concepts of agriculture with details in vegetable crop production.

EAS 226 Farm Tools Equipment (2 Units) (LH:30)

An introduction to the sociology of rural farming communities including the social groups, organizations, instructions, values and their impacts on arming practices.

EAS 311 Farmer Education And Rural Sociology (2 Units) (LH:30)

The course is designed to introduce students to introduce students to the concepts of history of sociology, social systems, various cultural patterns, institutional arrangement of people in rural areas, different types of change, role of modern technology in rural change. It should also inculcate the importance of religion and education in rural communities, the structure of rural life with regard to hardship legitimisation and social action, institutional factors which inhibit the development capabilities of rural people.

EAS 312 Horticulture Education (2 Units) (LH:30)

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.

EAS 313 Poultry Production Education I (2 Units) (LH:30)

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.

EAS 314 Field Crop Production (2 Units) (LH:30)

This course should expose students to the basic concepts of agriculture, with specifics made to field crop production.

EAS 315 Fish Farming And Management (2 Units) (LH:30)

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.

EAS 322 Ruminant Production (2 Units) (LH:30)

The students should be exposed to the concepts and details of:

- Conformation, types and breeds of sheep, goats, beef, cattle, and diary cattle in Nigeria.
- Establishment of different classes of sheep, goat, beef and dairy cattle herd
- Feed ingredients and how to feed ruminants
- Breeding/reproduction of ruminant animals
- Types of buildings and equipment used in ruminant enterprises

- Milking techniques and processing
- How to care/manage Young ruminants from day old to weaning
- Common diseases and parasites of sheep, goat, beef and dairy cattle
- How to slaughter and market sheep, goat and cattle

EAS 323 Agricultural Marketing (2 Units) (LH:30)

The course is designed to introduce students to basic concepts in agricultural marketing, marketing functions, marketing agencies, Application of economic principles of demand and supply of agricultural marketing. They should also be exposed to the role of market Price in agricultural, application of the principles of elasticity to agricultural marketing, the application of the theory of consumer behaviour to how buyers behave in demand for food commodities, application of the different market structure and marketing, principles of the theories and institutions or international trade.

EAS 324 Technology Of Breeding Crop And Animals (2 Units) (LH:30)

This course should expose students to the basic concepts of agriculture (crops and animals) in relation to the technologies of their breeding.

EAS 325 Farm Business Management Education (2 Units) (LH:30)

The course is designed to introduce students to the nature of farm business management, the functional divisions in business management, the different organizations and topologies of farm business, application and management principles of farm organizations and operations, the concept of farm labour productivity, how to acquire and use farm resources, how to acquire land for farm business operations, economic climate and business problems in Nigeria and how to acquire capital and credit for farm business operations.

EAS 326 Introduction To Animal Breeding (2 Units) (LH:30)

This course should expose students to the basic concepts of animal breeding

EAS 327 Tree Crop Production (2 Units) (LH:30)

The students should be exposed to the concepts and details of:

- Different types of economic crops in Nigeria, their origin and areas of production
- The different varieties and morphological characteristics of local tree crops in Nigeria
- The cultivation and management of Nigeria tree crops
- Methods of harvesting, handling and processing of tree crops in Nigeria

EAS 421 Water And Land Conservation Education (2 Units) (LH:30)

The students should be exposed to the concepts and details of:

- The importance of soil conservation in increasing crop production
- The scope of soil and water engineering
- The application of the concepts of hydrology and meteorology to soil and water conservation
- The consumptive use of water by crops
- The application of the principle of run-off in conservation measures
- The various methods of soil and water conservation and their limitations
- Principles of infiltration and percolation
- Characteristics of ground water

- The uses of hydrograph
- Various forms of fluid flow in pipes and open channel
- Forces on plane and submerged surfaces

EAS 422 Husbandry of Ruminant Animals (2 Units) (LH:30)

This course should expose students to the basic concepts of agriculture with specifics on animal husbandry of ruminant animals.

EAS 424 Farm And Garden Management (2 Units) (LH:30)

This course should expose students to the basic concepts of farming with specifics on garden management

EAS 423 Livestock Health Education (2 Units) (LH:30)

The study of the principles of livestock health including aetiology, symptoms, effects, prevention and control of diseases of the parasites of the following livestock: poultry, cattle, sheep, goat, pig and rabbits.

EAS 424 Forestry Education (2 Units) (LH:30)

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.

EAS 425 Livestock Nutrition Education (2 Units) (LH:30)

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.

3.4 ARABIC EDUCATION PROGRAMME

3.4.1 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 competence 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 the teaching assignments in the education system.

3.4.2 Basic admission requirements and programme duration:

As for other Arts courses provided that candidates obtain a credit pass in Arabic, English Language and Mathematics at the Senior Secondary School Certificate.

3.4.3 Course Structure

The degree programme in this subject will be based on the following courses throughout the four years.

Course Structure at 100-Level Arabic Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	C	30	-
GST 113	Nigerian Peoples and Culture	2	C	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
ARA 101	Grammar	3	C	45	-
ARA 102	Language Drills I	3	C	45	-
ARA 103	Study Skills	3	C	45	-
ARA 104	Introduction to Arabic Literature	3	C	45	-
ARA 105	Introduction to Arabic Composition	3	C	45	-
	Two courses of 2 units each to be taken within the Department	4	E	60	-
	Total Units	33			

Course Structure at 200-Level Arabic Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	C	30	-
GST 212	Application of computer	2	C	30	-
GST 222	Peace and Conflict Studies	2	C	30	-
GST 223	Introduction to Entrepreneurship	2	C	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
ARA 201	Grammar II	3	C	45	-
ARA 202	Language Drills II	3	C	45	-
ARA 203	Texts from Pre-Islamic and early Islamic Lit.	3	C	45	-
ARA 204	Introduction to Arabic Morphology	3	C	45	-
ARA 205	Grammar III	3	C	45	-
ARA 206	Morphology of Verbs	3	C	45	-
ARA 207	Arabic Literature in the Pre-Islamic era	3	R	45	-
	Total Units	35			

Course Structure at 300-Level Arabic Education

Course Code	Course Title	Units	Status	LH	PH
Compulsory General Studies Courses					
GST 311	Entrepreneurship	2	E	30	45
Compulsory Education Courses					
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Tests and Measurement	2	C	30	-
EDU 302	ICT in Education	2	C	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	C	30	-
EDU 301	Tests and Measurement	2	C	30	-
ARA 301	Grammar IV	3	C	45	-
ARA 302	Arabic Literature in the Umayyad Period	2	C	30	-
ARA 303	Arabic Literature in the Abbasid Period	2	C	30	-
ARA 304	Introduction to Arabic Literature in W/Africa	2	C	30	-
ARA 305	Qur'anic Texts	2	C	30	-
ARA 306	Hadith Texts	2	C	30	-
ARA 307	Phonetics and Phonology	2	C	30	-
ARA 308	Translation	2	C	30	-
ARA309	Modern Arabic Literature	2	R	30	-
ARA 310	Modern Arabic Literature	2	R	30	-
ARA 311	Rhetoric	2	R	30	-
	Total Units	42			

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Course Structure at 400-Level Arabic Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
ARA 401	Grammar V	3	C	45	-
ARA 402	The writings of Nigerian Ulama	3	C	45	-
ARA 404	Modern Arabic Poetry	3	C	45	-
ARA 405	Modern Arabic Prose	3	C	45	-
ARA 406	Introduction to Arabic Lexicography	3	C	45	-
ARA 407	Introduction to Modern Arabic Criticism	3	E	45	-
ARA 408	Study of a Novel	3	E	45	-
	Total Units	38			

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3.5 BIOLOGY EDUCATION PROGRAMME

3.5.1 Philosophy and Objectives

In line with the above philosophy, the objectives Biology education programmes are, to:

1. enable students to acquire the various concepts, principles, theories laws and conceptual 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 teachers;
7. disseminate information in Biology Education to the society;
8. develop necessary laboratory skills and;
9. develop positive values and attitudes for efficient discharge of their duty as teachers.

3.5.2 Basic Admission Requirements and expected programme duration.

As in other Science programmes. However, a credit pass in Biology, Chemistry, Physics, Mathematics and English Language at the Senior School Certificate is required in addition to other requirements.

3.5.3 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 totalling 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.

3.5.4 Learning Outcomes:

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 Biology 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 Biology 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

3.5.5 **Attainment Levels**

As contained in section 1.6 for Science and mathematical science education programmes.

3.5.6 **Resource Requirement For Teaching And Learning**

As contained in 1.6 for Science and Mathematical Science Education programmes.

3.5.7 **Course Structure**

Course Structure at 100-Level Biology Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communications in English	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study skills and ICT	2	C	30	-
GST 122	Communication of English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
BIO 111	General Biology I	3	C	45	-
B10 112	General Biology II	3	C	45	-
CHM 111	General Chemistry I	3	C	45	-
PHY 101	General Physics 1	3	C	45	-
MTH 111	General\Elementary Mathematic I	3	R	45	-
PHY 152	Laboratory Physics I	2	C	30	-
CHM122	General Chemistry II	3	C	45	-
PHY112	General Physics II	3	C	45	-
	Total Units	37			

Course Structure at 200-Level Biology Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational psychology	2	C	30	-
EDU 202	Element of special Education	2	R	30	-
EDU 203	Special Method I	2	C	30	-
SED 214	History and Philosophy of Biology	2	R	30	-
BIO 211	Genetics I	2	C	30	-
BIO 212	General physiology I	2	C	30	-
MCB 211	General Microbiology	3	C	45	-
BIO 211	Introductory Ecology	2	C	30	-
ZOO 211	Lower invertebrates	2	C	30	-
ZOO 212	Chordates	3	C	45	-
BIO 213	Cell Growth and Development	3	C	45	-
PST/BOT 221	Seed plant	2	C	30	-
Pst/BOT 222	Seedless plant	2	C	30	-
BIO 241	Biological techniques	3	C	45	-
ZOO 202	Coelomate Invertebrates	2	C	30	-
MCB 222	General Microbiology II	3	C	45	-
MTH 192	Statistics for Biological and Agric Sci.	2	E	30	-
	Total Units	47			

Course Structure at 300-Level Biology Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Introduction to EntrepreneurshipI	2	R	30	-
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Test and Measurements	2	C	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	R	30	-
EDU 304	Curriculum and instruction I	2	C	30	-
EDU 305	Educational Technology	2	R	30	-
EDU 306	Research Method and statistics	2	C	30	-
SED 324	School science laboratory	2	C	30	-
BIO 311	Genetics II	2	C	30	-
BCM 381	General Biochemistry I	2	C	30	-
BCM 382	General Biochemistry II	2	C	30	-
PST/BOT 313	Plant physiological	3	C	45	-
ZOO 313	Animal physiology	3	C	45	-
BIO 252	Basic Entomology and pest control	2	C	30	-
BIO 321	Evolution	3	C	45	-
ZOO 322	Parasitology	3	C	45	-

ZOO 323	Animal Ecology	3	C	45	-
PST/BOT 321	Plant Ecology	3	C	45	-
Total Unit s		45			

Course Structure at 400-Level Biology Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	2	C	30	-
EDU 401	Curriculum and Instruction II	2	R	30	-
EDU 402	Guidance and Counselling	2	R	30	-
EDU 403	Special Methods III	2	R	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
BIO 411	Population Ecology	2	C	30	-
BIO 412	Conservation of Natural resources	2	C	30	-
PST/BOT 413	Soil Science	2	C	30	-
PST/BOT 414	Plant pathology	2	C	30	-
BTH 411	Principles of Biotechnology	2	C	30	-
BIO 412	Hydrobiology	3	C	45	-
BIO 452	Development Biology	2	C	30	-
ZOO 413	Comparative vertebrate embryo	2	C	30	-
BOT 423	Plant Reproduction	2	C	30	-
Total Units		35			

3.5.8 Course Synopses

CHM111 General Chemistry 1 (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 (3 Units) (LH:45)

Sets, Union and Intersection, the empty and universal sets, compliments, subject, Venn diagram.

- MTH121 Mathematics II (3 Units) (LH:45)**
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 (3 Units) (LH:45)**
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 (3 Units) (LH:45)**
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 (2 Units) (LH:30)**
Heritable and non-heritable characteristics, probability and test of goodness of fit. Quantitative inheritance, variation in genome structure, introduction to population genetics.
- BIO 212 General Physiology I (2 Units) (LH:30)**
Physical and Chemical processes in animal and plant physiology.
- BIO 212 Introduction Development Cell Biology (2 Units) (LH:30)**
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.
- BIO 241 Biological Techniques (3 Units) (LH:45)**
Microscope preparation of microscope slides photometry, colorimetry, chromatography and conductometry.
- BIO 222 Introduction to Ecology (2 Units) (LH:30)**
Concepts and definition of Ecosystems.
- MCB 221 General Microbiology (3 Units) (LH:45)**
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.
- STA 223 Bio Statistics (2 Units) (LH:30)**
Use of statistical methods in biology and agriculture. Frequency distributions Laws 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 covariance; simple regression and correlation; contingency tables, some parametric tests.

BOT 211 Seedless Plant (2 Units) (LH:30)

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 (2 Units) (LH:30)

Morphology and reproduction in gymnosperms of cycasringke and Gnetum; as well as study of angiosperm, leaf, flower, reproduction seeds and fruit (with examples from monocots and Dicots, treated comparatively).

ZOO211 Lower Invertebrates (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 lopphoramollusa, Echinocloemata, and the lesser deuterostomers.

BIO311 Genetic II (2 Units) (LH:30)

Aspect of human genetics, pedigree analysis. Further consideration of and various deviations of basic principles. Gene interactions, mutation, population genetics.

BIO312 Field Course (2 Units) (LH:30)

Sampling techniques in habitat, assessment by report.

BOT311 Plant Taxonomy (2 Units) (LH:30)

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 (3 Units) (LH:45)

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 (3 Units) (LH:45)

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

ZOO311 Chordates (2 Units) (LH:30)

Major differences between invertebrates and vertebrates animals: Morphology form and function, reproduction and life histories of representatives of named groups of chordates;

Branchiostoma (acephalochordate), scolindon (an elasmobranchi) Tilapia (a teleost), Bufo (an amphibian).

Agama (a reptile) a bird, rat, rabbit/guinea pig (a mammal)

ZOO312 Animal Physiology (3 Units) (LH:45)

Introduction to physiology Homeostasis, Chemoregulation 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 (3 Units) (LH:45)

Introduction to parasitology. Types of association between animals viz. forests, commensalisms, mutualism parasitism. A study of the life cycle, mode of transmission, pathogenicity epidemiology, control and economic importance of common human and animal protozoan parasites such as entomobae, Giardia, Trichomona, Leishmania, Trypanosoma, Babesia and the Platyhelminth parasites Trematodes, Schistosoma, fasciola, Cestodes viz Taenia, Echinococcus, Diphidium

ZOO 322 Basic Entomology (3 Units) (LH:45)

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 323 Animal Ecology (3 Units) (LH:45)

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: (3 Units) (LH:45)

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.

BIO 412 Conservation and Development of Natural Resources

(3 Units) (LH:45)

Exploitation and conservation of natural resources, forestry, wild life and fisheries. Development of forest and game reserve.

BOT413 Soil Science

(2 Units) (LH:30)

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

(2 Units) (LH:30)

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.

ZOO 413 Comparative Vertebrate Embryology

(2 Units) (LH:30)

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 amphioxus, frog, chick and rabbit. Cleavage, gastrulation and organogenesis. Embryonic membranes, regeneration, parental care, viviparity, sexual behaviour, teratogenesis.

ZOO 423 Nigerian Animals

(2 Units) (LH:30)

A general survey of local invertebrates (mollusc, arthropod) and vertebrates. Distribution of these animals in other parts of Nigeria. Veterinary, medical and economic importance of the animals.

3.6 BUSINESS EDUCATION PROGRAMME

Preamble

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

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 calibre 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.

3.6.1 **Learning Outcome**

As contained under General of this BMAS.

3.6.2 **Attainment Levels**

As applicable to Business Education Students.

3.6.3 **Resource Requirement**

As in other Education Programmes of BMAS Education

3.6.4 **Admission and Graduation Requirements**

The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education programmes.

3.6.5 Course Structure

Course Structure at 100-Level Business Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of library, study skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction To teaching profession	2	R	30	-
EDU 102	Foundations of Education	2	C	30	-
VTE 111	Introduction Vocational Education	2	C	30	-
EBE 111	Fundamentals of Business Education	2	C	30	-
ECN 111	Principles of Economics	2	C	30	-
ACC 111	Elements of Accounting I	2	C	30	-
EBE 112	Office Administration and Management	2	C	30	-
EBE 113	Business Mathematics I	2	C	30	-
EBE 114	Word Processing	2	R	30	-
MKT 111	Principles of Marketing	2	C	30	-
	Total Units	30			

Course Structure at 200- Level Business Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational psychology	2	C	30	-
EDU 202	Element of special Education	2	C	30	-
EDU 203	Special Methods I	3	C	30	-
ECN 211	Micro Economics Theory I	2	C	30	-
ACC 211	Introduction to Financial Accounting	2	C	30	-
EBE 211	Principle of Business Finance	2	C	30	-
EBE 212	Business Statistics	2	C	30	-
EBE 213	Economics of Production	2	C	30	-
ACC 212	Elements of Accounting II	2	C	30	-
EBE 214	Organizational Behaviour	2	C	30	-
EBE 215	Office Information Technology	2	C	30	-
EBE 216	Business Methods II	2	C	30	-
	Total Units	33			

Course Structure at300-Level Business Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurial studies II	2	E	30	-
EDU 300	Teaching Practice II	3	C	45	-
EDU 301	Test and Measurements	2	C	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	R	30	-
EDU 304	Curriculum and instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Method and statistics	2	C	30	-
EBE 311	Fundamentals of Data Processing	2	R	30	-
ECN 311	Micro-Economics II	2	C	30	-
EBE 312	Small Scale Business Management	2	C	30	-
ACC 311	Introduction to Accounting	2	C	30	-
EBE 321	Information Management System	2	C	30	-
ACC 312	Management Accounting	2	C	30	-
EBE 322	Human Relations	2	C	30	-
EBE 321	Nigeria Marketing System and Commercial Policy	2	C	30	-
ACC 313	Fundamentals of Accounting	2	R	30	-
MKT 311	Nigeria Marketing System	2	C	30	-
	Total Units	37			

Course Structure at400-Level Business Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	2	C	1	
EDU 401	Curriculum and Instruction II	2	R	1	
EDU 402	Guidance and Counselling	2	R	1	
EDU 403	Special Methods III	2	R	2	
EDU 404	Project	6	C	2	
EDU 405	Introduction to Education Management	2	C	30	-
BUD 411	Business Law I	2	C	1	
EBE 420	Human Resource Management	2	C	2	
ACC 411	Taxation	2	C	1	
ACC 412	Auditing and Investigation	2	C	2	
EBE 421	Business Organization	2	C	1	
EBE 422	Vocational Guidance	2	R	2	
EBE 425	Seminar in Business Education	2	C	1	
ACC 413	Cost Accounting II	2	C	2	
ACC 414	Spreadsheet Processing	3	C	1	
EBE 426	Consumer Education	2	R	2	
MKT 312	Principle of Advertising	2	C	1	
	Total Units	39			

3.6.6 Course Synopses

VTE 112 Introduction to Vocational Education (2 Units) (LH:30)

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.

EBE 111 Fundamentals of Business Education. (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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.

EBE 112 Administrative Office Management (2 Units) (LH:30)

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.

EBE 113 Business Mathematics I (2 Units) (LH:30)

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.

EBE 114 Word processing (2 Units) (LH:30)

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

MKT 111 Principle of Marketing (2 Units) (LH:30)

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

ACC 211 Introduction to Financial Accounting (2 Units) (LH:30)

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).

EBE 211 Principle of Business Finance (2 Units) (LH:30)

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

EBE 212 Business Statistics (2 Units) (LH:30)

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, binominal, poisson and hyper-geometric.

EBE 213 Economics of Production (2 Units) (LH:30)

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 (2 Units) (LH:30)

This course should expose students to the basic elements of accounting

EBE 214 Organizational Behaviour (2 Units) (LH:30)

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.

EBE 215 Office Information Technology (2 Units) (LH:30)

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. Mammal and electronic gadgets. The future and trends of office information technology.

EBE 216 Business Communication (2 Units) (LH:30)

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.

EBE 311 Fundamentals of Data Processing (2 Units) (LH:30)

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 (2 Units) (LH:30)

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.

EBE 312 Small Scale Business Management (2 Units) (LH:30)

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 (2 Units) (LH:30)

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

EBE 321 Information Management System (2 Units) (LH:30)

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

ACC 312 Managerial Accounting (2 Units) (LH:30)

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

MKT 301 Nigerian Marketing System and Commercial Policy (2 Units) (LH:30)

This course should be designed to expose students to the basic concepts and theories of marketing strategies in relation to the Nigerian Economy and market system shedding lights on relevant Government policies.

ACC 321 Fundamentals of Government Accounting (2 Units) (LH:30)

Core Education Courses: As described in the BMAS.

EBE 412 Human Resource Management (2 Units) (LH:30)

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

ACC 411 Taxation 1 (2 Units) (LH:30)

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 (2 Units) (LH:30)
This course should expose students to the basic concepts of financial investigation and auditing

EBE 421 Business Organisations (2 Units) (LH:30)
This course should expose students to the basic concepts of business organizations

EBE 422 Vocational Guidance (2 Units) (LH:30)
This course should expose students to the basic concepts of vocational guidance

EBE 423 Seminar in Business Education (2 Units) (LH:30)
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.

EBE 411 Business Law II (2 Units) (LH:30)
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.

EBE 412 Consumer education (2 Units) (LH:30)
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.

3.7 CHEMISTRY EDUCATION PROGRAMME

3.7.1 Philosophy and Objectives

In line with the above philosophy, the objectives of Chemistry education programme are to:

1. enable students to acquire the various concepts, principles, theories laws and conceptual 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 teachers;
7. disseminate information in Chemistry education to the society;
8. develop necessary laboratory skills and;
9. develop positive values and attitudes for efficient discharge of their duty as teachers.

3.7.2 Basic Admission Requirements and expected programme duration.

As in other Education Science programmes. However, a credit pass in Biology, Chemistry, Physics, Mathematics and English Language at the Senior School Certificate is required in addition to other requirements.

3.7.3 Graduation Requirements

In addition to the general requirements for graduation at the University, a student of the programme must offer and pass courses totalling 120 credit hours for the candidates admitted through UTME or 90 credit hours in the case of Direct entry mode. Teaching practice must be completed with a pass, and present a research project report on a topic approved by the Department.

3.7.4 Learning Outcomes:

a) *Regime of Knowledge*

All programmes in Chemistry 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 courses in Chemistry education programme; 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 Chemistry 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

3.7.5 **Attainment Levels**

As contained in section 1.6 for Science and mathematical science education programmes.

3.7.6 **Resource Requirement For Teaching And Learning**

As contained in 1.6 for Chemistry education programmes.

3.7.7 **Course Structures****Course Structure at100-Level Chemistry Education**

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of library, study skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction To teaching profession	2	C	30	-
EDU 102	Foundations of Education	2	R	30	-
CHM 111	General Chemistry I	3	C	45	-
CHM 122	General Chemistry II	3	C	45	-
BIO 111	General Biology I	3	C	45	-
BIO 122	General Biology II	3	C	45	-
PHY 111	Introductory Physics I	3	R	45	-
PHY 112	Introductory Physics II	3	R	45	-
PHY 113	Laboratory Physics	2	C	30	-
PHY 122	General Physics	2	C	30	-
PHY 123	Laboratory Physics II	3	C	45	-
MTH 111	General Mathematics I	3	C	45	-
MTH 132	General Mathematics II	3	C	45	-
	Total Units	45			

Course Structure at 200-Level Chemistry Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology	2	C	30	-
EDU 202	Element of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
CHM 201	Introduction to Chemistry	2	C	30	-
SED 204	History and Philosophy of Chemistry	2	C	30	-
CHM 211	Inorganic Chemistry	3	C	45	-
CHM 212	Analytic chemistry II	3	C	45	-
CHM 221	Physical Chemistry I	3	C	45	-
CHM 222	Organic Chemistry I	3	C	45	-
CHM 223	Structure and Bonding	2	C	30	-
MTH 213	Linear Algebra I	2	R	30	-
PHY 211	General Physics III	3	R	45	-
MTH 224	Linear Algebra II	2	R	30	-
PHY 212	General Physics IV	3	R	45	-
PHY 228	Laboratory Physics	2	R	30	-
	Total Units	44			

Course Structure at 300-Level Chemistry Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship Studies	2	E	30	-
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Test and Measurements	2	C	30	-
EDU 302	ICT in Education	2	C	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and instruction I	2	R	30	-
EDU 305	Educational Technology	2	R	30	-
EDU 306	Research method and statistics	2	R	30	-
CHM 311	Physical Chemistry II	3	C	45	
CHM 312	Inorganic Chemistry III	3	C	45	
CHM 361	Practical Inorganic	3	C	-	45
CHM 311	Polymer Chemistry I	2	C	30	
CHM 313	Atomic and Molecular structure and symmetric	2	C	30	
CHM 321	Organic Chemistry III	3	C	45	
CHM 322	Instrumental Method of Analysis	2	C	30	
CHM 325	Environmental Chemistry	2	C	30	
CHM 326	Practical Organic Chemistry	3	C	-	45
CHM 324	Organo metallic Chemistry	2	C	30	
CHM 323	Carbohydrate Chemistry	2	C	30	
	Total Units	44			

Course Structure at 400-Level Chemistry Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 403	Special Methods III	2	R	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
CHM 411	Reaction Kinetics	3	C	45	-
CHM 412	Co-ordination chemistry	2	C	30	-
CHM 413	Analytical chemistry II	2	C	30	-
CHM 414	Nuclear and radio chemistry	2	C	30	-
CHM 415	Electrochemistry	2	C	30	-
CHM 421	Statistics thermodynamics	2	R	30	-
CHM 422	Chemistry of Actinides	2	C	30	-
CHM 423	Organic synthesis	2	C	30	-
CHM 456	Industrial Chemical process	3	C	45	-
CHM 451	Fats and Oils	2	C	30	-
EDU 446	Science, technology & society	2	E	30	-
Total Units		39			

3.7.8 Course Synopses**CHM 111 General Chemistry 1 (3 Units) (LH:45)**

Atoms, molecules and chemical reaction, chemical equations and stoichiometry. Atomic structures, periodic table and periodic properties. Modern electronic theory, atoms; properties of gasses, liquids and solids, solutions of solids, liquids and gasses in liquids; colligative properties of solutions. Equilibria and thermodynamics; chemical kinetics, introductory electrochemistry.

CHM 122 General Chemistry II (3 Units) (LH:45)

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; stereo-chemistry. Determination of structure of organic compounds; electronic theory in organic chemistry; saturated hydrocarbons; unsaturated hydrocarbons and their reactions. The chemistry of elected metals and non-metals. Quantitative analysis.

MTH 111 Elementary Mathematics I (3 Units) (LH:45)

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 (3 Units) (LH:45)

Calculus differentiation of simple algebraic and trigonometric functions; application to rates of change, maxima and minima; definite and in definite 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.

BIO 111 General Biology 1 (3 Units) (LH:45)

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 (3 Units) (LH:45)

A generalized survey of the plant and animal kingdoms based on study of similarities and differences in external features; ecological adaptations of these forms.

CHM 201 Introduction Chemistry (2 Units) (LH:30)

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 (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 type of organic reactions e.g. addition, free radical, elimination and substitution reactions.

CHM 223 Structure And Bonding (2 Units) (LH:30)

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.

MTH 211 Mathematical Methods I (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (3 Units) (LH:45)

Ordinary first order differential equations; separable, homogenous, 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 2nd order linear equations. Selection of initial value problems by Laplace transformation method; use of the operations D. Simultaneous first order differential equations with constant co-efficient. Application of ordinary and partial differential equations to life. Physical and social science problems.

MTH 224 Linear Algebra II (2 Units) (LH:30)

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.

CHM 311 Physical Chemistry II (2 Units) (LH:30)

Introduction of key thermodynamic concepts, examination of some equations of state for gases. Thermodynamic functions and applications. First, second and third laws of thermodynamics, internal energy of a system; the Carnot heat engine; the concept of entropy and the criteria for spontaneity and equilibrium for physical and social processes including single and multiple comparison 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 325 Environmental Chemistry (3 Units) (LH:30)

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 (2 Units) (LH:30)

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.

SED 315 The Nigerian Primary and Secondary School Science/Mathematics (2 Units) (LH:30)

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 (3 Units) (LH:45)

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 (2 Units) (LH:30)

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, RusselSaunders's coupling, orbital and spin angular momentum. Use of symmetry in chemistry. Heat capacities of solids.

CHM 321 Organic Chemistry III (3 Units) (LH:45)

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. Heterrcyclic chemistry.

CHM 322 Instrumental Methods of Analysis (2 Units) (LH:30)
Spectroscopic techniques. Physicochemical optical, flame and X-ray methods. Fluorescence method, magnetic resonance and electron spin resonance. Referchemistry and interferometry. Folarimetrty. Polarography calorimetry.

CHM 323 Carbohydrate Chemistry (2 Units) (LH:30)
Classification, structure and nomenclature of carbohydrates. Sugars, general reaction, preparations and reaction mechanisms. Configurations. Epimerisation.

CHM 326 Organometallic Chemistry (2 Units) (LH:30)
Classification of organometallic compounds. Preparation, structure and reactions including abnormal behaviour of organometallics. Generation and detection of free radicals from organometallic compounds

CHM 411 Reaction Kinetics (2 Units) (LH:30)
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 Coordination Chemistry (2 Units) (LH:30)
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 chance effect. Preparation and reactions of complexes, principles and mechanism.

CHM 413 Analytical Chemistry II (2 Units) (LH:30)
Theory of error-significance and correlation tests. Potentiometric and pH titrations. Conductometric methods electrolytic methods; radiochemical methods. Chromatography calorimetry.

CHM 414 Nuclear and Radiochemistry (2 Units) (LH:30)
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 (2 Units) (LH:30)
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 (2 Units) (LH:30)
Microstates and ensembles; probability and distribution functions; the Boltzmann 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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

Critical view of important reactions, reagents and methods including the mechanisms. Application of synthesis of important and complex organic compounds.

SED 413 Science, Technology and Society (2 Units) (LH:30)

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.

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3.8 CHRISTIAN RELIGIOUS STUDIES EDUCATION PROGRAMME

3.8.1 Philosophy and objectives of the discipline.

The programme 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.
- ii) 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.

3.8.2 Basic Admission Requirements and expected programme duration.

As in other Education Arts programmes. However, a credit pass in Religious Studies, English Language and Mathematics at the Senior School Certificate is required in addition to other requirements.

3.8.3 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 enculturation 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 modelled.

c) *Behavioural Attributes*

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.

3.8.4 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.

3.8.5 Maintenance of Curricula Relevance

- i) There should be a regular monitoring of developments in theory and application of the subject.
- ii) There should be workshops, 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.

3.8.6 Course Structure

Course Structure at 100-Level Christian Religious Studies Education

Course Code	Course title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	C	30	-
GST 113	Nigerian Peoples and Culture	2	C	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU `02	Foundations of Education	2	C	30	-
CRS 101	Source of Christianity	3	C	45	-
ATR 101	Survey of African Traditional Religion	3	C	45	-
ISS 101	Source of Islam	3	C	45	-
REL 101	Religion and Human Values I	3	E	45	-
CRS 102	Pauline Epistles	3	C	45	-
ISS 102	The Sunnah and the Haddith of the Prophet	3	R	45	-
	Total Units	32			

Course Structure at 200-Level Christian Religious Studies Education

Course Code	Course title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	C	30	-
GST 212	Application of computer	2	C	30	-
GST 222	Peace and Conflict Studies	2	C	30	-
GST 223	Introduction to Entrepreneurship	2	C	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
ATR 201	Introduction to Comparative Religion	3	C	45	-
CRS 201	Introduction to the Gospels	3	R	45	-
ISS 201	Introduction to the Glorious Qur'an	3	R	45	-
ATR 202	African Traditional Religion	3	C	45	-
REL. 201	Introducing Philosophy of Religion	3	C	45	-
ISS 202	The Compilation of the Glorious Qur'an	3	R	45	-
	Total Units	32			

Course Structure at 300-Level Christian Religious Studies Education

Course Code	Course title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	C	30	45
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Tests and Measurement	2	C	30	-
EDU 302	ICT in Education	2	C	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	C	30	-
CRS 301	The Gospel of St. Matthew	3	R	45	-
ISS 302	The four orthodox Caliphs of Islam	3	R	45	-
CRS 303	History of the Reformation	3	C	45	-
ISS 303	The Science of Islamic Theology	3	R	45	-
CRS 304	The Nigerian Christian History (1880 – 1960)	3	R	45	-
	Total Units	32			

Course Structure at 400-Level Christian Religious Studies Education

Course Code	Course title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-

EDU 405	Introduction to Education Management	2	C	30	-
REL 401	History of Religion	3	C	45	-
REL 402	Religion and Human Values II	3	C	45	-
CRS 401	The Gospel of Mark	3	R	45	-
CRS 402	The Writing of the Old Testament Hailageschiche	3	R	45	-
REL 403	Ethics	3	C	45	-
REL 404	Religion and the Nigerian Nation	3	C	45	-
CRS 403	A study of the Books of Acts	3	R	45	-
ISS 401	Contemporary Islamic groups	3	R	45	-
REL 405	Theodicy	3	R	45	-
ISS 402	Islamic Family Law	3	E	45	-
	Total Units	47			

3.8.7 Course Synopses

CRS 101: Source of Christianity (3 Units)(LH:45)

This course traces the prophecy about the coming Messiah in the Old Testament and which finds its fulfilment in the birth of Jesus Christ.

ATR 101: Survey of African Traditional Religion (3 Units)(LH:45)

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 101: Source of Islam (3 Units)(LH:45)

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 101: Religion and Human Values I (3 Units)(LH:45)

This course emphasizes human dignity as opposed to whatever technological advantages man may acquire, important as these are. The population of religious traditions, oral or written which sanction this emphasis. Ethnic Chauvinism and Human Rights.

CRS 102: Pauline Epistles (3 Units)(LH:45)

St. Paul wrote before the Gospels were written. Paul's conversation and the main contents of his letters.

ISS 102: The Sunnah and the Hadith of the Prophet (3 Units)(LH:45)

Explanation of the Sunnah and the Hadith is given. Their importance in the formulation of Islamic Theology is pinpointed.

ATR 201: Introduction to Comparative Religion (3 Units)(LH:45)

The course treats comparative religion as History Religions. It analyses points of convergence among the religious and not on hierarchical basis. It highlights points of complement, supplement and natural harmony.

CRS 201: Introduction to the Gospels (3 Units)(LH:45)

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 201: Introduction to the Glorious Qur'an (3 Units)(LH:45)

The nature, the purpose and the main contents of the Qur'an are given.

ATR 202: African Traditional Religion and Culture (3 Units)(LH:45)

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 201: Introducing the Philosophy of Religion (3 Units)(LH:45)

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 202: The Compilation of the Glorious Qur'an (3 Units)(LH:45)

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.

CRS 301: The Gospel of St. Matthew (3 Units)(LH:45)

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 301: The Four Orthodox Caliphs of Islam (3 Units)(LH:45)

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 302: History of the Reformation (3 Units)(LH:45)

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 301: Research Methods (3 Units)(LH:45)

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 harmonetic and the usuls). Method of proper documentation oral or written.

ISS 302: The Science of Islamic Theology (3 Units)(LH:45)

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 303: The Nigerian Church History: 1864-1960 (3 Units)(LH:45)

This is a study of the Missionary activities and Churches in Nigeria of the 19th and 20th 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 401: History of Religions (3 Units)(LH:45)

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 402: Religion and Human Values II (3 Units)(LH:45)

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 401: The Gospel of St. Mark (3 Units)(LH:45)

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.

CRS 402: The Unity of the Old and New Testaments Heilsgeschichts (3 Units)(LH:45)

This course considers in detail the unity of the Holy Bible through the control means of salvation history: Heilsgeschichts.

REL 403: Ethics (3 Units)(LH:45)

The course begins by defining ethics generally and then adopts some of the central themes as pertaining to the biblical material.

REL 404: Religion and the Nigerian Nation (3 Units)(LH:45)

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 403: A study of the Book of Acts of the Apostles (3 Units)(LH:45)

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.

ISS 401: Contemporary Islamic Groups (3 Units)(LH:45)

The course identifies the main darikas together with their main teachings in West Africa and Nigeria in particular. It also discusses Islamic groups in Modern Nigeria and their revivalist inclinations.

REL 404: Theodicy (3 Units)(LH:45)

The course discusses in detail, the existence of evil in its various forms vis-à-vis the claim that God is wholly good.

ISS 402: Islamic Family Law (3 Units)(LH:45)

The course exposes the students to the concept of marriage in Islam, the condition that govern marriage, the impediment to marriage prohibition marriage, concept of polygamy, family planning and birth control from the Islamic point of view. It also examines other related issues such as right of husband, of the children, divorce and various arguments surrounding it.

3.9 COMPUTER SCIENCE EDUCATION PROGRAMME

3.9.1 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.

3.9.2 Admission Requirement and Graduation Requirements

As contained in B.Sc (Ed) Biology (UTME 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 totalling 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.

3.9.3 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:

- a) ability to carry out experiments in their relevant subject areas
- b) competency in problem solving
- c) competency in educational research
- d) skill of improvisation
- e) teaching skills through application of the various teaching methods
- f) skill in information dissemination
- g) 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

3.9.4 **Attainment Levels**

As contained in section 1.6 for Science and mathematical science education programmes

3.9.5 **Resource Requirement For Teaching And Learning**

As contained in 1.6 for Science and Mathematical Science Education programmes.

3.9.6 **Course Structure**

Course Structure at 100-Level Computer Science/Statistics Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of library, study skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction To teaching profession	2	R	30	-
EDU 102	Foundations of Education	2	C	30	-
CSC 101	Introduction to computer science	3	C	45	-
CSC 102	Introduction to problem solving	3	C	45	-

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nucassessment@gmail.com

You can also call the following phone numbers: 08033145087, 08033201097

All comments should be received before 31st October, 2015

MAT 101	General Mathematics I	3	C	45	-
MAT 102	General Mathematics II	3	C	45	-
MAT 103	General Mathematics III	3	C	45	-
PHS 101	General Physics I	3	C	45	-
PHS 102	General Physics II	3	C	45	-
PHS 103	General Physics III	1	C	15	-
BIO 101	General Biology I	3	R	45	-
CHM 101	General Chemistry I	3	R	45	-
LIB 101	Library Skills	2	R	30	-
	Total Units	44			

Course Structure at 200-Level Computer Science/Statistics Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology	2	R	30	-
EDU 202	Element of Special Education	2	R	30	-
EDU 203	Special Methods I	2	C	30	-
CSC 201	Computer Programming I	3	C	45	-
CSC 202	Computer programming II	3	C	45	-
CSC 218	Foundations of sequential programme	3	C	45	-
CSC 204	Fundamentals of data structure	3	C	45	-
CSC 205	Operating System I	3	C	45	-
CSC 208	Discrete Structure	3	C	45	-
CSC 212	Computer Hardware	3	C	45	-
CSC 218	Foundations of sequential programme	3	C	45	-
MAT 201	Mathematics Methods	3	C	45	-
PHS 201	Electronics	3	C	45	-
CSC 299	Industrial training	3	C	45	-
	Total Units	47			

Course Structure at 300-Level Computer Science/Statistics Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	30	-
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Test and Measurements	2	C	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	R	30	-
EDU 304	Curriculum and instruction I	2	R	30	-
EDU 305	Educational Technology	2	R	30	-
EDU 306	Research method and statistics	2	C	30	-
CSC 301	Structure programming	3	C	45	-
CSC 302	Object oriented programming	3	C	45	-

CSC 310	Algorithms and Complexity Analysis	3	C	45	-
CSC 305	Operating system II	3	C	-	45
CSC 314	Architecture and organization I	3	C	45	-
CSC 315	Architecture and organization II	3	C	45	-
CSC 304	Data management I	3	C	-	45
CSC 316	Compiler construction I	3	C	45	-
CSC 321	Systems analysis and design	3	C	45	-
CSC 332	Survey of programming language	4	C	60	-
CSC 333	Computational science and numerical methods	3	C	45	-
CSC 308	Formal methods and software development	3	C	-	45
CSC 399	Industrial training II	3	C	45	-
	Total Units	57			

Course Structure at 400-Level Computer Science/Statistics Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
CSC 403	Software engineering	4	C	60	-
CSC 404	Data management II	3	C	-	45
CSC 421	Net-centric computing	3	C	45	-
CSC 401	Organization of programming language	3	R	45	-
CSC 411	Artificial intelligence	3	C	45	-
CSC 441	Human computer interference	2	C	30	-
CSC 423	Computer networks S/communicating	3	C	45	-
	Total Units	36			

3.9.7 Course Synopses

CSC 101 Introduction To Computer Science: (3 Units) (LH:45)

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: (3 Units) (LH:45)

Problem solving strategies, Role of algorithm in problem solving process, implementations strategies, concepts and properties of algorithm.

CSC 201 Computer Programming I (3 Units) (LH:45)

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 (3 Units) (LH:45)

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: (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 recourses, Concept of APIS Device organization interrupts.

CSC 208 Discrete Structure (3 Units) (LH:45)

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: (3 Units) (LH:45)

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; Analogue-to-digital and Digital-to-Analogue converter. Analogue computers.

CSC 218 Foundations Of Sequential Program: (3 Units) (LH:45)

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: (3 Units) (LH:45)

Require 3 months of Industrial Training. Students experience will be documented and presented in a Seminar.

CSC 301 Structured Programming: (3 Units) (LH:45)

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: (3 Units) (LH:45)

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 (3 Units) (LH:45)

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.

CSC 305 Operating System II (3 Units) (LH:45)

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: (3 Units) (LH:45)

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 (3 Units) (LH:45)

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.

CSC 315 Computer Architecture And Organization II (3 Units) (LH:45)

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: (3 Units) (LH:45)

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: (3 Units) (LH:45)

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(3 Units) (LH:45)

Operations research, Numerical Computation, Graphical computation, Modelling and simulation, High performance computation

CSC 332 Survey Of Programming Languages (3 Units) (LH:45)

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 IT (3 Units) (LH:45)

Student's Industrial work experience of 3 months duration. Students reports will be presented in a seminar.

CSC 401 Organization Of Programming Languages: (3 Units) (LH:45)

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: (3 Units) (LH:45)

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 modelling Tools, Testing tools, Tool integration mech.

CSC 404 Data Management II (3 Units) (LH:45)
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 (3 Units) (LH:45)
Topics from process improvement ; software re-engineering configuration management ; Formal specification, software cost – estimation, Software Architecture, Software patterns, Software Reuse and Open source development.

CSC 406 Queuing Systems: (3 Units) (LH:45)
Introduction; Birth-death queuing systems; Markovian queues, the queue M/GI bounds, inequalities and approximations.

CSC 407 Special Topics In Software Engineering (3 Units) (LH:45)
Topics from process improvement; software re-engineering configuration management; Formal specification, software cost – estimation, Software Architecture, Software patterns, Software Reuse and Open source development.

CSC 408 Computer System Performance Evaluation (3 Units) (LH:45)
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: (3 Units) (LH:45)
Introduction to artificial intelligence, understanding natural languages, knowledge representation, expert systems, pattern recognition, the language LISP.

CSC 416 Compiler Construction II (3 Units) (LH:45)
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 (3 Units) (LH:45)
Distributed Computing, Mobile & Wireless computing, Network Security; Client/Server Computing (using the web), Building Web Applications.

CSC 422 Project Management (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 (3 Units) (LH:45)

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) (3 Units) (LH:45)

Foundations of HCI, Principles of GUI, GUI toolkits; Human-centred software evaluation and development; GUI design and programming.

CSC 452 Formal Models Of Computation (3 Units) (LH:45)

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 (3 Units) (LH:45)

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.

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CSC 492 Special Topics In Computer Science (3 Units) (LH:45)
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 (3 Units) (LH:45)
Students should engage in activities that will lead to substantial software development under the supervision of a member of staff.

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3.10 CREATIVE ART EDUCATION PROGRAMME

3.10.1 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.

3.10.2 Learning Outcomes

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.

3.10.3 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.

3.10.4 Course Structure

Course Structure at 100 Creative/Theatre Arts Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	C	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of library, study skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction To teaching profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
THA 101	Traditional African/Festival Theatre	2	C	30	-
THA 102	Introduction to Drama and Theatre	2	C	30	-
THA 103	Beginning Theatre Design and Technology	2	C	30	-
THA 104	History of Drama and Theatre from Beginnings to Medieval period	2	R	30	-
THA 105	Basic Communication Theory	2	R	30	-
THA 106	Practical Participation Orientation	2	C	30	-
	Total Units	26			

Course Structure at 200-Level Creative/Theatre Arts Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology	2	C	30	-
EDU 202	Element of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
THA 201	African Drama and Theatre in the Colonial Era	3	C	45	-

THA 202	History of Drama and Theatre Renaissance to the 19 th century	3	C	45	-
THA 203	Introduction to Dramatic Literature and Criticism	3	R	45	-
THA 204	Introduction to Directing	3	C	45	-
THA 205	Basic Speech Arts and Acting	3	C	45	-
THA 206	History of Drama and Theatre: The Modern period	3	C	45	-
THA 207	Fundamentals of Playwriting	3	C	45	-
THA 208	Children's Theatre Education	2	C	30	-
THA 209	Practical Participation Production(s)	2	C	30	
	Total Units	39			

Course Structure at 300-Level Creative/Theatre Arts Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	30	-
EDU 300	Teaching Practice I	3	C	45	-
EDU 301	Test and Measurements	2	R	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	R	30	-
EDU 304	Curriculum and instruction I	2	R	30	-
EDU 305	Educational Technology	2	R	30	-
EDU 306	Research method and statistics	2	R	30	-
THA 301	Modern African Drama	2	C	30	-
THA 302	Research Methods and Materials	2	C	30	-
THA 303	Theatre Administration and Studio Management	2	C	30	-
THA 304	Basic Choreography and Kineasthetics	2	C	30	-
THA 305	Basic Non-Verbal Communication (Proxemics/Kinetics)	2	C	30	-
CMP 300	Introduction to Computers	3	R	45	-
CMP 301	Application of Computers to Arts	3	C	45	-
	Total Units	33			

Course Structure at 400-Level Creative/Theatre Arts Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	45	-
EDU 401	Curriculum and Instruction II	2	R	30	-
EDU 403	Special Methods III	2	R	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
THA 401	Topics on Theatre Studies	3	C	45	-
THA 402	Theories of Modern Theatre	3	C	45	-
THA 403	Dramatic Theory and Criticism	3	C	45	-
THA 404	Sociology of Drama and Theatre	3	C	45	-

THA 405	Workshop Ensembles	3	C	45	-
THA 406	Theatre Administration and Publicity	3	R	45	-
THA 407	Educational Drama and Children's Theatre	3	R	45	-
	Total Units	36			

3.10.5 Course Synopses

THA 101 Traditional African/Festival Theatre (2 Units) (LH:30)

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

THA 102 Introduction to Drama and Theatre (2 Units) (LH:30)

An introductory course which explains the fundamental distinctions between Theatre and Drama as theoretical and practical concepts revealing their inter-relativeness.

THA 103 Beginning Theatre Design and Technology (2 Units) (LH:30)

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

THA 104 History of Drama and Theatre from Beginnings to Medieval period (2 Units) (LH:30)

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 (2 Units) (LH:30)

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

THA 106 Practical Participation Orientation (2 Units) (LH:30)

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 in the Colonial Era (3 Units) (LH:45)

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

THA 202 History of Drama and Theatre Renaissance to the 19th century (3 Units) (LH:45)

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

THA 203 Introduction to Dramatic Literature and Criticism (3 Units) (LH:45)

An introduction 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 (3 Units) (LH:45)

A study of the basic mechanics of directing 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 (3 Units) (LH:45)

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 how to speak poetry, various Nigerian language tones. So grounded, the student learns to speak poetry and prose with differing dramatic effect as demanded by the context or text.

THA 206 History of Drama and Theatre: The Modern period (3 Units) (LH:45)

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 Playwriting (3 Units) (LH:45)

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

THA 208 Children's Theatre Education (2 Units) (LH:30)

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 Practical Participation Production(s) (2 Units) (LH:30)

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 (2 Units) (LH:30)

A study of the origin 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 (2 Units) (LH:30)

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 (2 Units)(LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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.

CMP 300-301 Computer Courses (3 Units) (LH:45)

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.

CMP 301 Application of Computers to the Arts (3 Units) (LH:45)

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.

THA 401: Topics in Theatre Studies (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 (3 Units) (LH:45)

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

3.11 EARLY CHILDHOOD EDUCATION PROGRAMME

3.11.1 Philosophy and Objectives

The philosophy of Early Childhood Education programme is to prepare quality pre-primary school teachers with adequate knowledge of the characteristics of this category of children. The specific objectives of the programme are:

1. To educate nursery school teachers on the physical, intellectual, emotional and social characteristics of children in early childhood education.
2. To equip teachers with knowledge of arranging a conducive learning and play environment for children in early childhood.
3. To equip teachers with skills of caring for children in nursery education.
4. To teach the kind of learning methodologies that are appropriate for nursery school children.
5. To equip teachers with the knowledge of the kinds of learning materials and play equipment those nursery schools ought to have.
6. To prepare teachers on improvising learning materials for nursery school children
7. To equip teachers with skills for curriculum development and implementation in pre-primary schools.

3.11.2 Basic Admission and Graduation Requirement:

As contained in the General BMAS for Undergraduate Education programmes in Nigerian Universities.

3.11.3 Learning Outcomes

- a. Regime of subject knowledge
- b. Competence and skills
- c. Behavioural Attributes

3.11.4 Attainment Level

As applicable to all education programmes.

3.11.5 Resource Requirements for Teaching and Learning

- a. Academic and Non-academic staff
- b. Academic and Non-Spaces
- c. Academic and Administrative Equipment
- d. Library and Information Resources

All as applicable to all education programmes under 1.6 of BMAS.

3.11.6 Course Structure

Course Structure at 100-Level Early Childhood Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library Study Skills	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	R	30	-

EEC 101	Introduction to Early Childhood Education	4	C	60	-
EEC 102	The Pre-school Child	4	C	60	-
EEC 103	Play in Early Childhood Education I	3	C	45	-
EEC 104	Creativity Art and Activities in Early Childhood	3	R	45	-
EEC 105	Music for Young Children I	3	C	45	-
EEC 106	Administration and Supervision of Early Childhood Education	4	E	60	-
	Total Units	35			

Course Structure at 200-Level Early Childhood Education

Course Code	Course Title	Units	Status	LH	PH
	Compulsory General Studies Courses				
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of Computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
EEC 201	Young Children with Special Needs	3	C	45	-
EEC 202	Social Skills in Early Childhood	3	C	45	-
EEC 203	Mathematics in Early Childhood	3	C	45	-
EEC 204	Child Health and Care in Early Childhood	3	C	45	-
EEC 205	Assessment in Early Childhood Education	3	C	45	-
EEC 206	The Early Childhood Curriculum	3	C	45	-
EEC 207	Science in Early Childhood Education I	3	C	45	-
	Total Units	35			

Course Structure at 300-Level Early Childhood Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurial Skills	2	E	30	-
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Test and Measurement	2	C	30	-
EDU 302	ICT in Education	2	C	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	C	30	-
EEC 301	Maternal and Child Health	3	C	45	-
EEC 302	Motor Development	3	C	45	-
EEC 303	Play in Early Childhood Education II	3	C	45	-
EEC 304	Music I	3	R	45	-
EEC 305	Reading and Literacy Development II	3	R	45	-

EEC 306	Science in Early Childhood II	3	R	45	-
EEC 307	Simulation and Games	3	R	45	-
EEC 308	Counselling in Childhood Education	3	R	45	-
EEC 309	Early Childhood Methods II	3	R	45	-
	Total Units	44			

Course Structure at 400-Level Early Childhood Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	90	-
EDU 405	Introduction to Education Management	2	C	30	-
EEC 401	Drama in Early Childhood Education	3	C	45	-
EEC 402	Children's Literature	3	C	45	-
EEC 403	Design and Construction of Instructional Resources	3	C	45	-
EEC 404	Family Life Education	3	C	45	-
EEC 405	Instructional Technology and Material Development	3	C	45	-
EEC 406	Practicum in Early Childhood Education	3	R	45	-
EEC 407	Creativity and Children	3	R	45	-
EEC 408	Discipline of Young Children	3	R	45	-
EEC 409	Young Children and the Mass Media	3	R	45	-
	Total Units	34			

3.11.7 Course Synopses

EEC 101: Introduction to Early Childhood Education (4 Units)(LH:60)

This course introduces beginning students to early childhood. The course contents:

- Basic concepts in early childhood education
- History of early childhood education
- Aims of early childhood education
- Theories of early childhood/early childhood education
- Career ladder within the profession
- The early childhood classroom
- Tools and equipment for early childhood education
- National Policy on Education and early childhood education
- The early childhood educator
- Problems of early childhood education in Nigeria

EEC 102: The Pre-School Child (4 Units)(LH:60)

This course studies the growth and development of the child from conception to age five. The major topics are:

- Pre-natal development
- Care during pre-natal stage

- Birth and birth complication
- The neonate
- Physical development
- Intellectual development
- Social development
- Emotional development
- Caring for the pre-school child
- Child abuse and its implications in early childhood.

EEC 103: Play in Early Childhood Education I (3 Units)(LH:45)

- Meaning of play
- Types of play
- The role of play in early childhood development
- Outdoor games
- Indoor games
- The Play environment
- The playground and the environment
- Caring for children during play
- Improvising and care of play equipment.

EEC 104: Creative Art and Activities in Early Childhood (3 Units)(LH:45)

Geared at encouraging children to explore and enjoy learning in their environment. Creative art involves the requirements for creating centres that encourage colouring, drawing, painting, blocks, dramatic play, construction with clay, science, cooking, through creative activities centres.

EEC 105: Music for Young Children (3 Units)(LH:45)

The topics to be covered in the course are:

- The functions of music
- Music instruments for young children
- Teaching songs to young children
- Techniques of music with young children
- Nursery songs
- Nursery rhymes
- Nursery poems
- Assessing music in pre-school children
- Dance and movement.

EEC 106: Administration and Supervision of Early Childhood Education (4 Units)(LH:60)

This course aims at introducing students to the techniques and strategies of administration in early childhood education. Areas to be covered in the course are:

- Establishing nursery schools
- Physical facilities, the school plan and buildings/playground
- Staffing at the nursery school
- The curriculum appropriate with interest, capabilities
- Pupils welfare in nursery school
- The school/home relationship
- The communication line in early childhood education.

EEC 201: Young Children with Special Needs (3 Units)(LH:45)

- Categories of with children with special needs.
- Identifying special needs children in nursery schools.
- Methods handling special needs children.
- Inclusive education in early childhood.
- Supporting and valuing the rights of special need children.
- Relating with parents of special needs children.

EEC 202: Social Skills in Early Childhood (3 Units)(LH:45)

- Social attributes and social behaviour
- Developing social skills in nursery school children peer relationships
- Causes of social problems in nursery schools.
- Social adjustment among pupils.
- The development on autonomy (independence).
- Children with social problems.
- Methods for handling social problems in nursery schools.

EEC 203: Mathematics in Early Childhood (3 Units)(LH:45)

Logico-mathematical and spatio-temporal learning by the child's own experience with objects (learning by discovery), creating and inventing relationships between objects and symbols and resulting integration and reorganization of ideas by the child. Spatial relations. Time concepts, number concepts, one-to-one correspondence, comparing sizes, comparing amounts, comparing and evaluation different points of view, classification, seriation, conservation

- Teaching aids for nursery mathematics
- Learning activities for nursery mathematics
- Assessing mathematics in nursery education
- Shapes, sets and sorting patterns, money, time, weight, length.

EEC 204: Child Health and Care in Early Childhood (3 Units)(LH:45)

- Characteristics of good health.
- Common infectious diseases among children in early childhood (symptoms).
- The school nurse.
- First aid in nursery schools.
- Habits and attitude essential for physical and mental health for parents, teachers and children.

EEC 205: Assessment in Early Childhood Education (3 Units)(LH:45)

- Assessing readiness.
- Assessing social behaviour and skills.
- Assessing learning in early childhood education.
- Assessing emotional development.
- Assessing techniques in early childhood education.

EEC 206: The Early Childhood Curriculum (3 Units)(LH:45)

- Approaches to Curriculum.
- The National Early Childhood Education Curriculum by NERDC.
- Curriculum development in early childhood.

- Curriculum framework.
- Curriculum planning organization.
- Curriculum materials
- The hidden curriculum.
- Curriculum issues in early childhood education.

EEC 207: Science in Early Childhood Education I (3 Units)(LH:45)

- Meaning of Science
- Developing inquiry skills and problem solving.
- Observing and investigation properties of objects both living and non-living things in the environment.
- Explaining the concept of change through age.
Teaching characteristics of objects to nursery school children through discovery.
Classification of objects according to characteristics.
Experimenting with young children.

EEC 301: Material and Child Health (3 Units)(LH:45)

Defining mother and child health, factors affecting their health in the community, growth and development, common diseases in childhood; diarrhea, upper respiratory infections, infectious diseases such as hepatitis, meningitis and parasites; immunization, common accidents in childhood and preventive care; during usage, emergencies and special applications; health problems of women in different periods of lifetime, sexual maturation, major issues related to menopause and aging.

EEC 302: Motor Development (3 Units)(LH:45)

Theories, background information, approaches and principles of motor development. Phases of motor development: reflexive, rudimentary, fundamental and sport related movement phases. Correlates of motor development, physical abilities, self-concept and perceptual motor development.

EEC 303: Play in Early Childhood Education II (2 Units)(LH:30)

Description, importance and social role of play. Factors affecting play, different phases of play parallel to child development, ways to encourage play, diagnosing behavioural disorders through play. The play method in early childhood education.

EEC 304: Maternal and Child Nutrition (3 Units)(LH:45)

Fundamental concepts and principles of nutrition. Components of nutrients, enrichment of nutrients with respect to nutrient value, nutrition of pregnant and lactating women, malnutrition, energy balance, nutrition of 0 – 6 old children and hygienic rules in preparation of food.

EEC 305: Early Childhood Methods II (3 Units)(LH:45)

This covers major learning methods and their application. These methods include the scaffolding/collaborative approach, the Montessori method. Froebel and play method, academic approach, discovery approach, questioning method with young children.

EEC 306: Music I (3 Units)(LH:45)

Music and education, using music in early childhood education, discriminating natural voices, becoming familiar with instruments, selection of appropriate materials,

developing expression through music, developing desirable behaviour via music education, getting children to participate in musical activities, construction of a music centre in classroom, repertoire studies.

EEC 307: Reading and Literacy Development II (3 Units)(LH:45)

Stages of reading and literacy development in early childhood. Study of the theories and developmental milestones in language and literacy development. The factors which have positive and negative effects on language and literacy development, concept development, memory, thought and language relations, the concept of emergent literacy, preparation for reading, activities improving language and literacy development.

EEC 308: Science in Early Childhood II (2 Units)(LH:30)

Importance of science and nature in early childhood education. Methods of teaching science and nature concepts in early childhood, construction of concept maps and hands on activities; basic concepts in science and nature; living non-living concepts; distinction of sky and space; basic events about heat and light.

EEC 309: Simulation and Games (3 Units)(LH:45)

Movement education in early childhood education centres; the characteristics of gymnasium where the programs will be performed; facilities/equipment and their areas; exercise with equipment, programs, games. Exercise that are suitable to 3 – 6 games, musical games in practice. The teaching methods of movement education in early childhood. The basic principles in game education and teaching.

EEC 310: Counselling in Childhood Education (2 Units)(LH:30)

- What guidance and counselling is.
- Objectives of counselling in early childhood education.
- Relevance of counselling in early childhood education.
- Psycho-social problems of children in early childhood.
- Counselling through play.
- Role of significant others in the life of child.
- Role-model as a tool for counselling.
- Counselling parents of children in early childhood education.
- The role of other supportive staff in counselling.
- Behavioural counselling in pre-primary school.
- Approaches in pre-primary school guidance programme.

EEC 401: Drama in Early Children Education (3 Units)(LH:45)

Definition of drama, comparison of different types of drama, history of educational drama, importance of play and drama in the development and education of child, drama techniques, integration of pedagogic drama into daily and weekly plans in the early childhood education.

EEC 402: Children's Literature (3 Units)(LH:45)

The importance of books for the growth child, development of children's literature in the world and Turkey; characteristics of children's publications; stories, folktales, fairy tales, fable, biography, poem, riddle, etc.

EEC 403: Design and Construction of Instructional Resources (3Units)(LH:45)

Construction of musical instruments and toys, puppets, finger puppet. Cloth puppet, wooden puppet, string puppet by using waste materials. Principles and standards of toy construction, design of kindergarten and playground.

EEC 404: Family Life Education (3 Units)(LH:45)

Effect of family on child development and learning; importance of intra-family relationships in psychological and social development of child; adults psychology.

EEC 405: Instructional Technology and Material Development (3 Units)(LH:45)

Characteristics of various instructional technologies, the place and the use of technologies in instructional process, development of teaching materials through instructional technologies (worksheets, transparencies, slides, videotapes, computer-based course materials, e.t.c), and assessment of the qualities of various teaching materials. Prerequisite: ELE 300.

EEC 406: Practicum in Early Childhood Education (3 Units)(LH:45)

Field experience (minimum 6 weeks) including class observation, adaptation to classroom conditions, planning and preparation to teaching. Guided teaching practice in Early Childhood Education.

EEC 407: Creativity and Children (3 Units)(LH:45)

Definition of creativity and related theories, properties of creative environment; relationship between creativity and art education, shape and concept development in art; development of drawing ability, colour and proportion in children's art work, various creativity activities using re-cycled materials.

EEC 408: Discipline of Young Children (3 Units)(LH:45)

Causes of and solutions to disruptive and noncompliance behaviours of young children; discipline problems that may occur in preschool and kindergarten classroom environment; popular approaches to maintaining discipline and managing the classroom.

EEC 409: Young Children and the Mass Media (3 Units)(LH:45)

The course covers various children programmes on television and radio learn such and as sesame street, watch and learn and how they can be used in Early Childhood Education. It also equips Early Childhood teachers on how to produce Education teachers programs for children. It is also includes children Cartoon on the media the effect of mass media on the educational development of children and the criteria for the selection of television programs for children.

3.12 ECONOMICS EDUCATION PROGRAMME

3.12.1 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 undertake a synthesis of economics with other subject areas such as Psychology, Politics, Sociology, Anthropology, Geography, History and Law.
- ❖ Equip students with ability to identify models that underlie 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 an appreciation of the economic dimensions of wider social and political issues.

3.12.2 Admission and Graduation Requirements

The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education programmes.

3.12.3 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 behaviours 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

- i. keeping school records, e.g. registers, diaries, etc.;
- ii. organizing and managing learning resources;
- iii. organizing learning environments, e.g. classrooms, field trips, laboratories, studios, etc.;
- iv. conducting practical in science laboratories, studios, etc.;
- v. writing proper and clear curriculum guides, curriculum models, lesson plans, and lesson notes, etc.;
- vi. 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:
 - a. appreciating the cultural and religious diversity among Nigerians when interacting with pupils/students, colleagues, and others;
 - b. showing a high sense of responsibility in accepting and performing assignments;
 - c. respecting the views of others;
 - d. basing judgments on proper evaluation of issues and information available;
 - e. attending staff meetings and other official functions always and punctually;
 - f. contributing positively to discussions in staff meetings and other official school functions;
 - g. Showing maturity on all issues.

3.12.4 **Attainment Levels**

In addition to what are applicable to education graduates, graduates in Education Economics who have attained the threshold level should:

- a) Demonstrate knowledge of economic concepts and principles
- b) Demonstrate knowledge of economic theory and modelling 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.

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

3.12.5 Course Structure

Course Structure at 100-Level Economics Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
ECN 101	Principles of Economics I	2	C	30	-
ECN 102	Principles of Economics II	2	C	30	-
ECN 103	Introduction to Maths for Economist	3	C	45	-
ECN 104	Introduction to Statistics	2	R	30	-
ECN 105	Introduction to Accountancy	2	R	30	-
ECN 106	Applied Statistics	2	R	30	-
ECN 107	Introduction to Management	3	C	45	-
ECN 108	Introduction to Micro Economics	2	C	30	-
	Total Units	32			
	Any 2 recommended courses of 2 units each outside the department.	4	E		

Course Structure at 200-Level Economics Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology 1	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods 1	2	C	30	-
ECN 201	Intermediate Micro Economics	3	C	45	-
ECN 202	Introduction to Micro-Economics II	2	C	30	-
ECN 203	History and Structure of the Nigerian Economy	2	R	30	-
ECN 204	Mathematics for Economics	3	C	45	-
ECN 205	Applied Economics	3	R	45	-
ECN 206	Principle of Finance	3	C	45	-
ECN 207	History of Economics Thought	3	C	45	-
	Total	33			

Course Structure at 300-Level Economics Education

Course Code	Course Title	Units	Status	LH	PH
EPS 301	Entrepreneurship	2	E	30	45
EDU 300	Teaching Practice I	3	C	-	45
EDU 311	Tests and Measurement in Education	2	C	30	
EDU 302	ICT in Education	2	R	30	-
EDU 312	Special Methods	2	C	30	-
EDU 321	Curriculum and Instruction I	2	C	30	-
EDU 313	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	C	30	-
ECN 301	Theories of Economic Development	3	C	45	-
ECN 302	Labour Economics	3	C	45	-
ECN 303	Introduction to Econometrics	3	C	45	-
ECN 304	Economics Development	3	C	45	-
ECN 305	Public Sector Economics	3	R	45	-
ECN 306	Financial Institutions	3	C	45	-
ECN 307	Financial Management	3	C	45	-
	Total Units	38			

Course Structure at 400-Level Economics Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	R	30	-
EDU 403	Special Method III	2	C	30	-
EDU 404	Research Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
Subject Area Courses					
ECN 401	Advanced Micro-Economics	3	C	45	-
ECN 402	Economic Development/Planning	3	C	45	-
ECN 403	Comparative Economic Systems	3	C	45	-
ECN 404	Problems and Politics of Development	3	R	45	-
ECN 405	Economics of Production	3	C	45	-
ECN 406	Taxation and Fiscal Policy	3	C	45	-
ECN 407	Project Evaluation	3	E	45	-
	Total Units	38			

3.12.6 Course Synopses

ECN 101 & ECN 102: Economic Principles I & II (4 Units)(LH:60)

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 103: Introduction to Mathematics for Economists (3 Units)(LH:45)

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 104: Introduction to Statistics (2 Units)(LH:30)

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 105: Introduction to Accounting (3 Units)(LH:45)

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 106: Applied Statistics (3 Units)(LH:45)

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 107: Introduction to Management (3 Units)(LH:45)

Definition and scope of management, patterns of management analysis, various approaches to management. Furthermore, managers and their external environment to include economic, technology, social, political, legal and ethical, management as an element of economic growth, management factions etc.

ECN 108: Introduction to Micro-Economics I (2 Units)(LH:30)

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 201: Intermediate Micro-Economic Theory (3 Units)(LH:45)

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 202: Introduction to Macro-Economics: (2 Units)(LH:30)

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 203: History and Structure of the Nigerian Economy (2 Units)(LH:30)

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 204: Mathematics for Economists (3 Units)(LH:45)

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 205: Applied Statistics (3 Units)(LH:45)

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 206: Principle of Finance (3 Units)(LH:45)

The scope and nature of finance, major sources of financing for business such as short, medium and long term sources. Financial ratio analysis; the cost of capital. Dividend policy, financial planning and control. Budgeting, financial markets in Nigeria in both money and capital markets. Capital reorganization. The interest factors in financial decision.

ECN 207: History of Economic Thought (3 Units)(LH:45)

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 301: Theories Of Economic Development (3 Units)(LH:45)

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 302: Labour Economics (3 Units)(LH:45)

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 303: Introduction to Econometrics (3 Units)(LH:45)

Definition and scope of econometrics, stages of econometric research, simple linear econometric model and regression, ordinary least square estimator, multicollinearity autocorrelation, homosecedasticity and heteroscedasticity, simultaneous equation model and the two stage least square identification problem.

ECN304:Introduction to Economics Development (3 Units)(LH:45)

The courses surveys a classical and modern thought and trends of economic development, the concept of Economic development and the problems of measurement of development; analysis of selected models and theories of economic growth and development.

ECN 305: Public Policy/Public Sector Economics (3 Units)(LH:45)

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 306 Financial Institutions (3 Units)(LH:45)

The course examines the concept, relationship between public finance/social welfare programmes and financial institutions with emphasis on the roles of major financial institutions in the infrastructural development, intergovernmental fund transfers. It also examines the role of financial institutions in budget and budgeting as instruments in monitoring monetary and fiscal policies.

ECN 307 Financial Management (3 Units)(LH:45)

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 financial planning and control and inter-company comparisons.

ECN 401: Advanced Micro-Economics (3 Units)(LH:45)

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 (3 Units)(LH:45)

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 (3 Units)(LH:45)

Classification and analysis of economic systems-communalism, slavery, feudalism, capitalism, communism. Systems in transition; features of under-developed countries.

ECN 404: Problems and Politics of Development (3 Units)(LH:45)

This course should expose students to the basic concepts of identification and management of political crises for development

ECN 405: Economics of Production (3 Units)(LH:45)

Production Economics is concerned with the techniques of production in any enterprise. The course covers the Scope and Nature of production Economics, subject matter of production economics, determination of production, theory of production, goals of production. Production planning, profit planning, economic and social structures in production. Risk and uncertainty in production.

ECN 406: Taxation and Fiscal Policy (3 Units)(LH:45)

Nigerian system of income Tax Administration; structure and proceedings, returns, assessments, appeal, postponement, collection; with reference to necessary legislation. Distinction between the taxation of income and taxation of capital. Personal Income Tax: The law and practice of income tax relating to individuals, exemptions, settlements, trusts and estates. Partnership assessment, treatments of losses. Computation of assessable income; commencement and cessation of trade or business. Company tax – the principles and scope of company tax. The small company provision including definitions, computations and exemption.

ECN 407: Project Evaluation (3 Units)(LH:45)

Definition and classification of projects and evaluation. The project and the overall view of development programme. Data requirements. Location and size of projects. Appraisal of projects from commercial and social points. Cash flow analysis.

3.13 EDUCATIONAL MANAGEMENT PROGRAMME

3.13.1 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 8 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.

3.13.2 Basic Admission and Graduation Requirements

The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education programmes.

Duration:

The course shall last for four or three academic years depending on the entry qualification

3.13.3 Course Structure

Course Structure at 100-Level Educational Management

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library Study Skills	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
EDM 101	History of Educational Management in Nigeria	2	C	30	-
EDM 102	Introduction of Educational Policies in Nigeria	2	C	30	-
EDM 103	Introduction to Administrative Behaviour	2	C	30	-

	Total Units	20			
	8 Courses in relevant teaching major of Arts, Sciences and Social Science	16	E		

Course Structure at 200-Level Educational Management

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of Computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Element of Special Education	2	R	30	-
EDU 203	Special Methods I	2	C	30	-
EDM 201	Introduction to Educational Management	2	C	30	-
EDM 202	Introduction to Personnel Relationship	2	C	30	-
EDM 203	Programme organization and time-tabling in Nigeria Schools	2	C	30	-
EDM 204	Communication Skills in Education Management	2	C	30	-
EDM 205	Management of Primary and Secondary Education	2	C	30	-
	Total Units	24			
	8 Courses in relevant teaching areas of Arts, Science and Social Science	16	C		

Course Structure at 300-Level Education Management

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurial Skills	2	E	1	
EDU 300	Teaching Practice I/Internship/Practicum	3	C	-	45
EDU 301	Test and Measurement	2	C	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	R	30	-
EDU 304	Curriculum and Instruction I	2	R	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	C	30	-
EDM 301	Problems and Issues in Planning Nigeria Education	2	C	30	-
EDM 302	Economics of Education	2	C	30	-
EDM 303	Leadership in Formal Organization	2	C	30	-
EDM 304	Educational Finance and Evaluation	2	R	30	-
EDM 305	The Application of Educational Law to School Management	2	R	30	-
EDM 306	Statistical Methods in Educational Management	2	R	30	-

EDM 307	Educational Supervision in Nigeria	2	R	30	-
EDM 308	Introduction to Administrative Theories	2	R	30	-
EDM 309	Educational Agencies	2	R	30	-
EDM 310	School Community Relationship	8	C	120	-
	Total Units	43			
	8 Courses in relevant teaching major areas in Arts, Science and Social Sciences.	16	R		

Course Structure at 400-Level Educational Management

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II/Internship/Practicum	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	90	-
EDU 405	Introduction to Education Management	2	C	30	-
EDM 400	Internship/Practicum	2	C	30	-
EDM 401	Demographic Aspect of Education Management	2	C	30	-
EDM 402	Policy Analysis in Education Management	2	C	30	-
EDM 403	Educational Cost and Financial Analysis	2	C	30	-
EDM 404	School Business Management	2	C	30	-
EDM 405	Personnel Management and Evaluation	2	C	30	-
EDM 406	Educational System Analysis	2	R	30	-
EDM 407	Office Management and Record Keeping	2	R	30	-
EDM 408	Emerging Problems in Nigeria Education	2	R	30	-
EDM 409	National and International Perspectives in Educational Management	2	R	30	-
EDM 410	Change and Innovative Process in Formal Organization	2	R	30	-
EDM 411	Principalship	2	R	30	-
	Total Units	41			
	8 Courses in relevant teaching major area of Arts, Science and Social Science	16	R		

3.13.4 Course Synopses

EDM 101 History of Educational Management in Nigeria (2 Units) (LH:30)
The course examines the concept and development of educational management in Nigeria. Focusing on the management and control of education in the traditional context, pre-colonial era, pre-independence era, and post independence era. Highlight on the roles of Federal, State, and local government; Boards, Voluntary agencies in the management of education in Nigeria.

EDM 102 Introduction of Educational Policies in Nigeria (2 Units) (LH:30)
The course examines the concept and development of educational policies in Nigerian educational system it discusses the emergence and use of educational policies during the pre-independence era, military era, and the democratic era. Critically examines the development and implementation of the Nation Policy on Education.

EDM 103 Introduction to Administrative Behaviour (2 Units) (LH:30)
Examines the concept of Administrative behaviour, focusing on the task that educational administrators engage in towards achieving organizational goals. Also, it examines the movement in the development of administrative theory and practice; highlighting on the emerging leadership behaviour.

EDM 201: Introduction to Educational Management (2 Units) (LH:30)
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 Units) (LH:30)
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 205: Management of Primary and Secondary Education (2 Units) (LH:30)
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 203: Programme, Organisation and Time-Tabling in Nigeria Schools (2 Units) (LH:30)
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 204: Communication Skills in Educational Management (2 Units)(LH:30)
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 301: Problems and Issues in Planning Nigerian Education

(2 Units) (LH:30)

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 Units) (LH:30)

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 Units) (LH:30)

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 and Evaluation

(2 Units) (LH:30)

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 Units) (LH:30)

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.

EDM 306: Statistical Methods in Educational Management (2 Units) (LH:30)

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.

EDM 307: School Supervision in Nigeria

(2 Units) (LH:30)

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.

EDM 308: Introduction to Administrative Theories

(2 Units) (LH:30)

Managerial, Human relations, Behavioural approach; examination of points of view of M. Mayo; Mary Parker Follett, Chester Barnard and Herbert Simon.

EDM 309: Educational Agencies (2 Units) (LH:30)

An examination of various agencies such as J.C.C., N.C.E., NERDC, UNESCO, NCCE, NBTE and NUC, NPEC, WAEC, JAMB etc.

EDM 310: School Community Relationship (2 Units) (LH:30)

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.

EDM 400 Internship Practicum (2 Units) (PH:45)

This course should expose students to practical educational skills through internship

EDU 401: Demographic Aspect of Educational Management (2 Units) (LH:30)

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.

EDU 402: Policy Analysis in Education Management (2 Units) (LH:30)

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.

EDU 403: Educational Cost and Financial Analysis (2 Units) (LH:30)

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.

EDU 404: School Business Management (2 Units) (LH:30)

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.

EDU 405: Personnel Management and Evaluation (2 Units) (LH:30)

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.

EDU 409: National and International Perspective in Educational Management (2 Units) (LH:30)

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.

EDU 410: Change and Innovation Processes in Formal Organisation

(2 Units) (LH:30)

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.

EDU 406: Educational System Analysis

(2 Units) (LH:30)

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.

EDU 407: Office Management and Record Keeping

(2 Units) (LH:30)

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.

EDU 411: Principalship

(2 Units) (LH:30)

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.

EDU 408: Emerging Problems in Nigerian Education

(2 Units) (LH:30)

Teachers and the teaching profession, Management practices in schools, equality of educational opportunity, education and unity, examination malpractices, drug abuse etc.

3.14 EDUCATIONAL TECHNOLOGY PROGRAMME

3.14.1 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.

The aims and objectives of the programme are :

- a) To instil in the student 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) To train student to be able design and package educational programmes for a wide category target audience; in-school and non-face-to-face, and for different purposes;
- c) To enable student to be able adopt the acquired skills in the research, improvisation and management associated with instructional and educational media, methods and modes;
- d) To train student to exhibit competency in the manipulation of instructional and educational hardware and software to achieve maximum result for a wide variety of target audience;
- e) To teach the student to appreciate the combined use of the hand, head and heart in creativity as a mark of self-reliance and dignity of labour; and
- f) To inculcate ability to 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

3.14.2 Basic Admission and Graduation Requirements

The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education programmes.

3.14.3 Course Structure**Course Structure at 100-Level Educational Technology Education**

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communications in English	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication of English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
EDT 111	Introduction to Historical Philosophical & Psychological Foundations'	2	C	30	-
EDT 112	Psychological and sociological foundations of educational technology	2	C	30	-
EDT 113	Science, Technology and sustainable development	2	C	30	-
EDT 122	Introduction to instructional materials Design, Production and utilization	2	C	30	-
Total Credit Units		22			
8 Recommended 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.					-

Course Structure at 200-Level Educational Technology Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology	2	C	30	-
EDU 202	Element of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
EDT 201	Audio Visual Techniques	2	C	30	
EDT 211	The Print Media Design and Technology	2	C	30	-

EDT 221	Introduction to Library Studies	2	C	30	-
EDT 212	Photography and Cinematography	2	C	30	-
EDT 212	Instructional Communication Models and Technology	2	C	30	-
EDT 222	Computer in Education	2	C	30	-
EDT 232	Educational Technology I	2	C	30	-
	Total Credit Units	28			

Course Structure at300-Level Educational Technology Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	30	
EDU 300	Teaching Practice I	3	C	30	
EDU 301	Test and Measurements	2	R	30	
EDU 302	ICT in Education	2	R	30	
EDU 303	Special Methods	3	C	30	
EDU 304	Curriculum and instruction I	2	C	30	
EDU 305	Educational Technology	2	C	30	
EDU 306	Research method and statistics	2	R	30	
EDT 301	Educational Broadcasting	2	C	30	
EDT 302	Micro Teaching and Observation	2	C	30	
EDT 311	Low-Cost Technology	2	R	30	
EDT 312	Production Seminars	2	R	30	
EDT 321	Administration and Management of Learning Resources Centres	2	C	30	
EDT 331	Principles of Instruction	2	C	30	
EDT 322	Instructional material Design Multi-media Application	2	C	30	
EDT 332	Educational Technology II	2	C	30	
EDT 342	Distance Learning Models and Technologies	2	C	30	
	Total Credit Units	36			
	8 courses as the teaching subjects in Arts, Sciences or Social Sciences	16			

Course Structure at400-Level Educational Technology Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	45	-
EDU 401	Curriculum and Instruction II	2	R	30	-
EDU 403	Special Methods III	2	R	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
EDT 401	Advanced Library Studies	3	R	45	-
EDT 411	Instructional materials Evaluation Techniques	3	C	45	-
EDT 412	Commodity Resource and Development	2	C	30	-
EDT 421	Information Management and Technology	3	C	45	-

EDT 422	Process and Setting Production Practice II	2	C	30	-
EDT 432	Educational Technology III	2	C	30	-
	Total Credit Unit	30			
	Teaching Subjects				
	8 Recommended courses in the teaching subjects areas of Arts, Science or Social Sciences				

Course Synopses

EDT 101 Introduction to the Historical and Philosophical Foundations of Educational Technology (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

Audio, Visual and audio-visual 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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

Course 302 is a pre-requisite to this. Emphasis will be on equipment manipulation, using learner-produced software. 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 (2 Units) (LH:30)

Emphasis here will be on the combined effects of technological processes and settings on the learning audience, given technological hardware and software. 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 Audio-visual Unit of the College of Medical Sciences will jointly provide the personnel and equipment necessary for the theoretical and practical aspects of the programme.

3.15 ELEMENTARY/PRIMARY EDUCATION PROGRAMME

3.15.1 Philosophy and Objectives

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

The main objectives of the Programme are 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.
- exemplify by their behaviours, understanding and appreciation of the functions of the public school in Nigerian culture and how change is affected by this institution.
- train teachers with high level competence in using evaluative techniques and materials in such 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, and instructional materials

3.15.2 Learning Outcomes:

1) *Regime of subject knowledge*

- a) Graduates of the programme must grasp the basic concepts, topics procedures cover in the programme.
- b) for the attainment of practical and professional skills, at least twelve weeks of supervision of practical teaching is required.
- c) communicate facts and information to learners in terms that they will be able to understand.
- d) demonstrate a skill in planning and organizing instructions.

2) *Competence and skills*

a) *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.

b) *Practical skills*

Graduate teachers should be able to demonstrate practical skill in:

- i) Organizing and managing 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.

c) *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.

3) ***Behavioural Attributes***

To produce graduate teachers who can

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

3.15.3 **Attainment Level**

As applicable to all education programmes.

3.15.4 **Course Structure**

Course Structure at 100-Level Elementary/Primary Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-

EED 100	Introduction to Primary/elementary Education	2	C	30	-
EED 112	Social Studies in Elementary Education I	2	C	30	-
EED 113	Reading in Elementary Education	2	C	30	-
EED 114	Science in Elementary Education	2	C	30	-
EED 115	Mathematics in Elementary Education	2	C	30	-
EED 116	The Nigerian Child	2	C	30	-
	Total Units	26			
	Choose two relevant courses within Faculty	4	E		

Course Structure at 200-Level Elementary/Primary Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of Computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Element of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
EED 211	Child Psychology	2	C	30	-
EED 212	History and Philosophy of Primary Education	2	C	30	-
EED 213	Teaching of value	2	C	30	-
EED 214	Creative Arts in Primary Education	2	C	30	-
EED 215	Mathematics in Primary Education	2	C	30	-
EED 216	Health Education	2	C	30	-
EED 217	Supervised Teaching in Primary Education	2	C	30	-
EED 218	Science in Primary Education	2	C	30	-
EED 219	Social Studies in Primary Education	2	C	30	-
EED 220	English Language in Primary Education	2	C	30	-
EED 221	Introduction to Music in Primary Education	2	C	30	-
EED 223	Language Arts in Primary Education	2	C	30	-
EED 224	School and Society Primary Education	2	C	30	-
EED 225	Science and Society	2	E	30	-
	Total Units	42			

Course Structure at 300-Level Elementary/Primary Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurial Skills	2	E	30	-
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Test and Measurement	2	C	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	R	30	-
EED 301	Methods of Teaching Reading	2	E	30	-
EED 302	Methods of Teaching Science	2	E	30	-
EED 303	Methods of Teaching	2	E	30	-
EED 304	Introduction to Agric Science in Primary Education	2	E	30	-
EED 305	Methods of Teaching Social Studies	2	E	30	-
EED 306	Methods of Teaching Language Arts	2	E	30	-
EED 307	Science in Primary/Elementary Education III	2	E	30	-
EED 310	English Language in Primary/Elementary III	2	E	30	-
EED 311	Studies in Primary/Elementary Educational Curriculum	2	E	30	-
EED 312	Family Education	2	E	30	-
EED 313	Theories and Practice of early childhood education	2	E	30	-
	Total Units	39			

Course Structure at 400-Level Elementary/Primary Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	90	-
EDU 405	Introduction to Education Management	2	C	30	-
EDD 410	Introduction to Physical Education	2	E	30	-
EDD 411	School of Health Education	2	E	30	-
EDD 412	C.A in Primary Education	2	E	30	-
EDD 413	Issues in Primary/Elementary Education	2	E	30	-
EDD 414	Introduction to Agric Science II	2	E	30	-
EDD 415	Children's Literature	2	E	30	-
EDD 416	Social Philosophy of Instruction	2	E	30	-
EDD 417	Adult Basic Education	2	E	30	-
EDD 418	Development Guidance in Primary Education	2	E	30	-

EDD 419	Design and Production of Learning Materials for Primary Education	2	E	30	-
	Total Units	37			
	Two courses within the faculty	4	E		

3.15.5 Course Synopses

EED 111 Introduction to Elementary/Primary education (2 Units)(LH:30)

An exploration of the history of primary education in Nigeria, free education in Nigeria, Universal basic education. Challenges facing primary education in the light of education for all.

EED 112 Social Studies in Elementary Education (2 Units)(LH:30)

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 113 Reading in Elementary education (2 Units)(LH:30)

The course introduces various approaches to reading.

EED 114 Science in Elementary Education 1 (2 Units)(LH:30)

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 115 Mathematics in Elementary Education 1 (2 Units)(LH:30)

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 211 Child Psychology (2 Units)(LH:30)

The course centres on the mind and behaviour of children from pre-natal development through adolescence. It also deals with the mental, emotional and social development of children.

EED 212 History and Philosophy of Primary Education (2 Units)(LH:30)

This course should expose students to the basic concepts of the philosophy of primary education in relation to past achievements in the sector.

EED 214 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 221 Introduction to Music in Elementary Education (2 Units)(LH:30)

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 215 Mathematics in Elementary Education II (2 Units)(LH:30)

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 216 Health Education (2 Units)(LH:30)

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 217 Supervised Teaching in Elementary Education (2 Units)(LH:30)

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.

EED 222 Language Art in Elementary Education (2 Units)(LH:30)

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 213 The Teaching of Values in Elementary Education (2 Units)(LH:30)

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 218 Science in elementary education II (2 Units)(LH:30)

The course builds on higher level concepts and practices from science in elementary education I

EED 219 Social studies in elementary education (2 Units)(LH:30)

The course covers social studies subject from an integrated approach selecting issues from history, religion, geography, morals, civics, basic science etc.

EED 220 English Language in elementary education (2 Units)(LH:30)

Basic structures in English studies are taught from the philosophy of usable experiences of learners in the community rather than from the rigid compartmentalized structures of teaching English.

Basic structures in English studies are taught from the philosophy of usable experiences of learners in the community rather than from the rigid compartmentalized structures of teaching English.

EED 223 School, society and primary education (2 Units)(LH:30)

The courses try to establish synergy among school, society and primary education in such a way that there is unity in addressing issues from them as a whole. Issues in one area affects the others.

EED 225 Science and Society (2 Units)(LH:30)

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 305 Method of Teaching Social Studies (2 Units)(LH:30)

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 301 Method of Teaching Reading in Elementary School (2Units)(LH:30)

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 303 Method of Teaching Mathematics in Elementary Education (2Units)(LH:30)

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 304 Introduction to Agricultural Science in Elementary Education (2Units)(LH:30)

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

EED 310 Family Education (2Units)(LH:30)

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 308 English in Elementary/Primary education (2 Units)(LH:30)

The course extends the concepts and issues treated in EED 220.

EED 309 Studies In Elementary/Primary Education Curriculum (2 Units)(LH:30)

This course is a continuation at a higher order level of EED 219

EED 312 Method of Teaching Art in Elementary Education (2 Units)(LH:30)

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

EED 311 Theories and Practice of Early Childhood Education (2 Units)(LH:30)

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 306 Method of Teaching Language Arts in Elementary School (2 Units) (LH:30)**
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 302 Method of Teaching Science in Elementary Education (2 Units) (LH:30)**
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 307 Science in Elementary School III (2 Units) (LH:30)**
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 416 Developmental Guidance in Elementary School (2Units)(LH:30)**
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 (2Units)(LH:30)**
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 412 Continuous Assessment in Elementary School (2Units)(LH:30)**
An introduction to assessment techniques applied in elementary schools. Considers a whole range of topics including rational and background, derivation of assessment objectives from educational aims test development and data generation as well as strategies for reporting.
- EED 414 Children Literature I (2Units)(LH:30)**
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 415 Social Psychology of Instruction (2Units)(LH:30)**
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 410 Introduction to physical education (2 Units) (LH:30)**
The course introduces basic principles and practice of healthy living, exercise, play, clean and sustainable environment, and rest. Elementary teaching and participation in popular games is also involved

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You can also call the following phone numbers: 08033145087, 08033201097

All comments should be received before 31st October, 2015

EED 413 Issues in elementary/primary education (2 Units) (LH:30)

The politics of basic education, compulsory and universal education, threats to basic education, role of education trust fund, SUBEB, federal , state, local governments and non-governmental involvements in providing basic education in Nigeria

**EED 417 Design and production of learning materials for primary
Education (2 Units) (LH:30)**

Use of local materials to design and produce instructional materials is emphasized in the courses

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3.16 ENGLISH LANGUAGE EDUCATION PROGRAMME

3.16.1 Philosophy, Aims and Objectives:

The programmes philosophy is in line with the national philosophy of Education in the country. The programmes, 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).
- v) To prepare students for the teaching of language, and literature in the school system of Nigeria.

3.16.2 Basic Admission Requirements and the Expected Duration of the Programme.

a) **UTME:**

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**

Three year programme three (3) or 2 credits in NCE teaching subjects in addition the general requirements of Credit in English Language and Literature.

3.16.3 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 one's 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.)

3.16.4 Basic Admission and Graduation Requirements

The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education programmes.

3.16.5 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.

3.16.6 Course Structure

Course Structure at 100-Level English Language & Literature Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
ENG 101	English Language I	3	C	45	-
ENG 102	Practical English Grammar	3	C	45	-
ENG 103	Spoken English	3	C	45	-
ENG 104	Introduction to Literary Studies	3	C	45	-
ENG 105	Introduction to Fiction in English	3	R	45	-
ENG 106	Origins of Nigerian Literature in English	3	R	45	-
ENG 107	Introduction to Nigerian Literature in English I	3	R	45	-
ENG 108	Introduction to Drama and Theatre in English	3	R	45	-
ENG 109	Introduction to Drama	3	C	45	-
	Total Units	41			

Course Structure at 200-Level English Language & Literature Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
ENG 201	Introduction to English Syntax	3	C	45	-
ENG 202	Advanced English Composition I	3	C	45	-
ENG 203	Advanced English Composition II	3	C	45	-
ENG 204	The African Written Poetry	3	C	45	-
ENG 205	English Morphology	3	C	45	-
ENG 206	Survey of Epochs in Literature in English	3	C	45	-
ENG 207	Introduction to English Poetry	3	C	45	-
	Total Units	35			

Course Structure at 300-Level English Language & Literature Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	30	45
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Tests and Measurement	2	C	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	R	30	-
EDU 300	Teaching Practice I	2	C	30	-
ENG 301	Written African Fiction	3	C	45	-
ENG 302	Written African Poetry	3	R	45	-
ENG 303	Written African Drama	3	C	45	-
ENG 304	Phonology of English	3	C	45	-
ENG 305	Introduction to Semantics	3	R	45	-
ENG 306	The English Language in Nigeria	3	C	45	-
ENG 307	Discourse Analysis	3	E	45	-
	Total Units	40			

Course Structure at 400-Level English Language & Literature Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
ENG 401	Contemporary English Usage	3	R	45	-
ENG 402	English for Specific Purposes	3	E	45	-
ENG 403	Stylistics	3	C	45	-
ENG 404	Literary Theory and Criticism	3	R	45	-
ENG 405	Afro-American and Caribbean Literature	3	E	45	-
ENG 406	Studies in Fiction (or the English Novel)	3	C	45	-
ENG 407	Commonwealth Literature	3	E	45	-
ENG 408	Multilingualism	3	C	45	-
	Total Units	41			

3.16.7 Course Synopses

ENG 101: English Language I (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 (3 Units) (LH:45)

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: Introduction to Literary Studies (3 Units) (LH:45)

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.

ENG 105: Introduction to Fiction in English (3 Units) (LH:45)

This course will introduce students to the major forms of prose fiction, their characteristic features, and the major techniques employed by fiction writers.

ENG 106: The Origins of Nigerian Literature in English (3 Units) (LH:45)

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 107: Introduction to Nigerian Literature in English I (3 Units) (LH:45)

A survey of major Nigerian Prose writing from 18th to the 21st Century, both fictional and non-fictional (essays, political speeches, media articles). Featured writers include Azikiwe, Tutuola, Soyinka, Achebe, Iyayi, Okpewho, Amadi, Alkali, Okri, Habila.

ENG 108: Introduction to Drama and Theatre in English (3 Units) (LH:45)

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.

ENG 109: Introduction to Drama (3 Units) (LH:45)

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 201: Introduction to English Syntax (3 Units) (LH:45)

The course studies the structure of the English Language, comparing major models (e.g. Traditional, generative, systemic-functional). Students may be asked to utilize one or more models to describe the structure of their own primary languages.

ENG 202: Advanced English Composition I (3 Units) (LH:45)

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 203: Advanced English Composition II (3 Units) (LH:45)

This course extends the discussions in ENG 202.

ENG 204: African Written Poetry (3 Units) (LH:45)

The course focuses on the 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 works of major poets in East, West and South Africa.

ENG 205 English Morphology (3 Units) (LH:45)

This course should expose students to the basic concepts of morphology in English language education.

ENG 206 Survey of Epochs in Literature in English (3 Units) (LH:45)

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.

ENG 207 Introduction to English Poetry (3 Units) (LH:45)

A study of English poetry from the Romantics to the 20th century. Works of representative authors will be chosen to illustrate the various themes and stylistic nuances.

ENG 301: African Written Fiction (3 Units) (LH:45)

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.

ENG 302: African Written Poetry (3 Units) (LH:45)

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.

ENG303: Written African Drama (3 Units) (LH:45)

This course will concentrate through close study on the works of major dramatists in the various regions of the African continent.

ENG 304: Phonology of English (3 Units) (LH:45)

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 305: Introduction to Semantics (3 Units) (LH:45)

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 306: The English Language in Nigeria (3 Units) (LH:45)

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 307: Discourse Analysis (3 Units) (LH:45)

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.

ENG 401 Contemporary English Usage (3 Units) (LH:45)

The focus in this course will be on English in use in communities around the world, the taxonomy of varieties of English, formal versus informal usage, attitudes towards usage, and the problems inherent in defining 'standard' usage.

ENG 402 English for Specific Purposes (3 Units) (LH:45)

The course examines the concept of ESP, discusses its origin, development, special characteristics. Also, it is the expose to students to the theory and practice of ESP so that students can plan and design ESP programme.

ENG 403 Stylistics (3 Units) (LH:45)

The course focuses on close examination of elements of style in poetry and drama. It studies the linguistic factors that contribute to variations in style with and between genres, and the stylistic development of individual writers.

ENG 404 Literary Theory and Criticism (3 Units) (LH:45)

The course focuses on classical and medieval discussions of literature (Plato, Aristotle, Longinus, Horace)

ENG 405 African-American and Caribbean Literature (3 Units) (LH:45)

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.

ENG 406 Studies in Fiction (3 Units) (LH:45)

An intensive study of fiction as a form of literary expression. The emphasis is on close textual analysis of specific significant novels and short stories or translated into English. Works are selected in such a way as to reflect major periods in the development of the novel. Students are particular approaches to writing of fiction (eg realism, magical realism, metafiction).

ENG 407: Commonwealth Literature (3 Units) (LH:45)

A study of the major themes and literary trends in Australia, Canada, India, New Zealand, and the West Indies. Issues common to writers in former colonies will be assessed, especially the challenges of writing in a world-wide language, i.e. English, that has distinct regional variations.

ENG 408: Multilingualism (3 Units) (LH:45)

The course looks at the social, cultural and political implications of language issues. It identifies, studies and analyses the problems of national languages. Official orthographies, language-learning in schools, language policy, and language planning.

DRAFT

3.17 FINE AND APPLIED ARTS EDUCATION DEGREE PROGRAMME

3.17.1 Philosophy, Aims and Objectives

The Bachelor degree in Fine and Applied Arts Education programme 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.

3.17.2 Aims/Objectives

The B.Ed Fine and Applied Arts Education degree seeks to achieve the following objectives:

1. Produce a group of manpower that will assist in Fine and Applied Art Education researches, policy formulation and implementation.
2. Develop professionals that will take curriculum initiatives and assist in the teaching and learning of fine and applied arts in Nigerian education system.
3. Provide the personnel that will educate urban and rural dwellers on the subject of applications of fine and applied arts through established channels.

3.17.3 Basic Admission and Graduation Requirements

The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education programmes.

3.17.4 Duration of the Programme

The duration of degree programme in Fine and Applied Arts shall be a minimum of eight (8) academic semesters for UTME Students a minimum of 120 credit units for the award of the bachelor degree.

A minimum of 15 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.

3.17.5 Learning Outcomes:

a) *Regime of Subject Knowledge*

The regime of subject knowledge and skill required for a Bachelor's degree in fine and applied arts 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 Fine and Applied Arts Education related areas. This aspect of Fine and Applied Arts 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

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 Fine and Applied Arts Education as reflected in the individual courses.

Practical Skills:

Students should be exposed to a combination of field and office experience both in the public and private sector and/or construction activities relevant to their individual discipline. All students in the Fine and Applied Arts 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.

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. Students 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.

c) ***Behavioural Attributes***

A student of Fine and Applied Arts Education should be trained to inculcate the qualities of integrity, honesty, objectivity, openness and accountability. On graduation, students 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.

3.17.6 **Resource Requirement for Teaching Learning Programme**

The personnel requirement for each of the disciplines 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.

3.17.7 Course Structure

Course Structure For 100 Level Fine and Applied Arts Education Programme

Course Code	Course Title	Units	Status	LH	PH
GST 101	Communication in English I	4	C	30	-
GST 102	Logic, Philosophy and Human Existence	2	R	30	-
GST 103	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library Study Skills	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
FAA121	Basic Drawing1	2	C	-	60
FAA122	Basic Drawing11	2	C	-	60
FAA111&112	Two Dimensional Design1	6	C	-	180
FAA113&114	Three Dimensional Design11	6	C	-	180
FAA151	Art appreciation1	3	C	45	-
FAA152	Art appreciation11	3	C	45	-
Total		38		290	480

Summary of 200 Level Fine and Applied Arts Education Programme

Course Code	Course Title	Units	Status	LH	PH
GST 201	Environment and Sustainable Development	2	R	30	-
GST 202	Application of Computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
CS201	Computer Graphics1	2	R		
FAA225	Still-Life Drawing	2	C		
FAA221	Painting	3	C	45	
FAA227	Sculpture	3	C	45	
FAA231	History of Art1	3	C	45	
FAA222	Figure Drawing	2	C	30	
FAA226	Textile	3	C	45	
FAA224	Pottery	3	C	45	
FAA234	History and Philosophy	2	C	30	
FAA211	Environmental education & Awareness	3	C	45	
Total		40			

Summary of Courses For 300 Level Fine and Applied Arts Education Programme

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	-	45
EDU 300	Teaching Practice I	3	C	45	-
EDU 301	Tests and Measurement	2	C	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	C	30	-
FAA321/3222	Draughtsman-ship1&11	4	C	120	-
FAA323/334	Area of Specialization	16	C	480	-
FAA331	History of African art	2	C	30	-
FAA333	African Craft Techniques	2	C	30	-
CS201	Computer Graphics11	2	C	30	-
FAA336	Creative Exploration of Indigenous Forms & Materials	2	C	30	-
TOTAL		45			

Summary of 400 Level Fine and Applied Arts Education Programme

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	R	30	-
EDU 403	Special Methods III	2	R	30	-
EDU 404	Project	6	C	90	-
EDU 405	Introduction to Education Management	2	C	30	-
FAA421/422	Advanced Drawing1&11	4	C	-	120
FAA411/424	Area of Specialization1&11	16	C	-	480
FAA451	Contemporary African Art	2	C		-
FAA453/454	Advanced Exploration of Indigenous Art forms1&11	4	C	30	-
FAA431/452	Long Essay /Project Report1&11	8	C	60	-
	Entrepreneurial studies11	2	R	120	-
FAA432	African architecture	2	C	30	-
	Total	55		30	

3.17.8 Course Synopses

FAA121: Basic Drawing I (2 Units) (PH: 60)

Analytical and expressive drawing will be explored to develop technical, intellectual and observational skills

FAA122: Basic Drawing II (2 Units) (PH: 60)

Exploration into various approaches to drawing

FAA111 & 112: Two Dimensional Design I & II (6 Units) (PH: 60)

Treatment and use of various surfaces for design purposes, presentation of surface decoration balance, compositional balance, pictorial unity, harmonies and contrasts. Introduction to the nature of colours. Exercises from still-life and simple objects and original imaginative composition uses and care of materials. Projects in basic design, optical illusion

FAA113 & 114: Three Dimensional Design I & II (6 Units) (PH: 360)

Elements and principles of 3 dimensional concepts of arts and design description, definition of sculpture, its coinage and brief history, introduction to studio equipment through modeling stand. Introduction to sculpture forms. Sculpture in the round, introduction to day types, primary and secondary. Special projects for individual need obtaining and using materials from local sources. Simple sculptures of fruits, leaves and other plant life studies of simple natural forms such as hands, feet, ear etc. in day and other materials

FAA 151: Art Appreciation I (3 Units) (LH: 45)

The course will develop the student's appreciation of the visual arts through theory and practice

FAA 152: Art Appreciation II (3 Units)(LH:45)

The course will develop the student's appreciation of the visual arts through theory and practice

FAA 225: Still-Life Drawing (2 Units)(PH:60)

An introduction to the fundamental principles and concepts of visual art through a series of drawing exercises using a variety of materials

FAA 221: Painting (3 Units)(PH:90)

This course is an exploration of the problems and possibilities of painting as a vehicle for serious creative expression. The fundamentals of composition and painting techniques will be presented through a series of studio projects.

FAA 227: Sculpture (3 Units)(PH:90)

An introduction to sculpture in which the creation of 3-dimensional form will be explored

FAA 227: History of Art I (3Units)(LH:45)

This course is not intended to be a chronological survey of the history of art. Rather, it is an introduction to art and to art in history. The primary aims of the course are: to

develop the visual skills and acquire the vocabulary needed to analyze a work of art; to examine works of art according to techniques and materials

FAA201: Computer Graphics (2 Units)(LH:30)

The course is an introduction to electronic imaging with emphasis on basic graphic design. Students will learn to create, develop, manipulate and enhance two-dimensional colored images using PC Windows's drawing and painting graphics packages.

FAA 222: Figure Drawing (2 Units)(PH:60)

Introduction to quick sketches; articulation of joints and human movement, equilibrium and motion, notation of poses (Relaxed, Sitting, Reclining, Standing and Motion) human activities, clothing and human figure.

FAA 226: Textile (3 Units)(PH:90)

Introduction to various design on paper. Techniques of design lay-out, printing and setting of colours, sketches motif repeat, colour application, colour scheme. Different tools and materials to be used in resist technique. Creative work on different resisting agents and dyes

FAA 224: Pottery (3 Units)(PH:90)

Introduction to basic design aspect of ceramics, hand building and wheel throwing forming techniques. Improvisation of and use of common tools and materials in of a pottery studio, wood, Metal, Plastic and other Modelling tools. Glazing and kiln firing are also introduced

FAA 232: History of Art II (2 Units)(LH:45)

This course focuses primarily on the art and architecture of Medieval Europe and pre-colonial Africa. The objects that will be discussed include: church, collegial and castle architecture; sculpture; jewelry; vestments; stained glass windows; and manuscripts. Particular attention will be paid to how these objects functioned in these societies.

FAA 321 & 322 : Draughtsman-ship I & II (4Units)

This course should expose students of Fine and Applied Arts Education should be exposed in detail to the draughting techniques and skills both by hand and software enhanced programmes like CAD to produce drawings. They should be exposed to tasks that utilizes graphics to convey instructions to another person commonly associated with the making of plans for structures or mechanical devices before they are built.

FAA 323/324: Area of Specialization (16 Units)

Students of Fine and Applied Art Education programme must specialize in any of the Fine Arts specialization courses and the lectures should be practically driven.

FAA 321: History of African Art (2 Units)

This course presents literature on geographical distribution of African art form; from rock art of North Africa though ancient Sahara to eastern and southern Africa. It includes works from Egypt and Sudan and West Africa.

FAA 333: African crafts & Techniques (2 Units)

Introduction to indigenous craft techniques in wood carving, bronze, easting, weaving, dyeing, jewellery, Metal work, pottery, leather work, beadwork and embroidery

FAA 336: Creative exploration of indigenous forms and materials (2 Units)
The course will involve intensive, experimental exploration and development of individual studio practice in painting, research into the work of related artists and African art styles.

FAA 421/422: Advanced Drawing I & II (4Units)
An exploration of drawing problems in a variety of media. The emphasis is on students becoming familiar with contemporary approaches to drawing and developing their own individual expression

FAA 411/412: Area of Specialization (16 Units)
Students of Fine and Applied Art Education programme must specialize in any of the Fine Arts specialization courses and the lectures should be practically driven.

FAA 451: Contemporary African Art (2 Units)
This course explores issues that confronted artists working in Canada in the 20th century. The physical environment and interaction of cultures are two dominant themes. Artistic practice in Canada is also placed within international contexts. Although painting figures prominently, other mediums such as sculpture, photography and experimental film will also be discussed.

FAA 453/454: Advanced Exploration of Indigenous Art Forms and Materials I & II (4 Units)
This course will examine these works of art and the artists against this backdrop. Arranged according to patrons, the course also examines particular stylistic trends

FAA 432: African Architecture (2 Units)
This course focuses primarily on the art and architecture of pre-colonial Africa. The objects that will be discussed include: domestic and non-domestic architecture; sculpture; jewellery; clothing and other elements of the material culture.. Particular attention will be paid to how these objects functioned in traditional societies.

3.18 GEOGRAPHY EDUCATION PROGRAMME

3.18.1 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.

3.18.2 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.

3.18.3 Admission and Graduation Requirements

The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education programmes.

3.18.4 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.

3.18.5 Attainment Levels:

As applicable to all education Social Science Graduates.

- Maintenance of Curricular Relevance as applicable to all education Social Science Graduates.
- Performance Education Criteria.
As applicable to all education Social Science Graduates.

3.18.6 Basic Admission and Graduation Requirements

The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education programmes.

3.18.7 Course Structure

Course Structure at 100-Level Geography Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
GRP 101	Introduction to Elements of Physical Geography	3	C	45	
GRP 102	Introduction to elements of Human Geography	3	R	45	
GRP 103	Introduction to Practical Geography	3	C	45	45
GRP 104	Introduction to environmental science	3	C	45	-
GRP 105	Introduction to Cartography	3	E	45	45
GRP 106	Elementary Land Surveying	3	C	45	-
	One course of two units, within the department	2	E	30	-
	Total Units	34			

Course Structure at 200-Level Geography Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods II	2	C	30	-
GRP 201	Spatial Organisation of Society	3	C	45	-
GRP 202	Introduction to Population Geography	3	C	45	-
GRP 203	Regional Geography of Nigeria & West Africa	4	C	60	-
GRP 204	Introduction to Geomorphology & Soil Geography	3	C	45	-
	Total Units	27			

Course Structure at 300-Level Geography Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	-	45
EDU 300	Teaching Practice I	3	C	45	-
EDU 301	Tests and Measurement	2	C	30	-
EDU 302	ICT in Education	2	C	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	C	30	-
GRP 301	Introductory Climatology and Biogeography	3	C	45	-
GRP 302	Advanced Quantitative Techniques	3	R	45	-
GRP 303	Regional Geography of Africa	3	C	45	-
GRP 304	Biogeography	3	C	45	-
GRP 305	Economic Geography	3	C	45	-
	Total Units	32			
	Two (2) unit recommended course from Environmental Studies Department	2	E		

Course Structure at 400-Level Geography Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
GRP 401	Systematic Geography of Nigeria (I & II)	4	C	60	-
GRP 402	The Developing World	2	C	30	-
GRP 403	Introduction to Geographic information system	2	R	30	-
EED 404	Population Geography	2	C	30	-
GRP 405	Demography	2	C	30	-
GRP 406	The Developing World	3	E	30	-
	Total Units	32			

3.18.8 Course Synopses**GRP 101: Man's Physical Environment (3 Units) (LH:45)**

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 102: Introduction to Elements of Human Geography (3 Units) (LH:45)

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 103: Introductory Practical Geography (3 Units) (LH:45) (PH:45)

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; isocline maps; chorepleth 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 104: Introduction to Environmental Science (3 Units) (LH:45)

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 105: Introduction to Cartography (3 Units) (LH:45) (PH:45)
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.

GRP 106: Elementary Land Surveying (3 Units) (LH:45)
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 (3 Units) (LH:45)
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 202 Introduction to Population Geography (3 Units) (LH:45)
Examination of population data sources. Population growth and components. Migration processes and consequences. The Nigerian population structure, distribution patterns and their implications.

GRP 203: Regional Geography of Nigeria and West Africa (1 & 2) (3 Units) (LH:45)
This courses focuses on a range of physical and human phenomena; spatial patterns; ecological zone; growth and distribution of population migration flows, regional transportation. Also, geographical distribution of natural resources, production and marketing system within Nigeria and West Africa sub-region.

GRP 204: Introductory Geomorphology and Soil Geography (3 Units) (LH:45)
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; azona soils and intrazonal soils.

GRP 301: Introductory Climatology and Biogeography (3 Units) (LH:45)
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.

GRP 302 Advanced Quantitative Techniques (3 Units) (LH:45)

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.

GRP 303 Regional Geography of Africa (3 Units) (LH:45)

Geography of Africa, dealing with the peoples, their culture, history, systems of resource utilization, population patterns and processes and spatial aspects of development.

GRP 304 Biogeography (3 Units) (LH:45)

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 305 Economic Geography (3 Units) (LH:45)

Supply and demand; actors of production; comparative advantage; economies of scale; economic rent and global trade and movements; etc.

GRP 401: Systematic Geography of Nigeria (1&2) (3 Units) (LH:45)

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 402: The Developing World (2 Units) (LH:30)

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 403: Introduction to Geographical Information Systems (2 Units) (LH:30)

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.

EED 404: Population Geography (2 Units) (LH:30)

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 405: Demography (2 Units) (LH:30)

Please, forward your comment on any section of this document to the following email:
nucassessment@gmail.com

You can also call the following phone numbers: 08033145087, 08033201097

All comments should be received before 31st October, 2015

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.

GRP 406 The Developing World: (3 Units) (LH:45)

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.

DRAFT

3.19 GUIDANCE AND COUNSELLING EDUCATION PROGRAMME

3.19.1 Philosophy, 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 programme are as follows:

- a) To provide a wide background in education as a field of study as basic tool for giving adequate education 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 counsellors. To generally prepare students to be able to undertake the functions of teacher/counsellors in order to give academic career and social personal guidance to learners and others in need of such within the educational system.

3.19.2 Basic Admission and Graduation Requirements

The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education programmes.

3.19.3 Learning Outcomes

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 counsellor 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 counsellors who can:

- Motive learners to acquire and develop positive attitudes to life.
- Exhibit acceptable social behaviours when interacting with others.
- Respecting the views of others.

3.19.4 Attainment Levels

As applicable to other disciplines in BMAS education.

3.19.5 Resource Requirement For Teaching And Learning

As in section 1.6 for Guidance and Counselling.

3.19.6 Course Structure

Course Structure at 100-Level Guidance and Counselling Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
GCE 101	Introduction to Guidance and Counselling	2	C	30	-
GCE 102	Principles and Techniques of Guidance and Counselling	2	C	30	-
GCE 103	Development of Guidance and Counselling	2	C	30	-
GCE 104	Introduction to Psychology	2	C	30	-
GCE 105	Biological Psychology	2	C	30	-
	Total Units	24			
	8 Courses in relevant teaching major area i.e. Arts, Sciences or Social Science	16	E		
	Take one related course outside the department	2	E		

Course Structure at 200-Level Guidance and Counselling Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of Computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
GCE 201	Programme Development and Evaluation in Counselling	2	C	30	-
GCE 202	Adolescence Psychology and Guidance and Counselling	2	C	30	-
GCE 203	Counselling for Special Needs	2	C	30	-

GCE 204	Personality and Social Development	2	C	30	-
GCE 205	Testing in Counselling and Techniques in Continuous Assessment	2	C	30	-
GCE 206	Theories of Counselling	2	C	30	-
GCE 207	Method of Psychotherapy	2	R	30	-
	Total Units	28			
	Courses in relevant teaching major area of Arts, Science or Social Science	12	C		
	Take on related course outside the Department	2	E		

Course Structure at 300-Level Guidance and Counselling Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurial Skills	2	E	30	-
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Test and Measurement	2	C	30	-
EDU 302	ICT in Education	2	C	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	C	30	-
GCE 301	Practicum in Guidance and Counselling I	2	C	30	-
GCE 302	Organization of Guidance and Counselling in Schools	2	C	30	-
GCE 303	Occupational Information, Job Analysis & Job Evaluation	2	C	30	-
GCE 304	Abnormal Psychology and Career Guidance and Counselling	2	C	30	-
GCE 305	Sex and Marital Counselling	2	C	30	-
GCE 306	Family Counselling and Child Guidance	2	C	30	-
GCE 307	Teenage Counselling	2	C	30	-
GCE 308	Management of Counselling of the Aged	2	C	30	-
	Take any One				
GCE 309	Rehabilitative Counselling	2	E	30	-
GCE 310	Pastoral	2	E	30	-
GCE 311	Techniques in C.A	2	E	30	-
GCE 312	Health Education	2	E	30	-
	Total Units	41			
	8 Courses in relevant teaching major area of Arts, Science and Social Science	2	E		

Course Structure at 400-Level Guidance and Counselling Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	90	-
EDU 405	Introduction to Education Management	2	C	30	-
	Subject Area Courses				
GCE 410	Practicum in Guidance and Counselling	2	C	30	-
GCE 411	Personality Development and Social Adjustment	2	C	30	-
GCE 412	Behavioural Modification	2	C	30	-
GCE 413	Counselling in Special Settings	2	C	30	-
GCE 414	Group Dynamics	2	C	30	-
GCE 415	Psychology of Deviant Development	2	R	30	-
GCE 416	Conflict and Conflict Resolution at Work Places	2	R	30	-
GCE 417	Introduction to Culture and Psychopathology	2	R	30	-
	Take any two				
GCE 418	Social and Psychological factors in learning	2	R	30	-
GCE 419	Behaviour in Organizations	2	R	30	-
GCE 420	Assessment and Evaluation in School Learning	2	R	30	-
GCE 421	Inter-cultural Education	2	R	30	-
GCE 422	Personality development and Social adjustment	2	R	30	-
	Total Units	43			
	Take 6 courses in relevant teaching major area of science, arts, and social science	12	R		

3.19.7 Course Synopses

GCE 101 Introduction to Guidance and Counselling (2 Units) (LH:30)
Introductory course in the nature, aims, objectives, theories and methods of guidance and counselling 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 102 Principles and Techniques of Guidance and Counselling (2 Units) (LH:30)
An overview of the meaning, history and basic principles and techniques of guidance and counselling. 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 103 Development of Guidance and counselling (2 Units) (LH:30)
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.

GCE 104 Introduction To Psychology (2 Units) (LH:30)
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 105 Biological Psychology (2 Units) (LH:30)
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 202 Adolescence Psychology and guidance and Counselling (2 Units) (LH:30)
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 counselling in teaching and learning situation.

GCE 311 Techniques in Continuous Assessment (2 Units) (LH:30)
The nature and role of Continuous Assessment in diagnostic and prescriptive management in teaching and learning situation. Cumulative record-keeping for guidance and counselling. 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.

GCE 312 Health Education (2 Units) (LH:30)

This course should expose students to Health Education.

GCE 203 Counselling for special Needs (2 Units) (LH:30)

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 204 Personality and Social Development (2 Units) (LH:30)

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, Alder, Rogers, From are examined. Simple approaches to the measurement of personality can be introduced. An emphasis on the interventional role of guidance and counselling when and where necessary.

GCE 205 Testing In Counselling (2 Units) (LH:30)

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 206 Theories of Counselling (2 Units) (LH:30)

GCE 212 Laboratory Work: Preparation for Counselling and Interviewing Techniques (2 Units) (LH:30)

A practical course on procedures for counselling and interviewing. An exploration and demonstration of the skills utilized in effective counselling and interviewing. Emphasis is on activity.

GCE 201 Programme Development and Evaluation in Counselling (2 Units) (LH:30)

The concepts of programme are explained. Survey of some counselling oriented programmes are made characteristics of programmes are discussed. Essentials of programme development are explored. Procedure evaluating programmes are outlined.

GCE 207 Method Of Psychotherapy (2 Units) (LH:30)

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 307 Teenage Counselling (2 Units) (LH:30)

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 302 Organisation of Guidance and Counselling in Schools (2 Units) (LH:30)

An examination of guidance and counselling 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 counselling.

GCE 304 Abnormal Psychology and Career Guidance and Counselling (2 Units) (LH:30)

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 301 Practicum in Guidance and Counselling I (2 Units) (LH:30)

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.

GCE 303 Occupational Information, Job Analysis and Job Evaluation (2 Units) (LH:30)

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 416 Conflict And Conflict Resolution In Work Places (2 Units) (LH:30)

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 310 Pastoral Counselling (2 Units) (LH:30)

The use of the scriptures in assisting the emotionally conflicted to resolve his/her problems. Various forms of problems requiring pastoral counselling. Forms of pastoral counselling, their advantages and limitations.

GCE 417 Introduction To Culture And Psychopathology (2 Units) (LH:30)

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 308 Management and Counselling of the Aged and the Disabled (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 306 Family Counselling And Child Guidance (2 Units) (LH:30)

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 410 Practicum in Guidance and counselling II (2 Units) (LH:30)

An extension of clinical experience to field experience culminating in specific group/individual study of specific problems; the designs and implementation of counselling strategies. Students conduct counselling sessions in selected sties on various problems stemming from vocation, educational and personal psychological areas.

GCE 414 Group Dynamics (2 Units) (LH:30)

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 counselling. The course also exposes students to the usefulness of studying social behaviour from both interpersonal and intergroup perspectives.

GCE 415 Psychology Of Deviant Behaviour (2 Units) (LH:30)

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 419 Human Behaviour In Organisation (2 Units) (LH:30)

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 412 Behaviour Modification (2 Units) (LH:30)

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 421 Intercultural Education (2 Units) (LH:30)

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 420 Assessment And Evaluation in School Learning (2 Units) (LH:30)

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 418 Social And Psychological Factors In Human Learning (2 Units) (LH:30)

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 422 Personality Development and Social Adjustment (2 Units) (LH:30)

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 413 Counselling Special Settings (2 Units) (LH:30)

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 counselling skills so as to make themselves relevant and marketable in various settings.

3.20 HEALTH EDUCATION DEGREE PROGRAMME

3.20.1 Philosophy, Aims and Objectives of the Programme

The philosophy of 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.

3.20.2 Basic Admission and Graduation Requirements

a) **UTME:**

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 to basic admission requirement candidates with Nursing, Public Health and Health related areas are admitted into the programme through direct entry.

3.20.3 Learning Outcomes

a) ***Regime of Subject Knowledge.***

- i. graduate of the programme must grab the basic concepts, topics, procedures covered in the programme.
- ii. For the attainment of practical and professional skills, at least twelve weeks of supervised 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, and organizing instructions.

b) ***Competence and skills***

Cognitive ability

In addition to what is applicable to all education graduates, the graduate teachers in the programme must demonstrate competence in examining and analysing 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.

Practical skills

- i. Graduate teachers who can demonstrate practical skills in:
- ii. Organizing learning resources
- iii. Keeping school records
- iv. Organizing learning environment e.g. classrooms, field trips, laboratories and studios etc.
- v. Writing proper and clear curriculum guides, models, lesson plans and lesson notes etc.

General Skills:

- i. Teachers should be able to demonstrate ability in:
- ii. appreciating the ever-growing significance of computers to education;
- iii. sending and accessing computer information in all its ramifications;
- iv. learning how to learn;

- v. Cooperating meaningfully with colleagues and other members of the society.
- vi. Entrepreneurship in at least one venture.

c) ***Behavioural Attributes***

To produce graduate teachers who can:

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

3.20.4 **Attainment Level**

As applicable to all education programmes.

3.20.5 **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 texts, reference books, journals periodicals and other relevant textual and non-textual materials should be readily available in the library. Virtual library is also needful.

3.20.6 Course Structure

Course Structure at 100-Level Health Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	R	30	-
EDU 102	Foundations of Education	2	C	30	-
EHE 111	Introduction to Health Education	2	C	30	-
EHE 112	Personal Health	2	C	30	-
EHE 113	Organization and Administration of School Health Programme	2	C	30	-
EHE 114	Health Problems and Health of the School Age Child	2	C	30	-
EHE 115	Healthful School Environment	2	C	30	-
EHE 116	Family Life Education	2	R	30	-
BIO 111	General Biology	2	E	30	-
CHM 111	General Chemistry	2	E	30	-
EHE 112	Physical Fitness through Selected Activities	2	E	30	-
EHE 113	Basic Human Biology	2	E	30	-
VED 114	Introduction of vocational and Technical Education	2	E	30	-
	Total Units	36			

Course Structure at 200-Level Health Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of Computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
EHE 211	Methods and Resources in Health Education	2	C	30	-
EHE 212	Community Health	2	C	30	-
EHE 213	School Health Education	2	C	30	-
EHE 214	Human Anatomy and Physiology I	2	C	30	-
EHE 215	Physiology of Anatomy Activity	2	C	30	-
EHE 216	Drug Education I	2	C	30	-
EHE 217	Family Life and Sex Education	2	C	30	-
EHE 218	Health and Illness Behaviour	2	C	30	-

EHE 219	Communicable and Non-Communicable Diseases	2	C	30	-
EHE 220	Health Agencies and Programmes	2	C	30	-
PHE 231	Emergency Care and First Aid I	2	E	30	-
PHE 242	Food and Nutrition	2	E	30	-
ADE 242	Adult Basic Education	2	E	30	-
EHE 252	Health Protective	2	E	30	-
	Choose any 3	2	E	30	-
	Total Units	44			

Course Structure at 300-Level Health Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurial Skills	2	E	30	-
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Test and Measurement	2	C	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	R	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	C	30	-
EHE 311	Human Anatomy and Physiology II	2	C	30	-
EHE 312	Mental and Emotional Health	2	C	30	-
EHE 313	Principles of Public and Community Health	2	C	30	-
EHE 314	Social and Emotional Health	2	C	30	-
EHE 315	Environmental Stress and Acclimatization	2	C	30	-
EHE 316	Consumer Health	2	C	30	-
EHE 317	Vital Statistics of Health Education	2	C	30	-
EHE 318	Allergies and Management in Children and Youths	2	C	30	-
EHE 319	Introduction to Primary Health Care	2	C	30	-
EHE 320	Adolescent and Adult Health	2	C	30	-
	Choose 3	2	C		
EHE 321	Environmental Sanitation	2	R	30	-
PHE 322	Accident Prevention and Safety Education	2	R	30	-
PHE 335	Organization and Management of Physical and Health Education	2	R	30	-
	Total Units	45			
	Any one course outside the Department	2	E		

Course Structure at 400-Level Health Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-

EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	90	-
EDU 405	Introduction to Education Management	2	C	30	-
EHE 401	Application of Computer in Health Education	2	C	30	-
EHE 402	Public Health and Issues in Health Education	2	C	30	-
EHE 403	Drug Education II	2	C	30	-
EHE 404	Industrial Health Education	2	C	30	-
EHE 405	Rehabilitation of the Handicapped	2	C	30	-
EHE 406	Epidemiology of Public Health	2	C	30	-
EHE 407	Agency and Death Education	2	C	30	-
EHE 408	International Health and Health career	2	C	30	-
EHE 409	Personality and Growth in Health Education	2	C	30	-
EHE 410	Population Education	2	C	30	-
	Choose any three	2	C		
EHE 411	Major contemporary National Health Programme	2	R	30	-
EHE 412	Development of Health Attitudes and Current Trend	2	R	30	-
EHE 413	Adult Fitness	2	R	30	-
EHE 414	Programme Field Experience in Health Education	2	R	30	-
	Total Units	45			
	Any one courses outside the Department	2	E		

3.20.7 Course Synopses

EHE 111 Introduction to Health Education (2 Units) (LH:30)

Definitions, concepts, frameworks, principles and practice of health education in schools

EHE 112 Personal Health (2 Units) (LH:30)

Issues in healthy living cutting across food, clothing, environment, water, bathing, oral hygiene etc that promote personal health of school children, exposure of students to causes of disease and prevention/ control of disease, concept of full health.

EHE 113 Organization and Administration of School Health Programme (2 Units) (LH:30)

Explains the school health programme and how best it can be managed via employment of health personnel, drugs, clinic, encouraging body cleanliness etc. mechanisms for sustainable school health programme.

- EHE 114 Health Problems and Health of the School Age Child (2 Units) (LH:30)**
Typical health problems of school age children are examined including typical intervention measures such as having school friendly environment, accident prevention and treatment of minor ailments of school children.
- EHE 115 Healthful School Environment (2 Units) (LH:30)**
Various ways of promoting school healthy friendly environment are explored. Children are taught how to live healthy and keep healthy habits.
- EHE 116 Family Life Education (2 Units) (LH:30)**
Definition, principles, practice and framework of family life education that embraces healthy family functioning within a family system as well as a primarily preventive approach. The course dwells on skills and knowledge needed for healthy functioning which include: strong communication skills, positive self-esteem, parenting, sexuality, gender and healthy inter-personal relationships. The goal of the course is to teach how family can function optimally. The philosophy of the course is that societal problems such as substance abuse, domestic violence, unemployment, debt/child abuse, child trafficking can be addressed early in the family.
- EHE 112 Physical Fitness through Selected Activities (2 Units) (LH:30)**
Healthy living can be attained through physical activities involved in graduated exercises that strengthen the physical tone of various parts of the body
- EHE 113 Basic Human Biology (2 Units) (LH:30)**
This is basically a course on anatomy and physiology of the human body.
- VED 114 Introduction of vocational and Technical Education (2 Units) (LH:30)**
Definitions, theories, practices of vocational and technical education that prepares children for specific career goals. It can be closely related to apprenticeship system to expose children to various jobs and careers.
- EHE 211 Methods of Resources in Health Education (2 Units) (LH:30)**
The course covers various methods and resources used in teaching and practicing health education. Pedagogic and teaching/learning materials are emphasized.
- EHE 212 Community Health (2 Units) (LH:30)**
The course covers various ways by which diseases can be prevented, how life can be prolonged and how healthy living can be promoted through the organized efforts and informed choices of the community and individuals. It also deals with threats to health based on population health analysis. Other concepts include community health control, resistance to disease, secondary infection, statistics, disease incidence, births and deaths, effects of health control, international control of health, World Health Organization assistance given by W.H.O, and health in the world today.
- EHE 213 School Health Education (2 Units) (LH:30)**
The course champions the value of comprehensive health education rather than disease specific units in school. The goal of the course is to promote good healthy living in and out of school.

EHE 214 Human Anatomy and Physiology I (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of the human physiology and anatomy.

EHE 215 Physiology of Anatomy Activity (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of anatomy and physiology in relation to metabolism and muscle movement.

EHE 216 Drug Education I (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of drug, substance abuse, rehabilitation techniques employed on victims of drug abuse and the effect of drug abuse on the body.

EHE 217 Family Life and Sex Education (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of family, tolerance, sex education, adolescence and juvenile delinquencies.

EHE 218 Health and Illness Behaviour (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of health education, causes of illnesses psychological disorders and their causes, and rehabilitation techniques.

EHE 219 Communicable and Non-communicable Diseases (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of disease, mode of disease transfer, infectious and non-infectious diseases as well as disease control and prevention techniques.

EHE 220 Health Agencies and Programmes (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of human and environmental health in relation to government and NGO efforts towards ensuring sustainability of health standards.

PHE 231 Emergency Care and First Aid I (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of health and safety, first aid/ emergency care and accident prevention and management techniques.

PHE 242 Food and Nutrition (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of balanced diet, nutrition, classes of food and the importance of each food class to the development of the human physiology and health sustenance.

ADE 242 Adult Basic Education (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of adult education and resultant implications.

EHE 252 Health Protective (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of protective health in relation to disease and infection prevention and early management.

EHE 219 Communicable and non-communicable diseases (2 Units) (LH:30)

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.

EHE 216 Drug Education 1 (2 Units) (LH:30)

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, amphetamine and caffeine).

EHE 220 Health Agencies and Programmes (2 Units) (LH:30)

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.

EHE 217 Family Living and Sex Education (2 Units) (LH:30)

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.

EHE 311 Human Anatomy and Physiology II (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of the human anatomy in relation to muscle movements and the physiology of the human body.

EHE 312 Mental and Emotional Health (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of mental health and mental illness, emotional rehabilitation techniques.

EHE 313 Principles of Public and Community Health (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of community life in relation to the effect of human activities on public and environmental health.

EHE 314 Social and Emotional Health (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of mental/ emotional health and the effect of society/environment on mental health

EHE 315 Environmental Stress and Acclimatization (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of environmental health and acclimatization of techniques resulting to its reduction.

EHE 316 Consumer Health (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of consumer health, effects of the consumption of dangerous substance like alcohol and cigarette on human health and rehabilitation strategies for addicts.

EHE 317 Vital Statistics of Health Education (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of mathematics and statistics with relation to the importance of statistics and data collection in health education.

EHE 318 Allergies and Management in Children and Youths (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of allergies infections and disease with relation to children and youth; their management and prevention techniques.

EHE 319 Introduction to Primary Health Care (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of primary health care and community education on basic health care.

EHE 320 Adolescent and Adult Health (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of education relating to both adolescent and adults.

HED 321 Environmental Sanitation (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of environmental health and the role of sanitation in environmental health enforcement.

PHE 335 Organization and Management of Physical and Health Education (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of organization and management techniques of human health in relation to physical processes.

EHE 316 Consumer Health (2 Units) (LH:30)

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.

EHE 318 Allergies and Management in Children and Youth(2 Units)(LH:30)

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.

EHE 401 Application of Computer in Health Education (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of computer application and breaking edge applications of computer in health diagnostics and treatment of complicated ailments.

EHE 402 Public Health and Issues in Health Education (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of public health and resultant health related issues emanating from human activities and behaviours.

EHE 403 Drug Education II (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of drug, substance abuse and rehabilitation of addicts.

EHE 404 Industrial Health Education (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of human and environmental health in relation to the effects of the operation of industries. Industrial affluence control, health and safety of industrial workers as well as the community health.

EHE 405 Rehabilitation of the Handicapped (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of physical challenges and techniques of rehabilitation of persons regarded as physically challenged.

EHE 406 Epidemiology of Public Health (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of public health and health practices in relation to epidemiology.

EHE 407 Ageing and Death Education (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of time, death, and ageing in relation to physical health and techniques to cushion/ slow down ageing like exercise.

EHE 408 International Health and Health career (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of health national and international careers identifying ways of getting employed through health.

EHE 409 Personality and Growth in Health Education (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of personal health and health practices and the effect of health ingrowthand personalities of individuals.

EHE 410 Population Education (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of population in relation to techniques of population education and information dissemination.

EHE 411 Major contemporary National Health Programme(2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of National health programmes, their aim, objectives and achievements recorded.

**EHE 412 Development of Health Attitudes and Current Trend
(2 Units) (LH:30)**

This course is designed to introduce students to the basic and detailed concepts of health attitudes with references made to current health trends.

EHE 413 Adult Fitness (2 Units) (LH:30)

This course is designed to introduce students to the basic and detailed concepts of fitness, obesity and health conditions arising from not being fit.

**EHE 414 Programme Field Experience in Health Education
(2 Units) (LH:30)**

This course is designed to introduce students to the basic and detailed concepts of the field social work health experience.

EHE 402 Public Health and Issues in Health (2 Units) (LH:30)

Attention will be focused on health problems and issues of current concern. These will include obesity, underweight, emotional health growth, development, family size and population control, stress and health, labour saving devices and health.

EHE 415 Accident prevention and Safety Education (2 Units) (LH:30)

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.

EHE 416 Ageing and Death Education (2 Units) (LH:30)

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.

EHE 408 International Health and Health Career (2 Units) (LH:30)

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.

3.21 HISTORY EDUCATION PROGRAMME

3.21.1 Philosophy, Aims 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) **Aims and Objectives of the Programme**
 - i) To provide students with advantages usually associated with historical training, viz: critical and analytical faculty and balanced judgment.
 - 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.

3.21.2 Basic Admission Requirements

The admission requirements are basically the same as general Faculty requirements. Credits in English Language, Mathematics and in History or Government at Senior Secondary School Certificate level are required.

3.21.3 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;

3.21.4 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.

3.21.5 Course Structure

Course Structure at 100-Level History/International Studies Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	C	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	R	30	-
EDU 102	Foundations of Education	2	C	30	-
HIS 101	Nigeria from the 19500 to 1800 AD	3	C	45	-
HIS 102	History of Africa from 1500 to 1800 AD	3	C	45	-
HIS 103	History of West Africa from 1500 AD to present	3	C	45	-
HIS 104	North Africa from the first conquest of Egypt to 1500 A.D	3	E	45	-
HIS 105	Introduction to Economic History	3	C	45	-
HIS 106	Islamic Revolutions in West Africa	3	C	45	-
HIS 107	Archeology of Nok, Benin, Oyo and Igbo-Ukwu Areas	3	C	45	-
HIS 108	Major World Civilizations	3	R	45	-
	Total Units	38			

Course Structure at 200-Level History/International Studies Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	C	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
HIS 201	Nigeria from 1800 – 1900	3	C	45	-
HIS 202	Economic History of Nigeria in the 19 th Century	3	C	45	-
HIS 203	History of Southern Africa from Circa 1400 to the present.	3	C	45	-
HIS 204	History of Latin America from 15 th Century to the 20 th Century	3	C	45	-
HIS 205	Contemporary History of the Middle East	3	R	45	-
HIS 206	Philosophy of History	3	C	45	-
	Total Units	32			

Course Structure at 300-Level History/International Studies Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	30	45
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Tests and Measurement	2	C	30	-
EDU 302	ICT in Education	2	C	30	-
EDU 303	Special Methods II	2	R	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	R	30	-
HIS 301	Nigeria from 1900 – 1970	3	C	45	-
HIS 302	History Research Methodology I	3	C	45	-
HIS 303	Nigeria during the Inter-War period	3	C	45	-
HIS 304	USSR from 1905 – 1950	3	C	45	-
HIS 305	Economic History of the USA in the 19 th Century	3	C	45	-
HIS 306	Comparative Industrial Growth USA, USSR, Japan, China and Britain	3	C	45	-
HIS 307	Modern African Political Thought	3	C	45	-
HIS 308	Japan from the Tokugara to the Meji Restoration	3	E	45	-
HIS 309	Capitalism, Communism and Mixed Economy	3	E	45	-
	Total Units	44			

Course Structure at 400-Level History/International Studies Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
Subject Area Courses					
HIS 401	Nigeria from 1970 to the present	3	C	45	-
HIS 402	History Research Methodology II	3	C	45	-
HIS 403	Economic History of Nigeria in the 20 th Century	3	C	45	-
HIS 404	OAU a study of African International Relations	3	R	45	-
HIS 405	Comparative Parliamentary Studies (Nigeria, Britain, France and India)	3	R	45	-
HIS 406	History of the Commonwealth	3	E	45	-
HIS 407	Africa and the outside world in the 20 th Century	3	R	45	-

HIS 408	Problems and Prospects of Regional Economic Development in West Africa	3	C	45	-
HIS 409	War and peace in the 20 th Century	3	R	45	-
HIS 410	Land and Labour in Africa 1850 – 1950	3	C	45	-
	Total Units	47			

3.21.6 Course Synopses

HIS 101: Nigeria from 1500 to 1800 AD (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 (3 Units) (LH:45)

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. (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 (3 Units) (LH:45)

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, artefact study and museums.

HIS 108: Major World Civilizations (3 Units) (LH:45)

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 201: Nigeria from 1800 – 1900 (3 Units) (LH:45)

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 19th Century (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 15th Century to the 20th Century (3 Units) (LH:45)

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 20th Century problems of governments in the area: revolutions and instability.

HIS 205: Contemporary History of the Middle East (3 Units) (LH:45)

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 206: Philosophy of History (3 Units) (LH:45)

The course examines the nature of history, its development as a discipline and its relevance to the society.

HIS 301: Nigeria from 1900 – 1970 (3 Units) (LH:45)

A study of 20th 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 (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 19th Century (3 Units) (LH:45)

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 19th Century.

HIS 306: Comparative Industrial Growth U.S.A, USSR, Japan, China and Britain (3 Units) (LH:45)

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: Modern African Political Thought (3 Units) (LH:45)

This course examines the origins, influences on, and the contents of modern African Political thoughts through their selected exponents.

HIS 308: Japan from the Tokugara to the Meiji Restoration (3 Units)(LH:45)

A survey of the early history of Japan up to the era of Emperor Meiji, 1868 – 1912.

HIS 309: Capitalism, Communism and Mixed Economy (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 20th Century (3 Units) (LH:45)

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 (3 Units) (LH:45)

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) (3 Units) (LH:45)

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: History of the Commonwealth (3 Units) (LH:45)

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 407: Africa and the outside World in the 20th Century (3 Units) (LH:45)

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 408: Problems and Prospects of Regional Economic Development in West Africa (3 Units) (LH:45)

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 409: War and Peace in the 20th Century (3 Units) (LH:45)

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 410: Land and Labour in Africa (3 Units) (LH:45)

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

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(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.

DRAFT

3.22 ECONOMICS EDUCATION PROGRAMME

3.22.1 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.

Basic Admission and Graduation Requirements

a) **UTME:**

The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education programmes.

3.22.2 Learning Outcome

a) ***Regime of Subject Knowledge.***

- i) Graduates of the programme must grasp the basic concepts, topics, procedures covered 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 skill in planning, and organizing instructions.

b) ***Competence and skills***

Cognitive ability

In addition to what is applicable to all education graduates, the graduate teachers in the programme must demonstrate competence in examining and analysing 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.

Practical skills

Graduate teachers who should demonstrate practical skills in:

- i. Organizing learning resources
- ii. Keeping school records
- iii. Organizing learning environments 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.

General Skills:

- i. Teachers should be able to demonstrate ability in:
- ii. appreciating the ever-growing significance of computers to education;
- iii. sending and accessing computer information in all its ramifications;
- iv. learning how to learn;
- v. co-operating meaningfully with colleagues and other members of the society.
- vi. entrepreneurship in at least one venture.

c) **Behavioural Attributes**

To produce graduate teachers who:

- motivate learners to acquire and develop positive attitudes 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.

3.22.3 **Attainment Level**

As applicable to all education programmes.

3.22.4 **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 texts, reference books, journals, periodicals and other relevant textual and non-textual material should be readily available in the library. Virtual library is needed as well.

3.22.5 Course Structure

Course Structure at 100-Level Home Economics Education

Course Code	Title	Units	Status	LH	PH
GST 111	Communication in English I	2	R	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
EHO 101	Introduction to Home Economics	2	C	30	-
EHO 102	Introduction to Clothing and Textile	2	E	30	-
EHO 103	Principles of Home Management	2	C	30	-
EHO 104	Orientation to Food lab Equipment and Tools	2	C	30	-
EHO 105	Meal Management	2	C	30	-
EHO 106	Pattern Drafting and Development	2	C	30	-
EHO 107	Principles and Practice of Meal Preparation	2	C	30	-
EHO 108	Applied Home Economics I	2	C	30	-
EHO 109	Applied Home Economics II	2	C	30	-
EHO 111	Basic Biology	2	R	30	-
EHO 112	General Biology	2	R	30	-
EHO 113	Introduction to Health (disease in nutrition)	2	R	30	-
EHO 114	General Education Chemistry	2	R	30	-
EHO 115	Introduction to Vocational and Technical Education	2	E	30	-
EHO 116	Introduction to Home Economics	2	E	30	-
EHO 117	Introduction to Biology	2	E	30	-
	Total units	46			
	Choose any one elective course				

Course Structure at 200-Level Home Economics Education

Course Code	Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of Computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Education Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
EHO 211	Principles of Nutrition	2	C	30	-
EHO 212	Housing Design and Management	2	C	30	-
EHO 213	Principles of Nutrition II	2	C	30	-

EHO 214	Beverages and Drinks Condiment and Flavouring	2	C	30	-
EHO 215	Clothing Construction and Alternation	2	C	30	-
EHO 216	Life Cycle I	2	R	30	-
EHO 217	Work Simplification and Household Equipment	2	R	30	-
EHO 218	House hold Craft	2	C	30	-
EHO 219	Clothing Techniques	2	R	30	-
EHO 220	Clothing Selection and Maintenance	2	R	30	-
ADE 242	Adult Basic Education	2	R	30	-
ADE 211	Introduction to Agriculture	2	R	30	-
EHO 231	Emergency Care and First Aid	2	R	30	-
Select Any Two					
ADE 201	Introduction to Non-formal Education	2	E	30	-
ADE 202	Introduction to Community Development	2	E	30	-
VED 211	Teaching Pre-Vocational Subjects in JSS	2	E	30	-
EHO 212	Community Health	2	E	30	-
	Total Units	48			

Course Structure at 300-Level Home Economics Education

Course Code	Title	Units	Status	LH	PH
GST 311	Entrepreneurial Skills	2	E	30	-
EDU 300	Teaching Practice I	3	C	-	6 wks
EDU 301	Test and Measurement	2	C	30	-
EDU 302	ICT in Education	2	C	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	C	30	-
EHO 311	Food Preparation	2	C	30	-
EHO 312	Fundamental Nutrition	2	C	30	-
EHO 313	Advanced Textile Design	2	C	30	-
EHO 314	Nutrition in Health and Disease	2	R	30	-
EHO 315	Home Administration	2	R	30	-
EHO 316	Consumer Education	2	R	30	-
EHO 317	Community Nutrition	2	R	30	-
EHO 318	Advanced Clothing Design and Construction	2	R	30	-
EHO 319	Pregnancy and Child Development	2	R	30	-
EHO 320	Family Living	8	C	120	-
EHO 321	Industrial Work Experience	2	C	30	-
EHO 322	Clothing Selection and Maintenance	2	R	30	-

Any Two Courses					
PHE 331	Accident Prevention and Safety Education	2	R	30	-
HEE 351	Organization and Evaluation of Home Economics	2	C	30	-
PHE 331	Analysis of Physical Fitness	2	R	30	-
EHO 332	Social and Emotional Health	2	R	30	-
ADE 352	Adult Education in Home Economics Education	2	R	30	-
	Any one	2	R		
ADE 351	Financing Education	2	R	30	-
ADE 352	Learning, Teaching and Communication	2	E	30	-
EHO 316	Life Cycle II	2	E	30	-
	Total Units	65			

Course Structure at 400-Level Home Economics Education

Course Code	Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	6 wks
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	90	-
EDU 405	Introduction to Education Management	2	C	30	-
EHO 401	Basic Design and Allied Craft	2	C	30	-
EHO 402	Seminar in Home Economics	2	C	30	-
EHO 403	Applied Nutrition	2	C	30	-
EHO 404	Food preservation	2	C	30	-
EHO 405	Laundry Work	2	C	30	-
EHO 406	Family Relationship	2	R	30	-
EHO 407	Interior Decoration	2	R	30	-
EHO 408	Food Service System and Administration	2	R	30	-
EHO 409	Resource Management	2	R	30	-
EHO 410	Housing Design	8	R		
EHO 412	Drug Education	2	E	30	-
PHE 431	Adult Education	2	E	30	-
EDG 461	Programme for teachers	2	E	30	-
EHO 415	Development and Health Attitudes and Current Trend in Health Education	2	E	30	-
	Total Units	51			
	Choose any three elective courses				

3.22.6 Course Synopses

EHO 101: Introduction to Home Economics Education (2 Units) (LH:30)

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 115: Introduction to Vocational and Technical Education (2 Units) (LH:30)

The scope, philosophy and objectives of vocational and technical education development of vocational and technical education in Nigeria. The role of vocational technical education. Characteristics of vocational and technical education problems and prospects of vocational and technical education.

BIO 117 Introduction to Biology (2 Units) (LH:30)

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 – Amoeba, Eugena. Multicellular animals – cockroaches, honey bees etc. Simple plants and their characteristics. Algae, 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.

EHO 105 Meal Management (2 Units) (LH:30)

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.

EHO 102: Introduction of Clothing and Textiles (2 Units) (LH:30)

Definition of textile concepts, classification and properties of fibres, finishes and fashion, physical and microscope analysis of different textiles, Clothing tools and sewing machine, selection and care of tools and equipment, basic native stitches. Making samples of sewing techniques in folders (album) Historical costumes effects of social change in fashion trend. Knowledge of property terminology and good grooming.

EHO 103 Principles of Home Management (2 Units) (LH:30)

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.

EHO 104 Orientation to Food Laboratory, Equipment and Tools (2 Units) (LH:30)

Effecmetry– planning and sketching a standard kitchen, major equipment e.g. freezers etc. utensils, kitchen hygiene, safety in the kitchen, weight measurement.

EHO 106 Pattern Drafting and Development (2 Units) (LH:30)

Paper pattern drafting concepts: Principles involved in taking accurate measurements. Flat pattern developments through drafting method. Developed patterns through modelling on a layout. Development of basic patterns for children clothing Manipulation of darts.

EHO 107 Principles and Practice of Metal Preparation (2 Units) (LH:30)

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. moin-moin pudding
 - Boiling e.g. plantain, isire, bacon
 - Project – Recipe Album

EHO 113: Introduction to Health and Diseases in Nutrition (2 Units) (LH:30)

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.

EHO 108: Applied Home Economics I (2 Units) (LH:30)

The course is an attempt to expand the scope of home economics from the traditional home-making skills to include food applied nutrition (vitamins, fibre, minerals, carbohydrates and fats) and dietary reference values.

EHO 109: Applied Home Economics II (2 Units) (LH:30)

The course builds on the contents of Applied Home Economics I

EHO 111: Basic Biology (2 Units) (LH:30)

Characteristics and classification of living things. The cell theory, animal and plant cell structures and organisation, functional anatomy and diversity of cellular organelles; interrelationships of organisms, niches, food chains, tropic.

EHO 112: General Biology (2 Units) (LH:30)

A generalized survey of plant and animal kingdoms based on the study of similarities and differences in external and internal features and ecological adaptations of the different forms.

EHO 221 Emergency Care and First Aid (2 Units) (LH:30)

The various basic emergency skills are taught in this course and include using airway adjuncts, assisting patients with medications, splinting and bandaging, providing emergency care for environmental illnesses and injuries, managing prolonged transport, using special equipment and techniques particular to non-urban rescuers.

EHO 222 Teaching Pre Vocational Subjects in JSS (2 Units) (LH:30)

The course focuses on subjects that help student think about vocations, usually linked with apprenticeship skills.

EHO 223 Community Health (2 Units) (LH:30)

Background to healthy living, health and individual. The health of the family, stress and strain in modern community, prevention and control of diseases. The working community, social security.

EHO 215 Clothing Construction and Alteration (2 Units) (LH:30)

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.

EHO 212 Housing Design and Management (2 Units) (LH:30)

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 inferior decoration and production of household decorative items. Work simplifications.

EHO 211 Principles of Nutrition (2 Units) (LH:30)

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.

EHO 219 Clothing techniques (2 Units) (LH:30)

Examination of various conditions, ingredients and methods of preparation and physical characteristics and nutritive values of local and standard products. Experimenting with local materials as substitutes for standard ones. Emphasis on improvement of physical attributes to the nutritive values while formulating and standardizing new recipes. Methods of preparation, conditions and ingredients on physical characteristics of local and standard food products, study and preparation of food (especially local foods) to improve retention of nutritive values in relation to their chemical, physical and digestive properties.

EHO 220 Introduction to Agriculture (2 Units) (LH:30)

This course is designed to expose students to the basic concepts of

- importance of agriculture
- Land and its uses
- Cultivation of crops
- Floriculture and weeds
- Disease and pests of crops
- Crop improvement
- Animal reproduction and nutrition
- Environmental psychology
- Poultry, pig, cattle and goat
- Livestock diseases and parasite
- Fish farming

EHO 216 Life Cycle (2 Units) (LH:30)

The course covers the stages of development from pregnancy- death and is treated in stages: prenatal, post natal, childhood, adolescent adulthood and old age (gerontology)

EHO 217 Work Simplification and Household equipment (2 Units) (LH:30)

This course is designed to expose students to the basic concept and theories of techniques employed in work simplification and handling household equipment.

EHO 218 Household Craft (2 Units) (LH:30)

Household equipment, emphasis on conservation of energy where by the home accomplishes great works in shortest amount of time. Consumer approach for satisfactory use of equipment through correct selections, arrangement, use and care. changes in lifestyle and consumer consensus, knowledge of alternatives, concepts in electricity, electrical parts and home writing; selection of materials, and buying tips for major equipment and small appliances.

EHO 311 Food Preparation (2 Units) (LH:30)

Introduction to study of the kitchen various cookery terms. purpose and methods of cooking and their effects on appearance, taste and nutrients, food groups, their composition and structure, the effect of heat, cold and spices on them.

Nutrition: Definition and scope. food nutrition, their source digestion, metabolism, functions and deficiency diseases. Balanced diet.

EHO 314 Nutrition in Health and Disease (2 Units) (LH:30)

A study of nutritional disorders, their causes, treatment, prevention and causes should be examined both socially, biochemically and physiologically. Efforts by individuals, charity organizations, international bodies such as food an agricultural organization (FAO) and various national and state governments at solving nutritional problems should be critically analyses for improvement. Diet therapy of common pathological conditions and dieticians' role in nutritional care.

EHO 318 Advance Clothing Design and Construction (2 Units) (LH:30)

Experimentation with diverse fabrics, principles of constructing men's wear, advanced tailoring techniques applied in the construction of men, and children and ladies wears e.g. interfacing, lining, bound, button holes etc. Knowledge and practical skills in producing articles in these areas.

EHO 319 Pregnancy and Child Development (2 Units) (LH:30)

Pregnancy: signs of pregnancy, pre-natal Birth of a birth: preparation for delivery, types of delivery, labour process. Post-natal care of mother and baby - physical and psychological needs of mother and baby e.g. feeding, sleep, bathing love, acceptance etc. Early childhood diseases.

EHO 320 Family Living (2 Units) (LH:30)

The course covers how individuals and families can over ever-increasing stressors, social and psychological trauma of modern living. The ultimate is to help individuals and families overcome these crises flash points such as depression, anxiety, divorce, parent-child conflict, alcohol and drug abuse. The course treats therapies that can be used to address the above negative inhibitors in the family

EHO 321 SIWES (2 Units) (LH:30)

This is a practicum experience by which students experience home economic issues and challenges in real life and are assisted to understand and manage them

EHO 322 Clothing Selection and Maintenance (2 Units) (LH:30)

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.

EHO 214 Beverages and Drinks, Condiments and Flavourings (2 Units)(LH:30)

Marketing of fruit and soft drink choice and preparation of tea, coffee, cocoa, Nigeria beverages e.g. cocoa drink, plantain drink, kununzaki, 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.

EHO 213 Principles of Nutrition II (2 Units) (LH:30)

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.

EHO 312 Fundamental Nutrition (2 Units) (LH:30)

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.

EHO 406 Family Relationship (2 Units) (LH:30)

The course exposes students to relationships that exist in a family; Cousin, nephew, niece, half-brothers/sisters, grandparents, great grandparents, cousins in-law, parents including sexual relationships among them. Family types are also treated.

EHO 407 Interior Decoration (2 Units) (LH:30)

Considers the social and economic implications of housing various rooms and their functions, financial and legal aspects of choice of home and environment, organisation of spaces, landscaping the outdoors maintenance and remodelling. Basic concepts and practical instructions of making various articles of soft colour fabrics (choice and purchase) work or making certain articles of soft furnishing is the focus. Areas include elements of design, colour and lighting, basic process of matching and joining pattern, treatment of windows, walls, and ceiling, curtain fixtures and fittings, cushions, bed covers, lampshades, furniture's and furniture arrangement/placements, floor covering and carpeting.

EHO 408 Food Service System and Administration (2 Units) (LH:30)

Appreciation of 'waiting' as a career as a career, professional skills necessary in a successful waiter. Grades of staff in the catering establishment knowing the use and maintenance of different types of furniture, linen, china - wear, table wear, glass wear used for the service area. Theoretical forms of service of the different types of tea, coffee, cocoa etc and clarification and service of non-alcoholic beverages and the use of hotel plates.

EHO 409 Resource Management (2 Units) (LH:30)

Resource management in the context of home economics teaches wise usage of available resources in the home to avoid unnecessary wastage, and achieve maximum output from what is available.

EHO 410 Housing Design (2 Units) (LH:30)

The course emphasizes basic house plans and conveniences that a typical housing especially for low-income earners must have to achieve healthy living

EHO 412 Drug Education 11 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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.

EHO 403 Applied Nutrition (2 Units) (LH:30)

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.

EDU 402 Seminar in Home Economics (2 Units) (LH:30)

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.

EHO 404 Food Preservation (2 Units) (LH:30)

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.

EHO 415 Development of health attitudes and Current Trends in Health Education (2 Units) (LH:30)

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.

EHO 405 Laundry Work (2 Units) (LH:30)

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.

3.23 INTEGRATED SCIENCE PROGRAMME

3.23.1 Philosophy and Objectives:

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

1. Enable students to gain the concept of the fundamental unity 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.

3.23.2 Basic Admission Requirements

A candidate with credit passes in at least two (2) science subjects plus credit passes in Mathematics and English Language and any other subject at the Senior School Certificate is eligible for admission.

Direct Entry Requirement

A candidate must possess at least merit level pass in any two science subjects at NCE or IJMB levels.

3.23.3 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 totalling 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.

3.23.4 Learning Outcomes:

a) *Regime of Knowledge*

All programmes in Integrated science should equip students with:

- i) Appropriate knowledge of concepts, principles, laws and conceptual schemes.
- ii) Knowledge of Integrated science 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 Integrated 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 Integrated science programmes are expected to acquire:

- i) the right societal values
- ii) positive attitudes to life and people
- iii) positive behavioural changes in interpersonal relationship

3.23.5 **Attainment Levels**

As contained in section 1.6 for Integrated science education programmes.

Resource Requirement For Teaching And Learning

As contained in 1.6 for Integrated science Education programmes.

3.23.6 **Course Structure**

Course Structure at 100-Level Integrated Science Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction for Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
BIO 111	General Biology I	3	C	45	-
CHM 111	General/Physical Chemistry I	3	C	45	-
PHY 111	General Physics I	3	C	45	-
MTH 111	General/Elementary Mathematics I	3	C	45	-
PHY 112	Laboratory Physics I	2	C	30	-
BIO 122	General Biology II	3	C	45	-
CHM 122	General Chemistry II	3	C	45	-
PHY 122	General Physics II	2	C	30	-
MBC 101	Basic Microbiology	2	C	30	-
BIO 103	Basic Parasitology	2	C	30	-
ZOO 102	Comparative Vertebrate Anatomy	2	C	30	-
GEO 112	Introduction to Environmental Sciences	2	C	30	-
PHY 102	Laboratory physics II	2	C	30	-
MTH 122	General Mathematics	2	C	30	-
EIS 121	Biology for integrated science	2	E	30	-
EIS 122	Chemistry for Integrated Science	2	E	30	-
	Total Units	52			

Course Structure at 200-Level Integrated Science Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology	2	C	30	-
EDU 202	Element of Special Education	2	R	30	-
EDU 203	Special Methods I	2	C	30	-
EIS 214	History and philosophy of Int. Sci.	2	C	30	-
BIO 211	General Physiology	3	C	45	-
CHM 211	Inorganic chemistry II	3	C	45	-
PHY 211	Mechanics	3	C	45	-
MTH 211	Mathematical method I	3	C	45	-
EIS 224	Energy and Matter I	2	C	30	-
EIS 225	Nigeria integrated science curriculum	3	C	45	-
EIS 226	Industrial processes/Application	3	C	45	-
PHY 222	Thermal physics	2	C	30	-
GLY 217	Earth Materials And Processes	3	C	45	
BIO 201	Invertebrates And Lower Plants	2	C	30	
BIO 202	Seedless Plants	2	C	30	
CHM 222	Analytical chemistry	2	C	30	-
BIO 222	Genetics	2	C	30	-
Electives (Restricted)					
EIS 221	Seedless plants	2	E	30	-
EIS 222	Chemistry for integrated science	2	E	30	-
EIS 223	Physics for integrated science	2	E	30	-
Total Units		55			

Course Structure at 300-Level Integrated Science Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	30	-
EDU 300	Teaching Practice I	3	C	45	-
EDU 301	Test and Measurements	2	C	30	-
EDU 302	ICT in Education	2	C	30	-
EDU 303	Special Methods II	2	R	30	-
EDU 304	Curriculum and instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research method and statistics	2	C	30	-
EIS 311	Assessment and Evaluation in integrated science	2	C	30	-
EIS 312	The Earth and the Universe	2	C	30	-
EIS 314	African cosmology in integration science	2	R	30	-
EIS 321	Environment and population	3	C	45	-
EIS 322	Energy and matter II	3	C	45	-

EIS 323	Ecology And Hydro Biology	3	C	45	-
GEO 323	Biogeography	2	C	30	-
GEO 331	Population Geography	2	C	30	-
GEO 321	Geomorphology	2	C	30	-
ZOO 301	Protozoology	2	C	30	-
BIO 302	Field Course I	1	C		-
PHY 308	Introduction to Geophysics	2	C	30	-
PHY 309	Energy and the Environment	3	C	45	-
EIS 324	School science laboratory	2	C	30	-
EIS 315	The Nigeria primary/secondary school science mathematics curricula	2	E	30	-
EIS 321	Biology for integrated science	3	E	45	-
EIS 322	Chemistry for Int. Sc.	3	E	45	-
EIS 323	Physics for Int. Sci.	3	E	45	-
	Total Unit	59			

Course Structure at 400-Level Integrated Science Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	45	-
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
EIS 413	Science, technology & society	2	R	30	-
EIS 411	Practices in Integration of science	3	R	45	-
EIS 412	Nigerian industries & industrialization	3	R	45	-
GEO 425	Tropical Climatology	3	C	45	
PHY 432	Optics	3	C	45	
EIS 422	Int. Science curriculum design & implementation	2	C	30	-
BIO 410	Conservation Of Natural Resources And Technology	2	C	30	
BIO 415	Wild Life Ecology and conservation	2	C	30	
BIO 413	Field Course	2	C	30	
GEO 415	Systematic Geography	3	C	45	
	Total Units	40			
Electives – Take 6 courses from cognate of Physics, chemistry, Biology.					

3.23.7 Course Synopses

EIS 121 General Biology For Integrated Science 1 (2 Units) (LH:30)

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.

EIS 122 General Chemistry For Integrated Science 1 (2 Units) (LH:30)

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

EIS 123: General Physics For Integrated Science 1 (2 Units) (LH:30)

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/Columb's Law, Light – Luminosity/reflection/refraction. Mirrors and lenses; focal length/ray tracing/lens equation/Magnification/lens systems in optical instruments.

EIS 131 History And Philosophy Of Integrated Science Education In

Nigeria (2 Units) (LH:30)

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.

GEO 217: Earth material and processes (3 Units) (LH:60)

The earth and the solar system; internal processes in the body of the earth i.e. internal heat and formation of igneous rocks. Earth's magnetism and gravity. Surface processes on the skin of the earth-weathering of rocks, formation of soil sediments. Types of rocks and the rock cycle. Matter and energy from the earth. Physical properties of minerals and their relationship to crystal chemistry. Bonding isomorphism, polymorphism, soil solution, etc. Classification of minerals. Economic resources of the earth; Nigerian minerals and uses.

EIS 221: Biology For Integrated Science 11 (2 Units) (LH:30)

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

EIS 222 General Chemistry For Integrated Science 11 (2 Units) (LH:30)

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.

EIS 223 General Physics For Integrated Science 11 (2 Units) (LH:30)

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.

EIS 224 Energy And Matter 1 (2 Units) (LH:30)

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.

EIS 225 Nigeria Integrated Science Curriculum (3 Units) (LH:45)

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.

EIS 226 Industrial Processes And Applications (3 Units) (LH:45)

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.

EIS 321 Biology For Integrated Science 111 (3 Units) (LH:45)

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

EIS 322 General Chemistry For Integrated Science 111 (3 Units) (LH:45)

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 exudation reduction). Separation methods.

BIO 322: Invertebrate and lower plants (3 Units) (LH:45)

General biology (characteristics, features, structures, and example) of protozoa, proffers coelenterata, platyhelminthes, nematode, Mollusca, Annelida, Arachinda, Crustacea, Myriapoda, Insecta, Echinodermata and Algae, fungi lichens.

BIO 311: Ecology and hydro Biology (3 Units) (LH:45)

Basic principles of ecology, Niches, food chains, tropic levels, productivity and energy cycling, elements of population ecology, ecological methods, introduction to community ecology – nature and elimination of communities; community organization, community dynamics; factors limiting the distribution of a species; habitat types in Nigeria and associated plant and animal communities.

Introduction to population Ecology. Interspecific competition. Predation, plant herbivore systems, mutualism and commensalism, natural regulation of population size – impact of some factors, Density relationships. Analysis of population data. Introductory hydro biology – comparative study of conditions for life in machine brackish and fresh waters; limnology; periphyton, macrophyton and macro invertebrates; fish biology and aspects of fish culture; pollution studies including methods of pollution abatement.

EIS 323: General Physics For Integrated Science 111 (3 Units) (LH:45)
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.

EIS 311: Assessment And Evaluation In Integrated Science (2 Units)(LH:30)
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.

EIS 312: The Earth And The Universe (2 Units) (LH:30)
Geologic time scale; atmosphere, rocks (types and formation) tests for common rocks, occurrence of minerals (Nig). The moon and the earth, phases of the moon, eclipse. The solar system; space exploration.

EIS 313: Improvisation In Integrated Science (2 Units) (LH:30)
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.

EIS 314: African Cosmology And Integrated Science (2 Units) (LH:30)
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.

EIS 315: The Nigerian Primary And Secondary School Science/ Mathematics Curricula (2 Units) (LH:30)
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).

EIS 321: Environment and Population (3 Units) (LH:45)
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.

EIS 322 Energy And Matter 11 (3 Units) (LH:45)
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.

EIS 323 Integrated Science Workshop (3 Units) (LH:45)
Basic tools application in workshop construction.

EIS 324 School Science Laboratory (2 Units) (LH:30)
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.

GEO 323: Biogeography (3 Units) (LH:30)
Principles and concepts of ecosystems and bio-geography. Man in the ecosystem, land-use, bio-geographical case studies. This course will also cover the relevant areas of soils and water utilization.

GEO 331: Population Geography (2 Units) (LH:30)
A study of techniques of population, mapping, critical population density, international and internal migrations, world population patterns, characteristics and problems, plural societies, population and socio-economic development in different regions of the world, family planning policies, case studies and group projects.

EIS 411 Practices In Integration Of Science (3 Units) (LH:45)
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.

EIS 412 Nigerian Industries And Industrialization (3 Units) (LH:45)
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.

EIS 413 Science, Technology And Society (2 Units) (LH:30)
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.

GEO 451: Systematic Geography of Nigeria (4 Units) (LH:60)
A thematic approach to the geography of Nigeria, focusing on the range of physical and human phenomena. Spatial patterns, ecological zones, growth and distribution of population, natural resource 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 and development strategies.

EIS 421 Cycles In Nature Biological Cycle: (2 Units) (LH:30)

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 erosion in various forms: the arid cycle, the desert association cycle, the Karst 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.

EIS 422 Integrated Science Curriculum Design and Implementation

(2 Units) (LH:30)

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.

3.24 ISLAMIC STUDIES EDUCATION PROGRAMME

3.24.1 Philosophy and objectives of Islamic Studies.

The programme 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 include:

- i. To acquaint the students with the broad outlines of Islam as a religion and a way of life.
- ii. To prepare the students to understand Islam as a culture and civilization.
- iii. To describe Islam to the students according to its own original sources (particularly the Qur'an and the Sunnah of the Prophet).
- iv. To maintain a rigorous scholarly approach to the problems of contemporary Muslim communities with particular reference to Nigeria.
- v. To place Islam in the context of other world religious traditions especially those that relate to Nigeria.
- vi. To prepare candidates that would adequately serve the staffing needs of schools and colleges in Nigeria.

3.24.2 Basic Admission requirements and expected duration of the Programme.

Candidates must satisfy the following basic admission requirements:

- a) **UTME: 4 Year Degree Programme**
Five credits at the Senior Secondary School Certificate is required, the credits must include Islamic Religious knowledge, English Language and Mathematics. Candidates with Grade II Teacher's Certificate, five Merits in the relevant subjects including Islamic Studies, English Language and Mathematics is required for admission.
- b) **Direct Entry: 3 Year Degree Programme**
University diploma whose duration is three years may be considered for entry into three Year Degree Programme.
- c) In addition, all candidates must obtain credit in English at the Senior Secondary School Certificate Level or its equivalent.

3.24.3 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 Behavioural Attributes**

The programme is to provide graduate 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.

3.24.4 **Attainment levels**

As in section 1.6 for Arabic Studies

3.24.5 **Resource Requirement for Teaching and Learning**

As applicable to the Discipline.

3.24.6 **Course Structure**

Course Structure at 100-Level Islamic Studies Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	R	30	-
ISL 101	Early History of Islam and Jahiliyyah	2	C	30	-
ISL 102	Studies on the Qur'an	2	C	30	-
ISL 103	Studies on the Hadith	2	C	30	-
ISL 104	Iimal- Tawhid	2	C	30	-
ISL 105	The Basic Islamic thought and Civilisation	2	C	30	-
	Two courses of 2 units each at 100 level within the department	4	E	60	-
	Total Units	28			

Course Structure at 200-Level Islamic Studies Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
ISL 201	History of Islam from Al-Khulafa al-Rashidun to the fall of Umayya dynasty	3	C	30	-
ISL 202	Textual studies of the Qur'an Hadith	2	C	30	-
ISL 203	Ibadat (Rituals)	2	C	30	-
ISL 204	The Sources and Development of Islamic Law	2	C	30	-
ISL 205	Iimal-Kalam and the development of Muslim Firaq	2	C	30	-
	Total Units	25			
	Two (2) courses of 2 units each from within the department	4	E		

Course Structure at 300-Level Islamic Studies Education

Course Code	Course Title	Units	Status	LH	PH
Subject Area Courses					
GST 311	Entrepreneurship	2	E	30	-
EDU 300	Teaching Practice I	3	C	45	-
EDU 301	Test and Measurements	2	C	30	-
EDU 302	ICT in Education	2	C	30	-
EDU 303	Special Methods II	2	R	30	-
EDU 304	Curriculum and instruction I	2	C	30	-
ISL 301	Islam in Africa	2	R	30	-
ISL 302	Islamic Law of Mu'amalat	2	C	30	-
ISL 303	Islamic family Law	2	C	30	-
ISL 304	Studies on the Qur'an	2	C	30	-
ISL 305	Studies on Hadith	2	C	30	-
ISL 306	Interaction in Living	3	C	45	-
ISL 307	The contribution of West African Scholars to Islam	2	R	30	-
	Total Units	28			

Course Structure at 400-Level Islamic Studies Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	45	-
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 400	Teaching Practice II	3	C	45	-
ISL 401	Islam in Nigeria	2	C	30	-
ISL 402	Islam Law of Inheritance	2	C	30	-
ISL 403	Laws of Wasiyyah and Wagf	2	C	30	-
ISL 404	Studies in the Qur'an II	2	C	30	-
ISL 405	Islamic Education	2	C	30	-
ISL 406	Islam in Kanem – Borno	2	C	30	-
ISL 407	Islam and the West	2	C	30	-
	Two (2) course unit within the department	2	E	30	-
	Total Units	26			

3.24.7 Course Synopses**ISL 101: Early History of Islam and Jahiliyyah to the Death of the Prophet (2 Units) (LH:30)**

The Course exposes students to learning in the following areas:

1. Arabia during the days of Jahiliyyah.
2. A brief survey of the contemporary world of early Islam.
3. Prophet Muhammed at Makkah
4. Prophet Muhammed at Madinah.

ISL 102: Studies on the Qur'an (2 Units) (LH:30)

- 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 (2 Units) (LH:30)

- 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 jarhwal-ta' dil.
- iii) Selection from Hadith – 20 Hadith to be taken from Buhkari and Muslim

ISL 104: IIM AL-Tawhid (2 Units) (LH:30)

- 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) Predestination and free will
- vii) Resurrection

ISL 105: The basic Islamic Thought and Civilization (2 Units) (LH:30)

A survey of the original sources of Islamic thought.

- i) The essence of Islamic thought 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 (2 Units) (LH:30)

- i) Al-Khulafa Al-Rashidun, Abu bakr al-Saddiq, Umar ibn al-khattab, Uthman ibnAffan 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 (2 Units) (LH:30)

- i) Salat
- ii) Zakat
- iii) Sawm
- iv) Hajj.

ISL 203: Ibadat (Rituals) (2 Units) (LH:30)

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 (2 Units) (LH:30)

- 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: IImal – Kalam and development of Muslim Firq (2 Units) (LH:30)

- i) Emergence of Firq in Islam
- ii) The general introduction of the main Muslim Firq 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, IbnSina, Ibn.

ISL 301: Islam in Africa (2 Units) (LH:30)

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 (2 Units) (LH:30)

- 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 Units) (LH:30)

- 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 (2 Units) (LH:30)

- i) Studies of the traditional and intellectual types of tabor
- ii) Aspects of the Sunni, Shiah and Mutazilahtafsir.

ISL 305: Studies on Hadith (2 Units) (LH:30)

- 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 Firq towards Hadith.

ISL 306: Interaction in Living (2 Units) (LH:30)

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 307: The contributions of West African Scholars to Islam (2 Units) (LH:30)

- 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 401: Islam in Nigeria (2 Units) (LH:30)

- 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 (2 Units) (LH:30)

- 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 Units) (LH:30)

- 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 Units) (LH:30)

Comprehensive study of surat al-Ahzab – chapter 33.

ISL 405– Islamic Education

(2 Units) (LH:30)

- 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
- vi) Islamic Education in West Africa
 - a) The Qur'anic School
 - b) The Islamiyyah and the 'Ilm School
 - c) Islamic Higher Education in Nigeria.

ISL 406 Islam in Kanem-Borno

(2 Units) (LH:30)

- 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 407: Islam and the West

(2 Units) (LH:30)

- 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.
- iii) The influence of Islam on the West especially in the fields of philosophy and science.
- iv) Western imperialism and the Muslim World:
 - a) The Missionaries
 - b) The Orientalists
 - c) The invasion, colonization and exploitation of the Muslim World in the 19th and 20th centuries.
 - d) 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.

3.25 LANGUAGE AND COMMUNICATION ARTS PROGRAMME

3.25.1 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.

3.25.2 Basic Admission Requirements and expected programme duration.

As in other Education Arts programmes. However, a credit pass in English Language and Mathematics at the Senior School Certificate is required in addition to other requirements.

3.25.3 Learning Outcomes

- 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:
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.

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.

3.25.4 Attainment levels

As applicable in Languages and Linguistics students.

3.25.5 Resource Requirement for Teaching and Learning'

As applicable to the Discipline.

3.25.6 Course Structure

Course Structure at 100-Level Language and Communication Arts Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	R	30	-
CLA 101	Introduction to the study of reading	3	C	45	-
CLA 102	Introduction to the study of writing	3	C	45	-
CLA 103	Fundamentals of speech communication	3	C	45	-
CLA 104	Introduction to human communication system	3	C	45	-
	4 Recommended Courses from English (100 level)	12	E	45	-
	Total Units	38			

Course Structure at 200-Level Language and Communication Arts Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
CLA 201	Reading for Academic Purposes	2	C	30	-
CLA 202	Integrated Language Arts	2	C	30	-
CLA 203	Listening Comprehension Skills	2	C	30	-
CLA 204	Rapid Reading	2	C	30	-
CLA 205	Writing for Specific Purposes	2	C	30	-
CLA 206	Writing for General Academic Purposes	2	C	30	-
CLA 207	Production of Speech	2	C	30	-
	Total Units	28			

Course Structure at 300-Level Language and Communication Arts Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	30	45
EDU 300	Teaching Practice I	3	C	-	6 wks
EDU 301	Tests and Measurement	2	C	30	-
EDU 302	ICT in Education	2	C	30	-
EDU 303	Special Methods II	2	R	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	R	30	-
CLA 301	Development Reading Skills	3	C	45	-
CLA 302	Development Writing Skills	3	C	45	-
CLA 303	Diagnosis and Remediation in Reading	3	C	45	-
CLA 304	Diagnosis and Remediation in Speech	3	C	45	-
	Recommended 3 units from English	3	E	45	-
	Total Units	32			

Course Structure at 400-Level Language and Communication Arts Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C		-
EDU 402	Guidance and Counselling	2	C	45	-
EDU 403	Special Methods III	2	C	45	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
CLA 401	Speech Consultancy Services	3	C	45	-
CLA 402	Business and Organisational Communication	3	C	45	-
CLA 403	Essentials of scholarly Writing	3	R	45	-
	Total Units	26			
	13 units from English and other relevant subjects areas	13	E		

3.25.7 Course Synopses

CLA 102 Introduction to the study of writing (2 Units) (LH:30)

The course is designed to expose students to the nature of the writing process; common writing problems among Nigerian students; strategies for teaching writing skills to students; and procedures for assessing writing.

CLA 103 Fundamentals of speech Communication (2 Units) (LH:30)

The course develops student listening and speaking skills and gives them the ability to perceive and pronounce English sounds correctly. Contents include types of listening and speaking, skills for listening and speaking vowel and consonant sounds; diphthongs, segmental and supra segmental.

CLA 104 Intro to human communication system (2 Units) (LH:30)

The course exposes students to human as opposed to other lower animal communication systems.

CLA 201 Reading for Academic Purposes (2 Units) (LH:30)

The concept of reading for academic purposes, its origins, the development of English for specific purposes. course design, theories of learning, needs analysis, applications materials design and evaluation.

CLA 202 Integrated Language Arts (2 Units) (LH:30)

The course focuses on literature writing, journalism, grammar, linguistics, theatre, visual literacy and oral communication.

CLA 203 Listening comprehension skills (2 Units) (LH:30)

The course teaches how to listen and understand what we hear, types of listening skills (interactive/non-interactive), expose to various listening contexts and strategies for developing listening skills.

CLA 204 Rapid reading (2 Units) (LH:30)
(Also known as speed reading). The course covers reading methods which attempt to increase rates of reading without greatly reducing comprehension or retention. these methods include chunking and eliminating sub-vocalization.

CLA 205 Writing for specific purposes (2 Units) (LH:30)
The course covers specific purposes in which writing can be made: formal/informal writing, academic/journalistic writing, business letters, application letters, grant writing, letters and memos etc.

CLA 206 Writing for general academic purpose (2 Units) (LH:30)
The course teaches how to write standard academic materials. It emphasises the use of deductive reasoning, semi-formal voice and third person point of view.

CLA 301 Development of Reading skills (2 Units) (LH:30)
The course teaches strategies for developing reading skills such as bottom-up, top-down strategies, acquisition of good reading behaviour, previewing titles, section headings, predicting, skimming, and scanning, guessing from context, paraphrasing etc.

CLA 302 Development of writing skills (2 Units) (LH:30)
The course covers strategies for writing meaningful materials. (see Faculty of Education Brief pg 25 writing instruction in secondary schools)

CLA 303 Diagnosis and remediation reading (2 Units) (LH:30)
See Faculty of Education Brief.

CLA 304 Diagnosis and remediation in speech
The course covers determination of speech disorders/speech pathology, speech and language delays, stuttering, aphasia, secondary speech and language disorders including how these are remedied.

CLA 401 Speech Consultancy Service (2 Units) (LH:30)
The course is about establishment of an outfit solely for the purpose of correcting speech defects/disorders.

CLA 402 Business and Organizational Communication (2 Units) (LH:30)
This is an aspect of English for specific purposes and it is for business and organizational usage

CLA 403 Essentials of scholarly writing (2 Units) (LH:30)
The course covers the critical goal of writing which is clear and effective communication. This involves clear essentials: introductory paragraph, Thesis statement, background information, points of discussion, general statement and concrete details, concluding paragraph.

3.26 LIBRARY SCIENCE/LIBRARY AND INFORMATION SCIENCE

Degree Nomenclature: BA. (LIS), B Sc. (LIS), BLIS, B.Sc. (LIS/RM), B. Tech (Library and Information Technology), B. Tech. (Library and Information Science), B Sc. Library and Information Management,

Faculty/Department of Domicile

The programme could be domiciled in its own Faculty. However, it could also be domiciled in a faculty related to the field of LIS namely: Education, Social Sciences, Sciences, Communication and Information Technology.

3.26.1 Philosophy, Aims and Objectives

Philosophy

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; viz:

- (i) A free and democratic society
- (ii) A just and egalitarian society
- (iii) A united, strong and self-reliant nation
- (iv) A great and dynamic economy
- (v) 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:

- (i) The acquisition, development and inculcation of proper value-orientation for the survival of the individual and society.
- (ii) The development of the intellectual capacities of the individual to enable him/her understand and appreciate his/her environment.
- (iii) The acquisition of both physical and intellectual skills which will enable the individual to develop into a useful member of the Community.
- (iv) The acquisition of an objective view of local and external environments.

Aims and Objectives of the Programme

Apart from the role of libraries in educational institutions, they also provide information for personal and national development as a whole in settings such as the community, research institutions, government establishments and industries e.t.c. Consequently, education for Library and Information Science is expected:

- (i) To produce Library and Information professionals for all types of libraries, information and documentation centres
- (ii) To equip the products of the programme with relevant theoretical knowledge, practical skills and techniques to develop and enhance their job performance

- (iii) To encourage the spirit of inquiry and creativity among the Library and Information professionals so that they are capable of understanding the emerging concepts of the role of information in a complex multi-cultural, multi-ethnic and largely non-literate society like Nigeria
- (iv) 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.
- (v) To provide an understanding of the role of the new communication technology (e.g Internet) in the handling of information.

3.26.2 Basic Admission Requirements

There are two modes of entry to the Bachelor of Library and Information Science Degree Programmes.

- i) UTME (4 – 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 (UTME).
- ii) Direct Entry (3 – 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 UTME, the following shall apply:

- (a) A Credit in English Language and Mathematics at the Senior Secondary School level or its equivalent are required of all arts students taking Humanities and Social Science subjects along with Library and Information Science.
- (b) In case of students offering science subjects along with Library and Information Science, a Credit in English Language and a Credit in Mathematics are required.

3.26.3 Learning Outcomes

Regime of Subject Knowledge

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.

Competencies and Skills

Cognitive Ability:

To produce graduate librarians and information professionals who:

Demonstrate competence in their areas of specialization;

Analyze diverse communities in order to identify members' needs that can be met through library/information services;

Articulate to diverse constituencies the value, role and transformational nature of information in the lives of individuals, groups, organizations and society;

Competency to play a role in organizational leadership and change;

Safeguard and make available the cultural, intellectual and technological records of humankind.

Understanding of professional ethics and supporting the tenets of the profession;

Serve as leaders in the profession; and

Motivate learners through their professional and personal qualities to aspire to excel.

Practical Skills:

To produce graduates who can demonstrate practical skills in

- Managing Library and information services;
- Organizing and managing learning and information resources;
- Organization of knowledge, field trips, laboratories, media, etc;
- Conducting practicum;
- Collecting, assembling, analyzing and writing field reports.

General Skills:

Librarians and Information professionals should be able to demonstrate ability in:

- i) appreciating the ever-growing significance of computers to information handling;
- ii) processing and accessing computer-based information in all its ramifications;
- iii) Communicating meaningfully with colleagues and library and information users;
- iv) Intro to entrepreneurship as related to library and information practice.

Behavioural Attributes

Graduate in library and information science should:

Assist users to acquire and develop positive attitude to life;

Demonstrate interest/enthusiasm in participating programmes that can promote growth and progress in the library and information sector.

Exhibit acceptable social behaviours when interacting with others;

Exhibit acceptable behaviour by:

- i) Appreciating the cultural and religious diversity among Nigerians when interacting with users and colleagues;
- 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, seminars, workshop and other official functions; showing maturity on all issues.

3.26.4 Course Structure

Course Structure at 100 Level: Library and Information Science

General Courses at 100 Level

Course Code	Course Title	Units	Status	LH	PH
GST111	Communication in English	2	C	30	-
GST 122	Communication in English II	2	C	30	-
GST 121	Use of Library Study Skills and ICT	2	C	30	-
	Total	6			

Course Code	Course Title	Units	Status	LH	PH
LIS 111	Introduction to Library and Information Studies	3	C	45	-
LIS 112	Introduction to Information Science	3	C	45	-
LIS 121	Information in Libraries and Society	3	C	45	-
LIS 122	Introduction to Library and Information Resources	3	C	45	-
LIS 123	History of Libraries and Information Centres	3	C	45	-
LIS 124	Library and Information Centre Visit	2	C	45	-
	Total	17			-

Grand total

= 41

Three – courses in other academic disciplines (Arts, Social Science, Science and Technology) 6

Electives Unrestricted:

Four 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.

4

Minimum Credit Load

33

Course Structure at 200 Level: Library and Information Science**General Courses**

Course Code	Course Title	Units	Status	LH	PH
GST 21X	Select GST course from Table 1	2	C	30	-
GST 22X	Select GST course from Table I	2	C	30	-
	Total	4			-

Course Code	Course Title	Units	Status	LH	PH
LIS 213	Introduction to Bibliography	3	C	45	-
LIS 222	Organisation of Knowledge I	3	C	45	-
LIS 223	Library and Information Services to the Rural Community	3	C	45	-
LIS 214	Management of Libraries and Information Centre	3	C	45	-
LIS 215	Libraries and Information Services for Children and Adolescents	2	C	30	-
LIS 216	Serials Management	2	C	30	-
LIS 217	The Information User	3	C	45	-
LIS 228	Information Literacy	2	C	30	-
LIS 229	Indigenous Knowledge System	3	C	45	-
LIS 226	Computer and Data Processing	3	C	45	-
LIS 211	Introduction to ICT in LIS	3	C		
PSY 211	Psychology	2	C	30	-
	Total	32			

Course Structure at 300 Level: Library and Information Science**General Courses**

Course Code	Course Title	Units	Status	LH	PH
GST311	Entrepreneurial Studies II	2	E	-	60
	Total	2			

Course Code	Course Title	Units	Status	LH	PH
LIS 311	Organisation of Knowledge II	2	C	30	-
LIS 312	Collection Management	3	C	45	-
LIS 313	Reference and Information Services in LIS	2	C	30	-
LIS 324	Technical Services in Libraries and Information Centres	2	C	30	-
LIS 325	Packaging & repackaging of information products & services	2	C	30	-
LIS 326	Research and Statistical Methods in LIS	3	C	45	-
LIS 327	Information Management and Marketing	2	C	30	-
LIS 321	Introduction to Preservation	2	C	30	-

LIS 322	Digital Libraries	2	C	30	-
LIS 323	Knowledge Management	2	C	30	-
LIS 317	National and Public Libraries and Information Centres	2	C	30	-
LIS 318	School Libraries and Media Resources Centres	2	C	30	-
LIS 328	Academic and Special Libraries and Information Centres	2	C	30	-
LIS 329	SIWES	6	C	-	270
	Electives (select one course)				
Special Topic I	Science and Medical Librarianship	2	E	30	-
Special Topic I	In Humanity Education and Law Librarianship and	2	E	30	-
Special Topic	In Social Science and Management Librarianship	2	E	30	-
	Total	36			-

Course Structure at 400 Level: Library and Information Science

Course Code	Course Title	Units	Status	LH	PH
LIS 411	Information Ethics and Law	3	C	45	-
LIS 413	Indexing and Abstracting	2	C	30	-
LIS 414	Information Communication and Technology in Libraries and Information Centres	3	C	45	-
LIS 415	Government Publications	2	C	30	-
LIS 416	Introduction to Archives and Records Management	2	C	30	-
LIS 417	Publishing, Book Production and Trade	2	C	30	-
LIS 422	Information Network	3	C	45	-
LIS 423	Infopreneurship	3	C	45	-
LIS 419	Research Project I	3	C	-	135
LIS 499	Research Project II	3	C	-	135
	Electives I (Select one course)-2 units per semester				
	Special Topics II/III in Science, Technology, Medical Librarianship	2	E	30	-
	Special Topics II/III in Humanities, Technology, Education and Law Librarianship	2	E	30	-
	Special Topics II/III in Management, and Social Science Librarianship	2	E	30	-
	Electives II (select one course)	2	E	30	-
	Bibliography and Literature of Management and Social Sciences	2	E	30	-
	Bibliography and Literature of Humanities, Education and Law	2	E	30	-

	Bibliography and Literature of Science, Technology and Medicine	2	E	30	-
	Total	32			-

Key

C – Compulsory

E – Electives

3.26.5 Course Synopses**LIS 111 Introduction to Library and Information Studies (2 Units: 30LH)**

The nature and characteristics of Information; information and society; history of libraries-digital, virtual and electronic library; principles of information science; archives and records management concepts; basics of publishing; visits to libraries, information centres, archives and publishing houses, national and international library associations; library development in Nigeria; career and professional issues.

LIS112**Introduction to Information Science (2 Units: 30 LH)**

Theories of information Science, Information as a commodity; information policy; selection; storage and dissemination; natural and artificial language; evaluation of information needs and sources; information in decision making and problem solving in twenty first 21st century,

LIS 121: Information, Libraries and Society (2units: 30 LH)

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 122: Introduction to Library and Information Resources (2 Units: 30 LH)

Books; (References, textbooks, government information, fiction and non-fiction, periodicals, newspapers, magazines etc.)

Non-book; (Audio Visual software and hardware); cartographic materials (globes, maps, atlases etc); electronic publication (CD-ROM, Digital Libraries internet etc)

LIS 123: History of Libraries and Information Centres (Emphasis Nigeria) (2 Units: LH)

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 124: Library and Information Centre Visits (2 Units: 30 LH)

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 211 Introduction to ICT in LIS (2 Units: 30LH)**
Introduction to computer and networking; with an emphasis on how computers and networking are used to create, manipulate and disseminate information related to library and archival services; focus on a series of underlying themes, including standardization, inter-operational and hypertext preservation, with an emphasis on core technologies of digital libraries, namely databases and digital documents; web design layout and publishing; incorporation of a set of competencies essential for libraries and information professions. Introduction to Social Media networking and their impact. Hand-on experience with relevant technologies.
- LIS 213: Introduction to Bibliography (2 Units: 30LH)**
History and concept of bibliography; types of bibliography and uses; compilation; criteria for evaluation; role of modern technology in bibliography.
- LIS 222: Organization of Knowledge I (2 Units 30 LH)**
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 223: Library and Information Services to Rural Communities (2 Units: 30 LH)**
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 214: Management of Library and Information Centres (2 Units: 30LH)**
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 215: Library and Information Services for Children and Adolescents (2 Units: 30 LH)**
Characteristics, needs and interests of children and adolescents, children's literature, selection and materials; effects of media on children and adolescents from toys to television; gaming and libraries; filtering and child safety; social networking; information/media literacy instruction in children's libraries; digital libraries for children; evaluation of digital resources for children; children information behavior global perspectives-technology in young people's lives around the world; future trends.

- LIS 216: Serials Management (2 Units)**
Definitions; role of serials in information dissemination; selection, acquisition, organization and storage of serials in print microforms and digital formats; use of databases; problems of bibliographic control; user access via indexing and abstracting services. Students are required to have hand-on practicals on serials management software
- LIS 217: The Information User (2 Units: 30 LH)**
Types of information users and their work environment; a users' information seeking behaviour patterns; users of information such as differently abled; user studies; user education. Identify the various types of users in different libraries and Information Centres, including the physical challenge of users; services to different types of users especially in rural communities. Gender factors.
- LIS 228: Information Literacy (2 Unit: 30 LH)**
Definition of information literacy; importance of information literacy; characteristics and types of information; information sources; information access tools; search strategies; information literacy skills; internet as information provider copyright issues; citation; evaluation of information sources.
- LIS 229: Indigenous Knowledge System (2 Units: 30 LH)**
Concept of Indigenous Knowledge; Services and use of Indigenous Knowledge; Documentation of Indigenous Knowledge; Management of Indigenous Knowledge; Problems of Generating, Packaging and Use of Indigenous Knowledge.
- LIS 226: Computer and Data Processing (2 Units: 30 LH)**
Basic knowledge about how to operate a computer, input data, out-put data, and conduct searches on databases (e.g. CDROM). Use of software packages for word processing, spreadsheet and database Management.
- LIS 211: Software Packages (3 Units: 45 LH)**
Use of software packages in LIS integrated library management system software for library automation; electronic library management system software, institutional repository management software; electronic resources management system software. Any other emerging software package and application.
- LIS 311: Organization of Knowledge II (2 Units; 30 LH)**
Cataloging 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 cataloging. Organization of digital resources using metadata.
- LIS 312: Collection Management (2 Units: 30 LH)**
Examines the principles and methods of building library collections in all types of libraries including formulation of selection policing; criteria for evaluating materials and the relationship of selection process to user requirements and to other library procedures; includes the problem of censorship, the art of the book

review, and the relationship of the publishing industry to collection management; problems of acquisition of Africana are covered.

- LIS 313: Reference and Information Services (2 Units: 30 LH)**
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 324: Technical Services in Libraries and Information Centres (2 Units: 30 LH)**
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. Acquisition of digital materials.
- LIS 325: Introduction to Information Science (2 Units; 30LH)**
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 326: Research and Statistical Methodology (2 Units: 30 LH)**
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 316 Library Environment and Buildings (3 Units: 45 LH)**
Aesthetics of Library Environment, Library Buildings and its characteristics, briefing to architects, furnishing, lighting, fenestration, provision of special facilities and equipment. Librarians relationship with maintenance officers, projects Management.
- LIS 317: National and Public Libraries and Information Centres (2 Units: 30 LH)**
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 318: School Libraries and Media Resource Centres (2 Units: 30 LH):**
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 328: Academic and Special Libraries and Information Centres (2 Units: 30 LH)**

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 321: Introduction to Preservation of Library and Archival materials (2 Units: 30 LH)

Provides introduction to the preservation of Library materials including an overview of the physical and chemical determination in various forms of media especially digital materials and exploration of the body of knowledge related to ameliorating these problems; introduction to concepts of conservation; identification of institutions with good preservation practices; students are encouraged to visit these places.

LIS 322: Digital Libraries (2 Units)

Offers a comprehensive overview of digital libraries beginning with the conceptual underpinning of e-library; libraries and broadenings to include issues in the design, management and evaluation of digital libraries such as collection management and digitization, knowledge representation, access and user interfaces, archiving and digital preservation as well as evaluation; the course discusses the literature addressing digital library development.

LIS 323 Knowledge Management (2 Units)

Definition and Conceptualization of Knowledge Management; Application of Knowledge Management in Library and Information practice; Problems and prospects of Knowledge Management.

LIS 327 Information Management and Marketing (2 Units: 30 LH)

Definition data, information and management, management principles and applications to information system. Introduction to management information system, market principles and strategies in Library Information System.

LIS 329: Field Experience (SIWES) (6 Units)

At least six months of supervised field experience in any approved library and information centre in Nigeria, undertaken during the long vacation.

LIS 419: Research Project (6 Units)

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 413: Indexing and Abstracting (2 Units: 30 LH)

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 414: Information and Communication Technologies in Libraries and Information Centres (2 Units: 30LH)**
Basic concepts; Types of ICTs and their Applications and Libraries and Information centres; Library Application Packages; Impact of ICTs on Libraries and Information Centres; Challenges of ICT application in Nigerian Libraries and Information Centres; Introduction to Internet and the Social media; Introduction to information technologies: Web designs networking, databases and digital libraries; hands-on experience with relevant technologies.
- LIS 415: Government Publication (2 Units: 30LH)**
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 416: Archives Administration & Records Management (2 Units: 30LH)**
Discusses the life cycle of records as well as records continuum and covers records creation; maintenance of records disposals; provides an introduction to the archival profession with focus on theory and practice in the area of appraisal, acquisition, arrangement and description, references, preservation, exhibitions, outreach and electronic resources.
- LIS 417: Publishing, Book Production and Book Trade (3 Units: 30LH)**
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. A brief outline history of printing and publishing from the earliest times to the present day; Manuscript development and editing; author-publisher marketing and promotion techniques; intellectual property laws; use of new technologies in publishing; problems of publishing in Nigeria
- LIS 426: Bibliography and Literature of the Social Sciences (2 Units: 30LH)**
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 427: 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 428: Bibliography and Literature of Science and Technology (2 Units: 30LH)**
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 422: Information Networks (2 Units: 30LH)**
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 423 Information Ethics and Law (2 Units: 30 LH)**
Familiarisation with information ethics and law in LIS. Professional Code of Ethics in Library and Information practice, Intellectual Property and Copyright law. Librarian Registration Council of Nigeria (LRCN)
- LIS 424 Infopreneurship (2 Units: 30LH)**
Introduction to infopreneurship; infopreneurship strategies in library and information centres; Establishing and managing Infopreneurship activities; Practical aspects of Infopreneurship in Library Information.

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3.27 MATHEMATICS EDUCATION PROGRAMME

3.27.1 Philosophy and Objectives

In line with the above philosophy, the objectives 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 Mathematics Education to the society;
8. develop necessary laboratory skills and;
9. develop positive values and attitudes for efficient discharge of their duty as teachers.

3.27.2 Basic Admission Requirements and expected programme duration.

As in other Education Arts programmes. However, a credit pass in Biology, Chemistry, Physics, Mathematics and English Language at the Senior School Certificate is required in addition to other requirements.

3.27.3 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 totalling 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.

3.27.4 Learning Outcomes:

a) *Regime of Knowledge*

All programmes in science and mathematical science education should equip students with:

- i) Appropriate knowledge of concepts, principles, laws and conceptional 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 Biology 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 Mathematics 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

3.27.5 **Attainment Levels**

As contained in section 1.6 for Science and mathematical science education programmes.

3.27.6 **Resource Requirement For Teaching And Learning**

As contained in 1.6 for Science and Mathematical Science Education programmes.

3.27.7 **Course Structure**

Course Structure at 100-Level Mathematics Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of library, study skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction To teaching profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
MTH 111	General Mathematics I	3	C	45	-
MTH 112	General Mathematics II	3	C	45	-
MTH 122	General Mathematics III	3	C	45	-
STA 121	Statistics for physical sciences	3	C	45	-
PHY 111	General Physics I	3	R	45	-
PHY 112	Laboratory Physics I	2	R	45	-
PHY 122	General Physics II	3	R	45	-
CHM 111	General Chemistry I	3	R	45	-
CHM 122	General Chemistry II	3	R	45	-
	Total Units	40			

Course Structure at 200-Level Mathematics Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology	2	C	30	-
EDU 202	Element of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
MTH 211	General mathematics I	4	C	60	-
MTH 212	Introduction to Algebra	3	C	45	-
MTH 213	Linear Algebra I	3	C	45	-
STA 213	Probability I	3	C	45	-
MTH 221	General Mathematics II	3	C	45	-
MTH 223	Introduction to Numerical Analysis	3	C	45	-
MTH 224	Linear Algebra II	3	C	45	-
MTH 222	Real Analysis I	3	C	45	-
STA 222	Probability II	3	C	45	-
CSC 212	Elements of Computer Programming	3	C	45	-
	Total Units	45			

Course Structure at 300-Level Mathematics Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	30	-
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Test and Measurements	2	C	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and instruction I	2	R	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research method and statistics	2	C	30	-
MTH 311	General Mathematics III	3	C	45	-
MTH 312	Abstract Algebra I	3	C	45	-
MTH 313	Advance Calculus	3	C	45	-
MTH 314	Complex Variable I	2	C	30	-
MTH 315	Real Analysis I	3	C	45	-
MTH 316	Introduction to Mathematical modelling	3	C	45	-
MTH 321	Matric Space Topology	3	C	45	-
MTH 322	Advance Calculus II	3	C	45	-
MTH 323	Abstract Algebra II	3	C	45	-
MTH 324	Complex Variables II	3	C	45	-
	Total Units	46			

Course Structure at 400-Level Mathematics Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 403	Special Methods III	2	R	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
MTH 411	Ordinary differential equation I	3	C	45	-
MTH 412	Partial differential equation	3	C	45	-
MTH 413	General Topology	3	R	45	-
MTH 421	Functional Analysis	3	R	45	-
MTH 427	Ordinary differential equation II	3	C	45	-
MTH 414	Labesqile measure and integration	3	C	45	-
	Total Units	33			

3.27.8 Course Synopses

MTH 122: Elementary Mathematics III Complex Numbers: (3 Units) (LH:45)
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 (3 Units) (LH:45)
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, Taylor'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: (3 Units) (LH:45)
Binary operations, mapping, binary relations, equivalence relation, binary logic, methods of proof.

MTH 221: Mathematical Methods I (3 Units) (LH:45)
Ordinary first order differential equations; separable, homogenous, exact, linear equations; use of integrating factor. Orthogonal and oblique trajectives; existence and uniqueness. 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 (3 Units) (LH:45)

Properties and functions of mappings. Limits of a function and a sequence. Sequences include monotone sequences, Cauchy sequences; the theorem of nested intervals. The mean value Theorem and L'Hospital's rule, Riemann Integration. Completeness of the real and incompleteness of rationals.

MTH 223: Introduction To Numerical Analysis (3 Units) (LH:45)

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 linear equations. Initial value problems for ordinary differential equations.

MTH 213: Linear Algebra I (3 Units) (LH:45)

Vector space over the real field, subspace, linear independence, basis and dimension. Linear transformations and their representation matrices, range, null space, rank. Singular and non-singular transformations and matrices algebra of matrices.

MTH 224 Linear Algebra II (3 Units) (LH:45)

System of linear equations, change of basis, equivalence and similarity. Eigenvalues and eigenvectors. Minimum and characteristic polynomials of linear transformation (matrix). Cayley-Hamilton Theorem. Bilinear and quadratic forms, orthogonal diagonalization. Canonical forms.

MTH 215: History Of Mathematics (3 Units) (LH:45)

Ancient and contemporary history of mathematics.

MTH 322: Abstract Algebra I (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 (3 Units) (LH:45)

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 Fourier – Legendre functions.

Partial Differential Equations:

Solution of boundary problems of partial differential equations; separation of variables (transform techniques). Sturm-Liouville theory; Green's function methods of characteristics.

MTH 313 Advanced Calculus (3 Units) (LH:45)

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 dependent variable, first integral of the equation.

MTH 314 Complex Variable I (3 Units) (LH:45)

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 Variables II (3 Units) (LH:45)

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 (3 Units) (LH:45)

Normal subgroups and quotient groups. Mono isomorphism theorems Cayley's theorems. Direct products. Groups of small order. Group acting on sets. Sylow theorems ideal and quotient rings. Euclidean rings principle ideal domains (P.I.D. "S"); Irreducibility field extensions, degree of an extension, minimum polynomial. Algebraic and transcendental extension. Straightedge and compass constructions.

MTH 321 Advanced Calculus 11 (3 Units) (LH:45)

VECTOR FIELD THEORY

The operations grad, div and curl in our linear coordinates. Integral theorems, Gaussian, Stoke's and Green's theorems. Vector integrals, line surface and volume units integrals. Tensor products of vector spaces. Tensor algebra symmetry. Cartesian equations of curves and surface.

MTH 411 Ordinary Differential Equations (3 Units) (LH:45)

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 theory, stability of solutions of non-linear equations, phaseplane analysis.

MTH 412 Partial Differential Equations (3 Units) (LH:45)

Theory and solutions of first-order and second order linear equations. Classification, characteristics, canonical forms, Cauchy problems. Elliptic equations; Laplace's and Poisson's formulae, properties of harmonic functions. Hyperbolic equations; wave equations, retarded potential; transmission line equation, Riemann method. Parabolic equation. Diffusion equation, singularity function, boundary and initial-value problem.

Please, forward your comment on any section of this document to the following email:
nucassessment@gmail.com
You can also call the following phone numbers: 08033145087, 08033201097
All comments should be received before 31st October, 2015

MTH 421 Functional Analysis

(3 Units) (LH:45)

Lyapunov's second method for second and third 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.

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3.28 MODERN EUROPEAN LANGUAGES EDUCATION (FRENCH, RUSSIA, GERMAN ETC. PROGRAMMES)

3.28.1 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.

3.28.2 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.

3.28.3 Course Structure

Course Structure at 100-Level French Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
FRE 101	Corrective French Grammar I	2	C	30	-
FRE 102	Introduction to French Literary Genres I	2	C	30	-
FRE 103	Introduction to Composition Writing in French	2	C	30	-
FRE 104	French conversation I	2	C	30	-
FRE 105	Corrective Grammar II	2	C	30	-
FRE 106	Introduction to French Lit. Genres II	2	R	30	-
FRE 107	Composition Writing	2	C	30	-
FRE 108	Practical French	2	C	30	-
FRE 109	Introduction to French as a Second Language	2	C	30	-
	Total Units	32			

Course Structure at 200-Level French Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
FRE 201	Translation: Theory and Practice	2	R	30	-
FRE 202	French Grammatical Structures	2	C	30	
FRE 203	Creative Writing in French I	2	R	30	
FRE 204	Advanced Practical French I	2	R	30	
FRE 205	Introduction to French Phonetics and Phonology	2	C	30	
FRE 206	Creative Writing in French	2	C	30	
FRE 207	Advanced Practical French II	2	R	30	
	Total Units	28			
	Take 2 recommended courses of 2 units each.	4	E		

Course Structure at 300-Level French Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	30	45
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Tests and Measurement	2	R	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	R	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	C	30	-
FRE 301	Translations I	2	C	30	-
FRE 302	Advanced studies in French Phonetics	2	C	30	-
FRE 303	Advanced Studies in French language structures	2	C	30	-
FRE 304	Advanced Formal and Informal Writing in French	2	R	30	-
FRE 305	Oral Communication Skills in French	2	C	30	-
FRE 306	Comparative Study of Nigeria and French Civilization and Cultures	2	R	30	-
FRE 307	Translation II	2	C	30	-
FRE 308	Comparative African Lit. in English and French	2	C	30	-
FRE 309	Introduction to African Literature in French	2	C	30	-

FRE 310	Introduction to Project Writing in French	2	R	30	-
	Total Units	37			

Course Structure at 400-Level French Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Methods III	2	R	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
FRE 401	Linguistics Applied to the Teaching of French	2	C	30	-
FRE 402	Advanced Translation	2	R	30	-
FRE 403	Cultures and Civilization of member countries of Francophone	2	C	30	-
FRE 404	20 th Century French Literature – Drama & Poetry	2	R	30	-
FRE 405	Linguistics applied to Language Teaching	2	C	30	-
FRE 406	Multilinguism and language cultures	2	C	30	-
FRE 407	Nigerian Literature in French	2	R	30	-
	Any (two) 2 recommended courses of 2 units each within the department	4	E	60	-
	Total Units	35			

3.28.4 Course Synopses

FRE 101: Corrective French Grammar I (2 Units) (LH:30)

In this course, emphasis is laid on basic correct French grammatical structures through exercises, practice of structural forms and dictation.

FRE 102: Introduction to French Literary Genre: Prose (2 Units) (LH:30)

This course introduces students to the literary genres in French, using simple French Prose texts particularly from the “Français’ Facile” series.

FRE 103: Introduction to Composition Writing in French (2 Units) (LH:30)

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 104: French Conversation I (2 Units) (LH:30)

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 105: Corrective French Grammar II (2 Units) (LH:30)

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 106: Introduction to Literary Genre II (2 Units) (LH:30)

Using simple poems and plays, the student will be introduced to the main elements of the poetry and drama as literary genres.

FRE 107: Advanced Composition Writing in French (2 Units) (LH:30)

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 108: Practical French (2 Units) (LH:30)

This course will increase the span of students' lexical acquisition and the fluency level of their spoken French.

FRE 109: Introduction to French as a Second Language (2 Units) (LH:30)

The course is designed to improve and increase students' grasp of their chosen second language.

FRE 201: Translation: Theory and Practice (2 Units) (LH:30)

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 202: French Grammar (2 Units) (LH:30)

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 203: Creative Writing in French I (2 Units) (LH:30)

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 204: Advanced Practical French I (2 Units) (LH:30)

Students are encouraged to speak on various issues, and using the various registers, tenses, sentence structures etc.

FRE 205: Introduction to French Phonetics and Phonology (2 Units) (LH:30)

This course introduces students to a systematic description of French sounds, both at the phonetic and phonological levels.

FRE 206: Creative writing in French I (2 Units) (LH:30)

More work beyond what would have been done in FRE 215.

FRE 207: Advanced Practical French II: (3 Units) (LH:30)

This is a follow-up to FRE 217.

FRE 301: Translation I (2 Units) (LH:30)

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 302: Advanced Studies in French Phonetics I (2 Units) (LH:30)

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 303: Advanced Studies in French Language Structure I (2 Units) (LH:30)

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 304: Advanced Formal and Informal Writing in French (2 Units) (LH:30)

The course provides the students the techniques to have more practice in the writing of letters, reports, commentaries etc.

FRE 305: Oral Communication Skills in French I (2 Units) (LH:30)

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 306: Comparative Study of Nigerian and French Civilisation and Cultures (2 Units) (LH:30)

Salient aspects of Nigerian and French social, cultural and traditional lives are carefully identified and compared with one another.

FRE 307: Translation II (2 Units) (LH:30)

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 308: Comparative African Literature in English and French (2 Units) (LH:30)

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 309: Introduction to African Literature Written in French (2 Units) (LH:30)

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 310: Introduction to Project Writing in French (2 Units) (LH:30)

The course draws the students' attention to how to write projects: documentation, paragraphing, logical development, punctuation, referencing, table of contents etc.

FRE 401: Linguistics Applied to the Teaching of French Language I (2 Units) (LH:30)
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 402: Advanced Translation (2 Units) (LH:30)
Translation from English into French and vice versa at an advanced level.

FRE 403: Cultures and Civilisations of Members of the Francophonie (2 Units) (LH:30)
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 404: 20th Century French Literature (2 Units) (LH:30)
This course involves a study of the representative works of French poets and playwrights.

FRE 405: Linguistics Applied to the Teaching of French Language II (2 Units) (LH:30)
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 406: Multilingualism and Language Contacts (2 Units) (LH:30)
The definition and manifestations of multilingualism shall be identified. These shall focus in particular on the contact of French with other languages.

FRE 407: Nigerian Literature in French (2 Units) (LH:30)
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.

3.29 MUSIC EDUCATION PROGRAMME

3.29.1 Philosophy and Objectives of the discipline

The programme's philosophy is in line with the national philosophy of education in the country. 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.

3.29.2 Basic Admission Requirements and expected Programme duration.

As in other Education Arts programmes. However, a credit pass in music at the Senior School Certificate is required in addition to other requirements.

3.29.3 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 created 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.

3.29.4 **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.

3.29.5 **Course Structure**

Course Structure at 100-Level Music Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	C	30	-
GST 113	Nigerian Peoples and Culture	2	C	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
MUS 101	Music as an Art of science	2	C	30	-
MUS 102	Rudiments of Music	2	C	30	-
MUS 103	Foundations of Musicianship I	2	C	30	-
MUS 104	Tonal Harmony I	2	C	30	-
MUS 105	Survey of History of Western Music	2	C	30	-
MUS 106	African Music	2	C	30	-
MUS 107	Basic Piano	2	C	30	-
MUS 108	Elementary Instrument or voice	2	R	30	45
MUS 109	University Chorus	2	R	30	-
MUS110	University Glee Club	2	R	30	-
MUS 111	University Band/Orchestra	2	R	30	-
MUS 112	African Instrumental Ensemble	2	C	30	-
	Total Units	38			

Course Structure at 200-Level Music Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	C	30	-
GST 212	Application of computer	2	C	30	-
GST 222	Peace and Conflict Studies	2	C	30	-
GST 223	Introduction to Entrepreneurship	2	C	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
MUS 201	Foundations of Musicianship II	2	C	30	-
MUS 202	Tonal Harmony II	2	C	30	-
MUS 203	Modal Counterpoint I	2	R	30	-
MUS 204	Western Music before 1750	2	R	30	-
MUS 205	African Music II	2	C	30	-
MUS 206	Music of other World Cultures	2	R	30	-
MUS 207	Basic Piano Studies II	2	C	30	-
MUS 208	Primary Instrument or Voice	2	R	30	45
MUS 209	Secondary Instrument or Voice	2	R	30	-
MUS 210	Madrigal Group/Chamber Chorus	2	R	30	-
	Total Units	34			

Course Structure at 300-Level Music Education

Course Code	Course Title	Units	Status	LH	PH
GST 301	Entrepreneurship	2	E	30	45
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Tests and Measurement	2	C	30	-
EDU 302	ICT in Education	2	C	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	C	30	-
MUS 301	Introduction to Music Technology	2	C	30	-
MUS 302	Tonal Harmony III	2	C	30	-
MUS 303	Model Counterpoint II	2	C	30	-
MUS 304	Tonal Counterpoint	2	C	30	-
MUS 305	Analysis of Tonal Music	2	R	30	-
MUS 306	Western Music, 1750 – present	2	R	30	-
MUS 307	African Music III (African Music Theory)	2	C	30	-
MUS 308	Afro-American Music	2	R	30	-
MUS 309	Elementary Key-Board Harmony	2	C	30	-
MUS 310	Vocal or Instrumental Ensemble	2	E	30	-
	Total Units	37			

Course Structure at 400-Level Music Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
MUS 401	Acoustic and Psycho-Acoustic Music	2	C	30	-
MUS 402	Music Technology II	2	C	30	45
MUS 403	20 th Century composition techniques	2	C	30	-
MUS 404	Fugue	2	C	30	-
MUS 405	Orchestration	2	R	30	-
MUS 406	Analysis and Analytic Method for 20 th Century Music	2	C	30	-
MUS 407	Composition	2	C	30	-
MUS 408	Special Topic in the History of Western Music	2	E	30	-
MUS 409	Historiography of Music	2	R	30	-
MUS 410	Contemporary African Music	2	R	30	-
MUS 411	Key-Board Harmony and Accompaniment	2	C	30	-
MUS 412	Applied Music Coaching	2	R	30	-
MUS 413	Choir Training and Choral Arranging	2	R	30	-
	Total Units	43			

3.29.6 Course Synopses**MUS 101: Music as an Art and Science (2 Units)(LH: 30)**

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 102: Rudiments of Music (2 Units)(LH: 30)

Beginning music theory, including notation of rhythms, scales, intervals, chords, and general rudiment of music. Study of musical terms and basic musical forms.

MUS 103: Foundations of Musicianship I (2 Units)(LH: 30)

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 104: Tonal Harmony I (2 Units) (LH: 30)

Elementary diatonic harmony in 2, 3 and 4 parts employing a harmonic vocabulary up to and including the chords of the Dominant 7th.

MUS 105: Survey of History of Western Music (2 Units)(LH: 30)

A general survey of the history and development of Western Music and musical forms from the earliest times to the present day.

MUS 106: African Music (2 Units)(LH: 30)

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.

MUS 107: Basic Piano (2 Units)(LH: 30)

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 108: Elementary Instrument or Voice (2 Units) (LH: 30) (PH:45)

Individual or class lessons, with about 4 hours of (private) practice each week required of the student.

MUS 109: University Chorus (2 Units)(LH: 30)

A large (or fairly large) mixed voice chorus performing music by African and Western composers.

MUS 110: University Glee Club (2 Units)(LH: 30)

A fairly large male voice group singing all kinds of music for male voice, from serious sacred works to Glees, folk songs (especially those of Africa), and even popular songs.

MUS 111: University Band/Orchestra (2 Units)(LH: 30)

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 112: African Instrumental Ensemble (2 Units)(LH: 30)

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.

MUS 201: Foundation of Musicianship II (2 Units)(LH: 30)

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 103.

MUS 202: Tonal Harmony II (2 Units)(LH: 30)

Practice in homophonic writing employing an increased harmonic vocabulary than MUS 104, including 7th, 9th, 11th and 13th chords, Suspensions and Modulations.

MUS 203: Modal Counterpoint I (2 Units)(LH: 30)

Species Counterpoint in 2 or more parts in the five commonly employed ecclesiastical modes. Study of some of the works of 16th Century composers, such as Palestrina, Lassus, Morley and Byrd.

MUS 204: Western Music before 1750 (2 Units)(LH: 30)

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:

Antiquity and Medieval,

Renaissance, and

Baroque.

MUS 205: African Music II (2 Units)(LH: 30)

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 206: Music of other World Cultures (2 Units)(LH: 30)

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 207: Basic Piano Studies II (2 Units)(LH: 30)

Further keyboard work, including the introduction of chord drills and harmonisation of melodies using the material of MUS 103, 104, 122, in four voice harmony and free style of accompaniment.

MUS 208: Primary Instrument or Voice (2 Units) (LH: 30) (PH: 45)

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 209: Secondary Instrument or Voice (2 Units)(LH: 30)

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 108.

MUS 210: Madrigal Group/Chamber Chorus (2 Units)(LH: 30)

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 301: Introduction to Music Technology (2 Units)(LH: 30)

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 302: Tonal Harmony III (2 Units)(LH: 30)

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 303: Model Counterpoint II (2 Units)(LH: 30)

Writing for three or more voices in the style of Palestrina and his contemporaries.

MUS 304: Tonal Counterpoint (2 Units)(LH: 30)

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 305: Analysis of Tonal Music (2 Units)(LH: 30)

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 306: Western Music, 1750 – Present (2 Units)(LH: 30)

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) 20th Century.

MUS 307: African Music III (African Music Theory) (2 Units)(LH: 30)

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 308: Afro-American Music (2 Units)(LH: 30)

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 309: Elementary Key-Board Harmony (2 Units)(LH: 30)

Chord drills and harmonisation of melodies using the materials of MUS 103, 104, 122, 201 – 203, in four voice harmony and free style accompaniment. Transposition, modulation and improvisation.

MUS 310: Vocal or Instrumental Ensemble (2 Units) (LH: 30)

Participation in a small ensemble of voice and/or instruments, suitable for Chamber Music performances.

MUS 401: Acoustics and Psycho-Acoustic of Music (2 Units) (LH: 30)

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 (2 Units)(LH: 30)
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 403: 20th Century Compositional Techniques (2 Units)(LH: 30)
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 404: Fugue (2 Units)(LH: 30)
Application of the techniques of tonal counterpoint to fugue composition.

MUS 405: Orchestration (2 Units)(LH: 30)
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 406: Analysis and Analytic Method for 20th Century Music (2 Units)(LH: 30)
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 407: Composition (2 Units)(LH: 30)
Musical creativity and composition for voices and instruments.

MUS 408: Special Topic in the History of Western Music: (2 Units)(LH: 30)
Topics will include Bach, Haydn and Mozart, Beethoven, Chamber Music, The Symphony, The Concerto, Opera, English Church Music, The Development of the Pianoforte, 20th Century Composers, etc.

MUS 409: Historiography of Music (2 Units)(LH: 30)
A study of the development, systems and techniques of making and documenting the history of music.

MUS 410: Contemporary African Music (2 Units)(LH: 30)
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 411: Key-Board Harmony and Accompaniment (2 Units)(LH: 30)
Harmonisation of melodies and free style accompaniment, accompanying of vocal and instrumental groups and solos. Keyboard skills for the classroom teacher.

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nucassessment@gmail.com
You can also call the following phone numbers: 08033145087, 08033201097
All comments should be received before 31st October, 2015

MUS 412: Applied Music Coaching

(2 Units)(LH: 30)

Coaching in repertory and recital material for students in their last year of primary instrument or voice.

MUS 413: Choir Training and Choral Arranging

(2 Units) (LH: 30)

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.

DRAFT

3.30 PHYSICAL EDUCATION OR HUMAN KINETICS PROGRAMME

3.30.1 Philosophy and Objectives of the Programme

The philosophy of Physical 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.

3.30.2 Basic Admission and Graduation Requirements

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

3.30.3 Learning Outcomes

a) ***Regime of Subject Knowledge.***

- i) Graduates of the programme must grasp the basic concepts, topics, procedures covered in the programme.
- ii) For the attainment of practical and professional skills, at least twelve weeks of supervised practical teaching is required.
- ii) Communicate facts and information to learners in terms that they will be able to understand.
- iii) Demonstrate a skill in planning, and organizing 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 learning resources
- ii) Keeping school records
- iii) Organizing learning environments e.g. classrooms, field trips, 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;
- 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 who can:

- motivate learners to acquire and develop positive attitudes 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.

3.30.4 **Attainment Level**

As applicable to all education programmes.

3.30.5 **Resource Requirement for Teaching and Learning**

As in section 1.6 for all education programmes. However, the programme requires a lot of space, field, studios and recreational centres to effectively train and equip graduates of the programme with the new elements involve as it relates to sporting activities and human kinetics

3.30.6 **Course Structure**

Course Structure at 100-Level Physical Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	R	30	-
PHY 101	Introduction Physical Education	2	C	30	-

PHY 102	Elementary Anatomy and Physiology and Sports	2	C	30	-
PHY 103	Introduction to outdoor sports	2	C	30	-
PHY 104	History and Foundation of Physical Education	2	C	30	-
PHY 105	Organization and Administration of Intramural Sports	2	C	30	-
PHY 106	Physical Growth and Development	2	C	30	-
PHY 107	Introduction to Sports Facilities	2	C	30	-
PHY 108	Skill Development and Techniques in Sport and Games	2	C	30	-
PHY 109	Social and Psychological Foundations of Sports and Physical Education	2	C	30	-
	Choose any three			1	
PHY 110	Introduction to movement Analysis	2	R	30	-
BIO111	General Biology	2	R	30	-
PHY 112	Basic Human Biology	2	R	30	-
PHY 113	Physical Fitness through selected activities	2	R	30	-
CHM 111	General Chemistry	2	R	30	-
	Total Units	42			

Course Structure at 200-Level Physical Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of Computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 202	Elements of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
PHY 201	Historical and Philosophical Foundations of Physical Education	2	C	30	-
PHY 202	Principles and Practice of School Community Recreation	2	C	30	-
PHY 203	Gymnastics	2	C	30	-
PHY 203	Introduction to Kinesiology	2	C	30	-
PHY 204	Psychological Foundation of Physical Education	2	C	30	-
PHY 205	Skills and Techniques in Team and Individual Sports I	2	C	30	-
PHY 206	Skills and Techniques in Team and Individual Sports II	2	C	30	-

PHY 207	Emergency care and First Aids in Sports	2	C	30	-
PHY 208	Introduction to Exercise Physiology	2	C	30	-
PHY 209	Anatomy and Physiology	2	C	30	-
	Choose any Four	2	C	30	-
PHY 210	Pedagogical elements of Sports	2	C	30	-
PHY 211	Introduction to adapted Physical Education	2	C	30	-
PHY 212	Introduction to African and Folk dance	2	R	30	-
PHY 213	Prevention and care of sports injuries	2	R	30	-
PHY 214	Driver Education	2	R	30	-
PHY 215	Induction of Techniques of Continuous Assessment in P.H.E.	2	R	30	-
PHY 216	Health Protection	2	R	30	-
	Total Units	50			
	Choose one related course outside the Department	2	R		

Course Structure at 300-Level Physical Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurial Skills	2	E	30	-
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Test and Measurement	2	C	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	R	30	-
EDU 305	Educational Technology	2	R	30	-
EDU 306	Research Methods and Statistics	2	R	30	-
PHY 301	Organization and Administration of Physical Education	2	C	30	-
PHY 302	Nutrition and Sports Performance	2	C	30	-
PHY 303	Problems in Physical and Health Education	2	C	30	-
PHY 304	Community Recreation	2	C	30	-
PHY 305	Biomechanics of Physical Activities	2	C	30	-
PHY 306	Psychology of Coaching	2	C	30	-
PHY 307	Skills and Techniques in Team and Individual Sport IV	2	C	30	-
PHY 308	Motor Learning and Human Performance	2	C	30	-
PHY 309	Adapted Programme in Physical Education	2	C	30	-
	Choose any Three	2	E	30	-

PHY 310	Physiology and Artificial Limitation in Sports	2	E	30	-
PHY 311	Analysis of Physical Fitness	2	E	30	-
PHY 312	Curriculum Studies in Physical and Health Education	2	E	30	-
PHY 313	Facilities in Physical and Health Education	2	E	30	-
	Total Units	45			
	Choose one related course outside Department	2	E		

Course Structure at 400-Level Physical Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	R	30	-
EDU 402	Guidance and Counselling	2	R	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	90	-
EDU 405	Introduction to Education Management	2	C	30	-
PHY 401	Skills Development And Techniques in Sports and Games IV	2	C	30	-
PHY 402	Physical Education and Recreation for the Physical Handicapped Children	2	C	30	-
PHY 403	Scientific Basis for Coaching Sports and Games and Officiating	2	C	30	-
PHY 404	Psychology of Coaching II	2	C	30	-
PHY 405	Adult Fitness Programme	2	C	30	-
PHY 406	Exercise Physiology	2	C	30	-
PHY 407	Advanced Training in Skills and Coaching I	2	C	30	-
PHY 408	Advanced Training in Skills and Coaching II	2	C	30	-
	Choose any Three Courses	2	R	30	-
PHY 409	Finance and Budgeting in Physical Education	2	R	30	-
PHY 410	Sociology of Sports	2	R	30	-
PHY 411	Accident Prevention and Safety Education	2	R	30	-
PHY 412	Contemporary and African Dance Notations	2	R	30	-
PHY 413	Seminar in PHE Recreation and Sports	2	R	30	-
	Total Units	45			
	Choose two related courses outside the Department	6	E		

3.30.7 Course Synopses

PHY 101 Introduction to a Typical Physical Education (2 Units) (LH:30)

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.

PHY 102 Elementary anatomy and physiology and sports (2 Units) (LH:30)

PHY 103 Introduction To Outdoor Education (2 Units) (LH:30)

An analysis of elements of school competitive and recreational education programmes with emphasis on activity types, techniques of organization and administration.

PHY 104 History and Foundation of Physical Education (2 Units) (LH:30)

An overview of basic theoretical and practical dimensions of Ancient and Modern Physical Education including some early personalities and their contributions.

PHY 105 Organization and Administration of Intramural Sports (2 Units) (LH:30)

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.

PHY 106 Physical Growth And Development (2 Units) (LH:30)

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.

PHY 107 Introduction To Sports Facilities (2 Units) (LH:30)

An understanding of types, construction, purchase and maintenance of sports facilities and equipment.

PHY 108 Skill Development And Techniques In Sports And Games I (2 Units) (LH:30)

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.

PHY 110 Introduction To Movement Analysis (2 Units) (LH:30)

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.

PHY 109: Social and Psychological Foundations of Sports and Physical Education (2 Units) (LH:30)

An introduction to the social and psychological dimensions of sports practice and implications for recreational and competitive participation.

- PHY 201 Historical and Philosophical Foundations of Physical Education (2 Units) (LH:30)**
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.
- PHY 202 Principles and Practice of School Community Recreation (2 Units) (LH:30)**
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.
- PHY 203 Gymnastics (2 Units) (LH:30)**
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.
- PHY 204 Introduction To Kinesiology (2 Units) (LH:30)**
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.
- PHY 205 Skills And Techniques To Team And Individual Sports I (2 Units) (LH:30)**
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.
- PHY 206 Skills And Techniques To Team And Individual Sports II (2 Units) (LH:30)**
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.
- PHY 207 Emergency Care And First Aid In Sports (2 Units) (LH:30)**
Immediate care or injuries – conditioning, massaging. Discussion will cover principles of accidents and their preventions, major sports injuries will be discussed e.g. Fractures.
- PHY 208 Introduction To Exercise Physiology (2 Units) (LH:30)**
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 209 Anatomy and Physiology (2 Units) (LH:30)**
Students are to be exposed to indept principles and practical anatomy and physiology in relation to human muscles and veins.

PHY 215 Induction of Techniques of Continuous Assessment in P.H.E.

(2 Units) (LH:30)

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, burbles, basketball, football etc. introduction to analyzing skills.

PHY 210 Pedagogical Elements Of Sports

(2 Units) (LH:30)

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.

PHY 211 Introduction To Adapted Physical Education

(2Units) (LH:30)

Handicapped with reference to suitable physical activities, curriculum and planning for physical handicap, specific disabilities.

PHY 216 Health Protection

(2 Units) (LH:30)

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.

PHY 212 Introduction To African And Folk Dance

(2 Units) (LH:30)

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.

PHY 213 Prevention And Care of Sports Injuries

(2 Units) (LH:30)

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.

PHY 214 Driver Education

(2 Units) (LH:30)

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.

PHY 301 Organization And Administration of P.H.E.

(2 Units) (LH:30)

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.

PHY 302 Nutrition And Sports Performance (2 Units) (LH:30)

A study of nutrients and food needs of people especially as it applies to athletic performance. Basic food groups, importance of adequate diet and sports in health, disease, and treatment. Planning the athletes' diet, content and meals, nutritional demands during exercise and training. Factors affect food selection; supplementation.

PHY 303 Problems In Physical And Health Education (2 Units) (LH:30)

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.

PHY 304 Community Recreation (2 Units) (LH:30)

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.

PHY 305 Biomechanics of Physical Activities (2 Units) (LH:30)

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.

PHY 307 Skills And Techniques In Team And Individual Sports III (2 Units) (LH:30)

Theoretical and practical approaches to acquisition of skills involved in team and individual sports: Athletics (Javelin, Discus, Sprint relays, Handball, Hockey and Badminton).

PHY 308 Motor Learning And Human Performance (2 Units) (LH:30)

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.

PHY 309 Adapted Programme In Physical Education (2 Units) (LH:30)

Conditioning as recreation, planning the programme for children and youths: participation on experimental basis.

PHY 310 Physiological And Artificial Limitation Sports (2 Units) (LH:30)

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.

PHY 311 Analysis Of Physical Fitness (2 Units) (LH:30)

An overview of components of physical fitness, Aerobic power, anaerobic power, strength, studies on flexibility and local muscular endurance and body composition.

- PHY 312 Curriculum Studies In Physical And Health Education (2 Units) (LH:30)**
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.
- PHY 314 Sports and Ageing (2 Units) (LH:30)**
Concept of ageing theories and specialization of ageing problems and needs of aged people, importance for sports and recreation for aged people. Guidelines for P.E/sports programmes for ageing will be fully discussed.
- PHY 313 Facilities For Physical And Health Education (2 Units) (LH:30)**
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.
- PHY 402 Physical Education And Recreation For The Physically Handicapped Children (2 Units) (LH:30)**
The nature of the physically handicapped in schools, society, organization of adapted physical education activities. Special need and education of the handicapped.
- PHY 411 Supervision Of School Health And Physical Education Programmes (2 Units) (LH:30)**
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.
- PHY 404 Psychology Of Coaching II (2 Units) (LH:30)**
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.
- PHY 405 Adult Fitness Programme (2 Units) (LH:30)**
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.
- PHY 406 Exercise Physiology (2 Units) (LH:30)**
A study of the effects of muscular activities on the muscular, respiratory, circulatory and digestive systems.
- PHY 413 Seminar In Physical Health Education, Recreation and Sports (2 Units) (LH:30)**
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.

PHY 409 Finance And Budgeting In P.H.E. (2 Units) (LH:30)

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.

PHY 410 Sociology Of Sports (2 Units) (LH:30)

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.

PHY 407 Advanced Training In Skills And Coaching I (2 Units) (LH:30)

Analysis of fundamentals of coaching team and individual sports and games with emphasis on advanced skills strategies, techniques and programming athletics, badminton and volleyball.

PHY 408 Advanced Training In Skills And Coaching II (2 Units) (LH:30)

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).

PHY 412 Contemporary and African Dance Notations (2 Units) (LH:30)

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.

PHY 411: Accident prevention and safety education (2 Units) (LH:30)

The course is designed to introduce students to develop students on basic accident prevention techniques and safety procedures, first aid to victims of accidents and accident control measures.

3.31 PHYSICS EDUCATION PROGRAMME

3.31.1 Philosophy and Objectives

In line with the above philosophy, the objectives Physics Education programmes are to:

1. enable students to acquire the various concepts, principles, theories laws and conceptual 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 Physics Education to the society;
8. develop necessary laboratory skills and;
9. develop positive values and attitudes for efficient discharge of their duty as teachers.

3.31.2 Basic Admission Requirements and Expected Programme Duration.

As in other Education Arts programmes. However, a credit pass in Biology, Chemistry, Physics, Mathematics and English Language at the Senior School Certificate is required in addition to other requirements.

3.31.3 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 totalling 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.

3.31.4 Learning Outcomes:

a) *Regime of Knowledge*

All programmes in science and Physics 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 Physics 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 Attributes**

Students of Physics 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

3.31.5 **Attainment Levels**

As contained in section 1.6 for Science and Physics Education programmes.

3.31.6 **Resource Requirement For Teaching And Learning**

As contained in 1.6 for Science and Physics Education programmes.

3.31.7 **Course Structure****Course Structure at 100-Level Physics Education**

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of library, study skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction To teaching profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
PHY 111	General Physics I	2	C	30	-
PHY112	General Physics II	2	C	30	-
PHY 113	Laboratory Physics I	3	C	45	-
PHY121	General Physics III	2	C	30	-
PHY 122	General Physics IV	2	C	30	-
PHY 123	Laboratory Physics II	2	C	30	-
PHY 124	Introduction to fluid mechanics	2	C	30	-
CHM 111	General Chemistry	4	R	60	-
MTH 111	General Mathematics	4	C	60	-
BIO 122	General Biology	4	R	60	-
	Total Units	41			

Course Structure at 200-Level Physics Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology	2	C	30	-
EDU 202	Element of Special Education	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
PHY 211	Modern Physics	3	C	45	-
PHY 221	Vibration and waves	2	C	30	-
PHY 213	Electricity and Magnetism	2	C	30	-
PHY 261	Properties of Matter	2	C	30	-
PHY 201	Mechanism	2	C	30	-
PHY 222	Electricity circuits and electronics	3	C	45	-
PHY 223	Atomic Physics	2	C	30	-
PHY 215	Laboratory Physics III	2	C	30	-
PHY 225	Laboratory Physics IV	2	C	30	-
MTH 211	Mathematics I	3	C	45	-
MTH 212	Mathematics II	3	C	45	-
PHY 224	Geometrical and Physical optics	2	C	30	-
	Total Units	42			

Course Structure at 300-Level Physics Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	30	-
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Test and Measurements	2	C	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	R	30	-
EDU 304	Curriculum and instruction I	2	R	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research method and statistics	2	R	30	-
PHY 311	Classical/Analytical mechanics	3	C	45	-
PHY 312	Electronics I	2	C	30	-
PHY 314	Nuclear Physics	2	C	30	-
PHY 333	Heat and Thermodynamics	3	C	45	-
PHY 372	Computer Physics	2	C	30	-
PHY 322	Energy Physics	2	C	30	-
PHY 323	Electrodynamics	2	C	30	-
PHY 332	Electromagnetic field and waves	2	C	30	-
PHY 315	Laboratory Physics V	2	C	30	-
PHY 325	Laboratory Physics IV	2	C	30	-
PHY 324	Solid State Physics I	2	C	30	-
MTH 311	Mathematics I	2	C	30	-
MTH 312	Mathematics II	2	C	30	-
	Total Units	45			

Course Structure at 400-Level Physics Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	R	30	-
EDU 403	Special Methods III	2	R	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
PHY 411	Quantum Mechanics I	4	C	1	-
PHY 451	Statistics Physics	2	C	30	-
PHY 412	Instrumentation, Experimental Technique	2	C	30	-
PHY 413	Mathematics methods in physics	2	C	30	-
PHY 421	Quantum Physics II	2	C	30	-
PHY 427	Workshop Practice	3	R	45	-
PHY 442	Nuclear Physics II	2	C	30	-
PHY 461	Solid State Physics II	2	C	30	-
PHY 432	Environmental Physics	2	C	30	-
PHY 429	Material Physics	2	C	30	-
	Total Units	38			

3.31.8 Course Synopses**PHY 111: General Physics I – Mechanics (2 Units) (LH:30)**

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) (2 Units) (LH:30)

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 thermo dynamics. 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 (2 Units) (LH:30)

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) (2 Units) (LH:30)

Electrostatics – electric charges, forces between electric charges, static electricity, conductors and currents, dielectrics, heating effects of Currents-seebeck 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) (2 Units) (LH:30)

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, bouyance, Archimede's Principle, Hydro-dynamics-Stream lines, Bernoulli and continuity equations, turbulence, Reynold's number, Viscosity, laminar flow, Poisenille's equation, surface tension, adhesion, cohesion, capillary, drops and bubbles.

PHY 123 Laboratory Physics II (2 Units) (LH:30)

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.

CHM 111 General Chemistry 1 (4 Units) (LH:60)

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 (2 Units) (LH:30)

MTH 111, 121, 211, 221, AND 311. Course descriptions. See Mathematics department.

PHY 213 Electricity And Magnetism (2 Units) (LH:30)

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 dialectrics Field in dielectrics, Magnetic Materials.

PHY 215/225 Laboratory Physics III & IV (2 Units) (LH:30)

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 (2 Units) (LH:30)

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, Boltzmann Law, Maxwell – Boltzmann law of distribution of velocities, equipartition theorem. Application of thermodynamic laws.

PHY 222 Electric Circuits And Electronics (3 Units) (LH:45)

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 (2 Units) (LH:30)

Theory of Atomic Structure: Atomic Models of Rutherford and Bohr, Thomson's Model, Scattering of alpha particles, size of the nucleus, Atomic spectra, Wilson-Summerfield 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, Schrodinger 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 (2 Units) (LH:30)

Semi-conductor diodes, Amplification and bipolar transistor, the field effect transistor, Thermo-ionic 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 feed back circuits and signal generators, Logic counters and timers, operational amplifier.

PHY 331: Classical Mechanics II (2 Units) (LH:30)

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, verticality. Navier-stokes and Bernoulli's equations. Special theory of relativity.

PHY 332: Electromagnetic Fields And Waves (2 Units) (LH:30)

Vector, electrostatic fields, dielectric materials, Laplace's and Poisson's equations, Magnetic fields, Induced electromotance 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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (3 Units) (LH:45)

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-Jacob Theory: Hamilton Canonical equations (Hamiltonian function; phase space; generalized momentum = impulse; physical interpretation; canonical transformations; invariance of canonical transformations; Hamilton-Jacob 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 (2 Units) (LH:30)

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. Hydro-electric power generation. Wind energy. Prospects and problems.

PHY 323 Electrodynamics (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 solids. The free electron model.

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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; filing, 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 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.

SED 324: School Science Laboratory (2 Units) (LH:30)

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.

PHY 411: Quantum Physics I (4 Units) (LH:60)

Basic propositions of quantum mechanics. Experimental basis. Experimental evidence of discrete energy levels. The particle and wave aspects of matter. Orthogonality and completeness of energy eigen-functions, expansion theorem; degeneracy. Harmonic 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; eigen-states and eigen-values; dispersion; computing observable compatibility, etc. illustrations. Non-commuting observable; observable: uncertainty principle and complementarity, illustrations matrix form of O. M. as particular representation of Schrodinger theory, angular momentum. Spin, addition of angular momentum. Many-particle systems; angular momentum, exclusion principle.

PHY 412: Instrumentation And Experimental Technique (2 Units) (LH:30)

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. Millimicrosecond 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.

SED 413: Science, Technology And Society (2 Units) (LH:30)

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.

PHY 413: Mathematics Methods In Physics 1 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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. Dielectrics, 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. Polymers Long chain molecules, thermosetting and thermoplastic polymers, mechanical properties, elastomer.

3.32 POLITICAL SCIENCE EDUCATION PROGRAMME

3.32.1 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 mould 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 Political Science Education are to:

- i. 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. 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. develop in students, the ability to apply the knowledge to the resolution of societal problems and conflicts.
- v. develop in students, such skills and competency that would allow them to be self-reliant and entrepreneurial.
- vi. imbibe 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.

3.32.2 Admission and Graduation Requirements

The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education programmes with at least five Credit passes of which three must be Government or History plus English Language and Mathematics.

3.32.3 Learning Outcomes:

a) ***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.

3.32.4 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.

3.32.5 Course Structure

Course Structure at 100-Level Social Science/Political Science/Government Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	C	30	-
GST 113	Nigerian Peoples and Culture	2	C	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
POS 101	Introduction to Political Science	3	C	45	-
POS 102	Introduction to African Politics	3	C	45	-
POS 103	Nigerian Constitutional Development	3	C	45	-
POS 104	Organisation of Government:	3	C	45	-
	Total Units	26			
	One recommended course of 2 units each outside the department	4	E		

Course Structure at 200-Level Social Science/Political Science/Government Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology	2	R	30	-
EDU 202	Special Education	2	R	30	-
EDU 203	Special Methods 1	2	C	30	-
POS 201	Nigerian Government and Politics	2	C	30	-
POS 202	Foundations of Political Economy	3	C	45	-
POS 203	Introduction to Political Analysis	2	C	30	-
POS 204	Introduction to Public Administration	3	C	45	-
POS 205	Introduction to International Relations	3	C	45	-
POS 206	Introduction to Local Government	3	C	45	-
POS 207	Nigerian Local Government	3	R	45	-
	Total Units	33			

Course Structure at 300-Level Social Science/Political Science/Government Education

Course Code	Course Title	Units	Status		
GST 311	Entrepreneurship	2	E	30	45
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Tests and Measurement in Education	2	C	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods	2	R	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	C	30	-
POS 301	History of Political Thought	2	R	30	-
POS 302	Political Behaviour	2	R	30	-
POS 303	Public Policy Analysis	3	C	45	-
POS 304	Contemporary Political Analysis	3	C	45	-
POS 305	Politics of development and under-development	3	C	45	-
POS 306	Nigerian Foreign Policy I	3	C	45	-
	Total Units	33			

Course Structure at 400-Level Social Science/Political Science/Government Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	C	30	-
EDU 403	Special Method III	2	C	30	-
EDU 404	Research Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
POS 401	Civil – Military Relations	3	C	45	-
POS 402	Politics and Law in Africa	3	C	45	-
POS 403	Nigerian Foreign Policy II	3	C	45	-
POS 404	Government and Politics of Nigeria	3	C	45	-
	Total Units	29			
	Two courses of 2 units each within the department	4	E		

3.32.6 Course Synopses

POS 101 Introduction to Political Science (3 Units)(LH:45)

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 (3 Units)(LH:45)

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 103 Nigerian Constitutional Development (3 Units)(LH:45)

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 104 Organisation of Government (3 Units)(LH:45)

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, Parliamentarianism; instrumentalities of political interaction like political parties, pressure groups, interest groups, etc.

POS 201:Nigerian Government and Politics (3 Units)(LH:45)

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 202:Foundations of Political Economy (3 Units)(LH:45)

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 203:Introduction to Political Analysis (2 Units)(LH:30)

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 204:Introduction to Public Administration (3 Units)(LH:45)

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 205:Introduction to International Relations (3 Units)(LH:45)

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 206: Introduction to Local Government (3 Units)(LH:45)

Theory, Principles and forms of local government, decentralization, delegation, decentralisation principles. Local government mechanisms for community mobilization and development at the grass roots.

POS 207: Nigerian Local Government (3 Units)(LH:45)

The development, organization, functions and roles of Local Government institutions; and a critical examination of the administration, decision-making process and practices.

POS 301:History of Political Thought (3 Units)(LH:45)

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 (3 Units)(LH:45)

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 303: Public Policy Analysis (2 Units)(LH:30)

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 304: Contemporary Political Analysis (3 Units)(LH:45)

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 305:Politics Of Development And Under- Development (3 Units)(LH:45)

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 306:Nigerian Foreign Policy I (3 Units)(LH:45)

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 401: Civil-Military Relations (3 Units)(LH:45)

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 402: Politics and Law in Africa (3 Units)(LH:45)

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.

POS 403: Nigerian Foreign Policy II (3 Units)(LH:45)

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 404: Government and Politics of Nigeria (3 Units)(LH:45)

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.

3.33 SOCIAL STUDIES DEGREE PROGRAMME

3.33.1 Philosophy and Objectives

The philosophy of this programme is centred 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.

3.33.2 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 behaviours 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:

- v) appreciating the ever-growing significance of computers to education;
- vi) sending and accessing computer information, in all its ramifications;
- vii) learning how to learn;
- viii) Cooperating meaningfully with colleagues and other members of the society.
- ix) 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;
- 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; showing maturity on all issues.

3.33.3 Attainment Levels

As applicable to all students in Language and Communication Arts.

3.33.4 Resource Requirement for Teaching and Learning

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

3.33.5 Basic Admission Requirements and expected Programme duration.

As in other Education Social Science programmes. However, a credit pass in English at the Senior School Certificate is required in addition to other requirements.

3.33.6 Course Structure

Course Structure at 100-Level Social Studies Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of library, study skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction To teaching profession	2	C	30	-
EDU 102	Foundations of Education	2	R	30	-
ESS 102	Introduction to Nigerian social life and culture	2	E	30	-
ESS 111	Elements of social studies	2	C	30	-
ESS 112	Introduction to social studies	2	C	30	-
	Education and nation building	2	C	30	-
ESS 115	Socio-economic environment of Nigeria	2	C	30	-
ESS 122	Family Based of structure of society	2	C	30	-
ESS 123	Introduction to Nigerian cultural environment	2	C	30	-
ESS 124	Structure and characteristics of man's place	2	C	30	-
SOC 111	Introduction to Ethnography I	2	E	30	-
POS 102	Pre-colonial African Political system	2	E	30	-
	Total Units	34			
Elective restricted such as					
	8 courses in relevant teaching are History, Religion, Economics, Geography and political science				
	Elective (unrestricted) Any two of the under listed				

Course Structure at 200-Level Social Studies Education

Course Code	Courses Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology	2	C	30	-
EDU 202	Element of Special Education	2	R	30	-
EDU 203	Special Methods I	2	R	30	-
ESS 206	Culture and stability	2	C	30	-
ESS 211	The social studies and the social sciences	2	C	30	-
ESS 212	Social studies education and patterns of Nation building	2	C	30	-

Please, forward your comment on any section of this document to the following email:

nucassessment@gmail.com

You can also call the following phone numbers: 08033145087, 08033201097

All comments should be received before 31st October, 2015

ESS 213	Social interaction in Nigeria	2	C	30	-
ESS 221	Nigerian socio-political institutions	2	C	30	-
ESS 222	Socio-economic structure of Nigeria	2	C	30	-
ESS 223	Teaching social studies in JSS	2	C	30	-
ESS 232	Sociology of the family	2	C	30	-
ESS 224	Population and economics development in Nigeria	2	E	30	-
ESS 234	Ecosystem and the environment	2	E	30	-
POL 201	Elements of governments	2	E	30	-
	Total Credit Units	36			
	Elective (restricted) 8 courses in relevant teaching subject areas of History, Religion, Economics, Geography and political science				
	Elective (unrestricted) Any two courses				

Course Structure at 300-Level Social Studies Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	30	-
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Test and Measurements	2	C	30	-
EDU 302	ICT in Education	2	C	30	-
EDU 303	Special Methods II	3	R	45	-
EDU 304	Curriculum and instruction I	2	C	30	-
EDU 305	Educational Technology	2	R	30	-
EDU 306	Research method and statistics	2	R	30	-
ESS 311	Study of event in space	2	C	30	-
ESS 312	Politics, power and government	2	C	30	-
ESS 313	Finance and financial inst. In Nigeria	2	C	30	-
ESS 314	Nigerian Cult. Pattern & Hist. Origin	2	C	30	-
ESS 321	Nationalism and patriotism in Nigeria.	2	C	30	-
ESS 322	Social Std. Educ. & theories of nation building	2	C	30	-
ESS 323	Nigeria cultural environment: values Sci. & Technology	2	C	30	-
ESS 334	Comparative trends in Sci. StdEdu.	2	C	30	-
	Total Credit Unit	34			

Course Structure at 400- Level Social Studies Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	R	30	-
EDU 403	Special Methods III	3	R	45	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
ESS 411	International & multidimensional interaction	2	C	30	-
ESS 412	Social studies education problem and prospect of Nation building	2	C	30	-
ESS 413	Social issues as emerging priorities for social studies education	2	C	30	-
ESS 414	Marriage and kingship	2	C	30	-
ESS 415	Social studies theories, resources and strategies	2	C	30	-
ESS 421	Social life and party politics in Nigeria	2	C	30	-
ESS 422	Socio-economic activities in Nigeria	2	C	30	-
ESS 432	Nigeria and African organization	2	R	30	-
	Total credit Unit	32			
Elective (unrestricted) Any course from cognate areas					
Elective (restricted) 4 courses in relevant teaching subject areas of History, Religion, Economics, Geography and political science					

3.33.7 Course Synopses**ESS 100 Elements of Social Studies (2 Units) (LH:30)**

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.

ESS 102 Introduction to Nigerian Social Life and Culture (2 Units) (LH:30)

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.

ESS 104 Family as the Source of the Structure of the society (2Units)(LH:30)

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.

ESS 113 Introduction to Social Studies Education and Nation Building (2 Units) (LH:30)

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).

ESS 115 Socio-Economic Environments of Nigeria (2 Units) (LH:30)

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.

ESS 123 Introduction to Nigerian Cultural Environment (2 Units) (LH:30)

Man as the focus of social studies. Socialisation agencies and institutions; marriage, religion, health, legal and civic obligations, Civic rights and responsibilities.

ESS 124 The Structure and Characteristics of Man's Place (2 Units)(LH:30)

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

ESS 202 Resource Management and Development (2 Units) (LH:30)

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.

ESS 211 Inter-group Relation (2 Units) (LH:30)

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.

ESS 222 Environmental Change (2 Units) (LH:30)

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.

ESS 224 Population and Economic Development in Nigeria (2 Units) (LH:30)

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.

ESS 234 Ecosystems and the Environment (2 Units) (LH:30)

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.

ESS 212 African Nationalism (2 Units) (LH:30)

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.

ESS 211 Problems of Ethics and Value Education (2 Units) (LH:30)

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.

ESS 202 Social Issues and Problems in Education (2 Units) (LH:30)

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 underutilization of skills etc.

ESS 212 Marriage and Kinship (2 Units) (LH:30)

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.

ESS 222 Nigeria and International Organizations (2 Units) (LH:30)

An analysis of selected international organizations with Nigeria's membership; UN, OAU, ECOWAS, OPEC etc. the purposes of these organizations, their objectives, achievements etc.

ESS 112 Man in his Social environment (2 Units) (LH:30)

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.

ESS 122 Africa in the Nineteenth Century (2 Units) (LH:30)

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.

ESS 201 Study of Matters in Space (2 Units) (LH:30)

Detailed study of the nature, distribution and values of atmospheric and lithospheric matters in space.

ESS 202 Social Interactions in Nigeria (2 Units) (LH:30)

Social interactions in Nigeria 1500 – 1800 (Grassland Zone) 1500-1800 (Forest Zone) Political systems in pre-colonial Nigeria Social interactions in Nigeria 1914-1960

ESS 212 Social Studies Education and Patterns of Nation Building (2 Units) (LH:30)

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.

ESS 221 Nigeria: Socio-political Institution (2 Units) (LH:30)

Nigerian culture, identity, socialization of man, marriage and kinship groups: primary, secondary and communities.

ESS 222 The Socio-Economic Structure of Nigeria (2 Units) (LH:30)

Marketing systems and organization. Prices and income, Savings – why and how to save.

ESS 206 Culture and Social Stability (2 Units) (LH:30)

The concepts of culture and identity: Common heritage and national symbols. Cross cultural influences. Social change, alienation and social stability.

ESS 301 Study of Events in Space (2 Units) (LH:30)

An analysis of the nature, value and distribution of events in the atmospheric, hydrosphere and lithosphere environments.

ESS 321 Nationalism and Patriotism in Nigeria (2 Units) (LH:30)

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.

ESS 322 Social Studies Education and Theories of Nation Building (2 Units) (LH:30)

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.

ESS 312 Politics, power and government in Nigeria (2 Units) (LH:30)

The study of politics, power and government. Forms of government: major generalization from political science. Study of social order and its constituents.

ESS 313 Finance and financial institutions in Nigeria (2 Units) (LH:30)

The Economic systems of Nigeria. Factors of production, money – history, functions and types.

ESS 314 Nigeria Cultural Patterns and Historical Origin (2 Units) (LH:30)

A study of the Nigerian social and cultural relations. Sports, arts and culture. Utilization and conservation of resources and loyalty to the nation.

ESS 323 The Nigerian Cultural Environment: Values, Science and Technology (2 Units) (LH:30)

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.

ESS 401 Study of Ideas in Space (2 Units) (LH:30)

Analysis of the nature, value and distribution of atmospheric, hydrospheric, lithospheric and universal spatial concepts that relate to either space individuals or abstract places.

ESS 411 International and Multidimensional Interactions (2 Units) (LH:30)
Concepts of world power and types, Nigeria in international politics and economic cooperation. International understanding through social studies.

ESS 412 Social Studies Education, Problems and Prospects of Nation Building (2 Units) (LH:30)
Concepts of culture and identity. Cross cultural influence; cultural factors militating against self-reliance and development. Human rights in Nigeria, and human rights education.

ESS 421 Social Life and Party Politics in Nigeria (2 Units) (LH:30)
Nigerian major political parties; the evolution of political parties, functions and duties of arms of government. Forms of government

ESS 422 Socio-Economic Activities in Nigeria (2 Units) (LH:30)
Economic activities performed by persons, firms and government; types of economy, Banks and banking system. Nigeria and international economic organizations.

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3.34 SPECIAL EDUCATION

3.34.1 Philosophy and Objectives

The philosophy of Special Education preparation apart from being based on the philosophy of Nigerian education goals, is also to provide quality and competent teachers who can provide education to exceptional children in inclusive classrooms and are capable of administering special education programmes in the country. The objectives of special education teacher preparation are:

1. To acquire skills and knowledge which are of particular importance to the education and care of the various categories of children with special needs.
2. To strive to change societal negative attitudes towards persons with disabilities.
3. To demonstrate commitment to the course of special education
4. To help inculcate national consciousness about the needs of children with special needs.
5. To protect the rights of the child with special needs
6. To produce competitive special education teachers for the Nigerian market
7. To appreciate the significance of seeing the child as such before the disability.
8. To produce teachers competent in ICT and its use in teaching exceptional children.
9. To produce a teacher who can compete globally in teaching children with special needs.

3.34.2 Learning Outcome:

a) ***Regime of subject knowledge***

- Graduate of the programme must grasp the basic special needs education concepts,
- topics, procedures covered in the programme.
- For the attainment of practical and professional skills, at least twelve weeks of
- supervised of practical teaching is required.
- Communicate facts and information to special learners in terms that they will be able to understand.
- Demonstrate skills in planning, organizing and instruction for special needs children.

b) ***Competence and skills***

Cognitive ability

In addition to what is applicable to all education graduates, the graduate special 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.

Practical skills

Graduate teachers should be able to demonstrate practical skills in communicating with exceptional children (e.g. Braille reading/writing, or sign language).

- Organize learning resources

- Keep school records
- Organize learning environment e.g. inclusive classrooms, field trip, laboratories, resource rooms and studios etc.
- Write proper and clear curriculum guides, models, lesson plans and lesson notes etc.
- Carry out authentic assessment of children with special needs
- Use ICT to teach children with special needs

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 who

- motivate learners to acquire and develop positive attitudes to themselves and 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.

3.34.3 Attainment Level

As applicable to all education programmes.

3.34.4 Basic Admission Requirements and expected Programme duration.

As in other Education Arts/ Science programmes. However, a credit pass in English at the Senior School Certificate is required in addition to other requirements.

3.34.5 Course Structure

Course Structure at 100-Level Special Education without Teaching Subjects

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Logic, Philosophy and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of Library, Study Skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	-
EDU 101	Introduction to Teaching Profession	2	C	30	-
EDU 102	Foundations of Education	2	C	30	-
ESP 111	Introduction to Special Education	2	C	30	-
LLL 101	Introduction to Linguistics I	2	R	30	-
LLL 102	Introduction to Linguistics II	2	R	30	-
LLL 103	Introduction to General Phonetics I	2	R	30	-
LLL 104	Introduction to General Phonetics II	2	R	30	-
<i>Choose the above four courses or the four courses below</i>					
LLL 105	Language of the world	2	R	30	-
LLL 106	History of Linguistics	2	R	30	-
LLL 107	Elements of Grammar I	2	R	30	-
LLL 108	Elements of Grammar II	2	R	30	-
LLL 111/112	Introduction to Sociology	2	E	30	-
LLL 112	Introduction of Psychology	2	E	30	-
LLL 113	History of Psychology	2	E	30	-
	Total Units	38			

Course Structure at 200-Level Special Education without Teaching Subjects

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of Computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology I	2	C	30	-
EDU 203	Special Methods I	2	C	30	-
	Compulsory Special Education Courses				
ESP 211	Psychology and Education of Exceptional Children	2	C	30	-
ESP 212	Reading and Reading Instruction for Exceptional Children	2	C	30	-
ESP 213	Language Development	2	C	30	-
ESP 214	Introduction to Inclusive Education	2	C	30	-
ESP 221	Braille Reading and Writing	2	C	30	-
ESP 222	Mobility Pre-cane	2	C	30	-
ESP 223	V.H. Methods I	2	C	30	-
	Specialization 2 (H.H)				

Please, forward your comment on any section of this document to the following email:

nucassessment@gmail.com

You can also call the following phone numbers: 08033145087, 08033201097

All comments should be received before 31st October, 2015

ESP 231	Simultaneous Sign Language and Deaf Culture	2	C	30	-
ESP 232	Auditory-oral methods	2	C	30	-
ESP 233	Curriculum Development and Instructional Methods for the Hearing Impaired	2	C	30	-
	Specialization 3 (LD)				
ESP 241	Identification and Assessment of LD	3	C	45	-
ESP 242	L.D Method I	3	C	45	-
	Total Units	38			

Course Structure at 300-Level Special Education without Teaching Subjects

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurial Skills	2	E	30	-
EDU 300	Teaching Practice I	3	C	-	45
EDU 301	Tests and Measurement	2	R	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods II	2	C	30	-
EDU 304	Curriculum and Instruction I	2	C	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research Methods and Statistics	2	C	30	-
ESP 311	Therapy for Behaviour Disturbed	2	C	30	-
ESP 312	Working with Parents of the Handicapped	2	C	30	-
ESP 313	Voice, Speech and Language Disorders	2	C	30	-
ESP 314	Giftedness	2	C	30	-
CATEGORICAL AREAS					
Specialization I (VH)					
ESP 321	Mobility	2	R	30	-
ESP 322	Visual Handicapped Method II	2	R	30	-
ESP 323	Advanced Braille	2	R	30	-
	Specialization II (HH)				
ESP 331	Audiology and aural rehabilitation	2	R	30	-
ESP 332	Intermediate Sign Language	2	R	30	-
ESP 333	Advanced Sign Language	2	R	30	-
Specialization III (LD)					
ESP 341	Reading Disabilities	2	R	30	-
ESP 342	Methods and Materials in LD	2	E	30	-
	Total	41			

Course Structure at 400-Level Special Education without Teaching Subjects

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	-	45
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 402	Guidance and Counselling	2	R	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	90	-
EDU 405	Introduction to Education Management	2	C	30	-
ESP 411	Vocational Planning for the Handicapped	2	C	30	-
ESP 412	Advanced Seminar and Research in Special Education	2	C	30	-
ESP 413	Society and Disabled	2	C	30	-
ESP 414	Special Education Administration	2	C	30	-
Select one out of the following courses					
EDU 421	Child Development	2	E	30	-
EDU 422	Social Psychology	2	E	30	-
EDU 423	Mass Communication in Education	2	E	30	-
EDU 424	Population Education	2	E	30	-
EDU 425	Environmental Education	2	E	30	-
EDU 426	Advanced Studies in Science Education	2	E	30	-
EDU 427	Advanced Strategies and Planning	2	E	30	-
EDU 428	Emergent Problems in Nigerian Education	2	E	30	-
EDU 429	Advanced Studies in Contemporary History	2	E	30	-
EDU 430	Issues in Reading and Writing Instructions	2	E	30	-
	Total Units	45			

3.34.6 Course Synopses**ESP 111 Introduction To Special Education (2 Units)(LH: 30)**

The course is an overview of the field of special needs education in general rather than a categorical approach to working with children who have special needs. The content area covers educational practices currently accepted in the field of special education in terms of nature, identification procedure, needs for teaching materials and procedures. The course also introduces students to the kind of instructional programmes and services available for the individuals that need special education.

ESP 211 Psychology and Education of Exceptional Children (2 Units)(LH: 30)

The course is intended to provide the student with a solid background knowledge of the medical, psycho-social and educational dynamics surrounding exceptional children in general. As a foundation course for all Special Education Students, it provides a broad-

based overview of what the students would study in depth later in their various areas of specialization.

ESP 212 Reading and Reading Instruction for the Handicapped (2 Units)(LH: 30)

Definition and description of the nature of the reading process. Reading instruction as contrasted with English instruction. Content of Children literature. Criteria for selection and development of children literature. Selection and preparation of reading materials for the various handicapped condition in children. Various methods for teaching reading to the child with special needs

ESP 213 Language Development (2 Units)(LH: 30)

The structure and function of language, stages of language development of children including handicapped children. Theories of syntax, semantics and phonology acquisition. Measurement of language development and cognitive underpinning. Language development and language deprivation of handicapped children.

ESP 214 Introduction to Inclusive Education (2 Units)(LH: 30)

The course covers conceptual definitions of inclusive education as the most current education programme for educating children with special needs worldwide. Other issues to be covered include: historical and philosophical foundation of inclusive education, required teacher competences, procedure for creating and managing inclusive education, methodology in inclusive education, interdiscipline collaboration in inclusive education and research in inclusive education.

ESP 221 Braille Reading And Writing (2 Units)(LH: 30)

Reading and writing of Grade I Braille. Mastery of the codes. Transcribing into Braille and from Braille into print.

ESP 222 Mobility Pre-Cane (2 Units)(LH: 30)

Aims and objectives of teaching travel skills. Basic pre-cane mobility and orientation skills. Sighted guide techniques, self-protection techniques. Mobility techniques which can be used in-doors and out-doors aids to daily living.

ESP 233 V.H. Method 1 (2 Units)(LH: 30)

This course introduces the student to the curriculum issues involved in teaching visually impaired students such as principles of teaching visually handicapped children, Individualized instructional programme (IEP) curriculum, school management, school plant, etc. Then the rest of the course covers regular school curricula adaptation – English, Mathematics, Science, Social Science, Creative Arts, etc. and how each of these is taught to a child with limited vision. Emphasis is laid on hands – on experiences and material adaptation in teaching all regular school subjects to a visually impaired child.

ESP 231 Simultaneous Sign Language and Deaf Culture (2 Units)(LH: 30)

An introduction to manual communication and deaf culture. The importance of sign language communication in the deaf community. Manual alphabets, numerals, finger-spelling, basic vocabularies building, simple sentences construction, expressive and receptive sign language simultaneous communication methods.

- ESP 232 Auditory-Oral Method (2 Units)(LH: 30)**
The philosophical aspects in the use of Auditory and oral methods in education of deaf people, from ancient to present day of all levels. Aural-oral method, Neo-oralism, Roschester method, cued speech and speech reading. Intensive practice in auditory and speech training through lesson plans and classroom demonstration.
- ESP 233 Curriculum Development and Instructional Methods or the Hearing Impaired (2 Units)(LH: 30)**
Curriculum planning and special adaptations in teaching English, Mathematics, Social Studies, Sciences and the various subjects to hearing impaired from elementary to high school level.
- ESP 241 Identification and Assessment of L.D. (3 Units)(PH: 45)**
Procedures for identification of children with learning difficulties in Nigerian Schools. Characteristics of assessment, function of assessment in planning and instructional programmes, preparation of assessment materials, classroom observation techniques.
- ESP 243 L.D. Method 1 (3 Units)(PH: 45)**
Methods in education of the learning disabled, especially in the area of fine motor, arithmetic, cognitive skills, perception, behavioural, social skills, reading and language skills. Preparation of teaching materials. Procedures for writing lesson notes. Setting of long term and short term objectives, planning of learning activities in each skill area. How to write final report at the end of the remedial activities.
- ESP 311 Therapy for Behaviour Disturbed (2 Units)(LH: 30)**
This will be a practical oriented course. It involves consideration of the various therapeutic techniques employed in reediting of the various therapeutic techniques employed in remediating or helping children who are likely to exhibit various behaviour problems. Characteristics of children exhibiting various behaviour problems will also be examined.
- ESP 312 Working with Parents of the Handicapped (2 Units)(LH: 30)**
Teaching simple assessment instructional and therapeutic techniques. Organizing parent workshop and supportive sessions. This must involve some practical demonstration on how to counsel parents of the handicapped.
- ESP 313 Voice Speech and Language Disorder (2 Units)(LH: 30)**
Introduction to speech pathology. Anatomy and physiology of the speech organs. Voice disorder. Speech, and language delay and disorder. Stuttering, cleft palate, dysarthria, aphasia. Secondary speech and language disorders e.g. psychiatric cause of speech and language disorders.
- ESP 314 Giftedness (2 Units)(LH: 30)**
Identification procedure for the gifted and talented persons. The characteristics and classification of the gifted and talented individuals will also be looked at. Educational programmes for the gifted and talented.
- ESP 321. Mobility (2 Units)(LH: 30)**
Cane travel indoors and outdoors. Mobility devices and dog, concept development in orientation and mobility. Orientation aids, psycho-social dimensions.

ESP 322 V.H. Methods II (2 Units)(LH: 30)

This course builds upon the experiences gained from EDS 223 V.H.I. – The skills taught at this level complement the ones earlier learned and covers how to teach the unique curriculum subjects – Braille reading and writing, sex and family life and writing sex and family life education, daily living skills, listening and compressed speech, print reading, handwriting, typewriting, physical is laid on hands – on experiences and material adaptation teaching all unique curriculum to a visual impaired child.

ESP 323 Advanced Braille (2 Units)(LH: 30)

Mastering of the Grade II literacy code. Reading Braille (a speed of 20 to 30 words per minutes (wpm) is expected, including rapid techniques. The Braille mathematical code is also taught.

ESP 331 Audiology and Aural Rehabilitation (2 Units)(LH: 30)

Hearing aids – their characteristics principles of hearing aid selection and use. Performances and maintenance of hearing aids. Techniques for aural and oral rehabilitation of children with impaired hearing (auditory training, speech/lip reading, etc), further laboratory work.

ESP 332 Intermediate Sign Language (2 Units)(LH: 30)

The signs language continuum, American sign language, sign English SIGN ESSENTIAL ENGLISH (SEEL), Sign Exact English, (SEE), Pidgin Sign English (PSE) Manually Coded English (MCE), vocabulary building, simple and multiple sentence construction in sign language. Advance expressive and receptive skills development.

ESP 333 Advanced Sign Language (2 Units)(LH: 30)

An introduction to American sign language. American sign language variants, Idiomatic expression using gestures and pantomimes. Grammar and structure of American sign language, sentence transformation in construction and decoding of American sign language. Short and medium stories decoding and expression. Exposition and association with deaf people.

ESP 341 Reading Disabilities (2 Units)(LH: 30)

Overview of factors which may contribute to reading disabilities. Kinds of reading problems and their identification. Assessing and designing instructional programmes for the disabled reader. Methods and materials for instructing the disabled reader in and outside of the classroom setting. The course includes practical work and working with children that have reading problems.

ESP 342 LD Method II (2 Units)(LH: 30)

Advanced method in the education of learning disabled, especially in the areas of fine motor, arithmetic, cognitive skills, perception, reading, behavioural, social skills and language skills. Preparation of learning activities in each skill area.

ESP 411 Vocational Planning for the Handicapped (2 Units)(LH: 30)

Procedures and techniques and techniques used in vocational planning for the handicapped including an introduction to rehabilitation services, the rehabilitation

process, an overview of disabling disorders, vocational adjustment and rehabilitation methods, current approach to rehabilitation in Nigeria and practical work.

ESP 412 Advanced Seminar and Research in Special Education **(2 Units)(LH: 30)**

This course is designed to encourage in-depth examination of contemporary and sensitive issues in the training and education of all categories of handicapped children. Additional research issues such as design methodology applicability with exceptional children, active analysis and critique, specialized knowledge and skills required to conduct complex and studies and investigation of exceptionalities will be treated as well. The course will run through first and second semesters.

ESP 413 Society and the Disabled **(2 Units)(LH: 30)**

The course examines the society disabled persons interactions and proceeds to x-ray the society role in creating, alleviating handicaps for persons with disability. Specifically, the course covers issues of status of the disabled, adjustment to disability attitude and attitude change towards the disabled; emotions of pity, sympathy and empathy towards the disabled, volunteerism, integration/inclusion.

ESP 414 Special Education Administration **(2 Units)(LH: 30)**

This course is designed to expose the students to necessary information about organization and administration of public schools, principle and concept of organizational socio-economic, political and professional factors relating to the education of the handicapped. The course also focuses on administration of special service, programmes, financial planning, teacher education and teacher posting for services.

3.35 TECHNICAL EDUCATION/TECHNOLOGY EDUCATION PROGRAMMES

3.35.1 Philosophy and Objectives

In line with the above philosophy, the objectives of technical education & industrial technology 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 technical education & industrial technology education to the society;
8. develop necessary laboratory skills and;
9. develop positive values and attitudes for efficient discharge of their duty as teachers.

3.35.2 Basic Admission Requirements and Expected Programme Duration.

As in other Education Science programmes. However, a credit pass in Biology, Chemistry, Physics, Mathematics and English Language at the Senior School Certificate is required in addition to other requirements.

3.35.3 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 totalling 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.

3.35.4 Learning Outcome:

a) *Regime of Knowledge*

All programmes in science and technical education & industrial technology education should equip students with:

- i) Appropriate knowledge of concepts, principles, laws and conceptional 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 technical education & industrial technology 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 Attributes**

Students of technical education & industrial technology 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

3.35.5 **Attainment Levels**

As contained in section 1.6 for Science and technical education & industrial technology education programmes.

3.35.6 **Resource Requirement For Teaching And Learning**

As contained in 1.6 for Science and technical education & industrial technology education programmes.

3.35.7 **Course Structure**

Course Structure at 100-Level Technical/Technology Education

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English I	2	C	30	-
GST 112	Philosophy, Logic and Human Existence	2	R	30	-
GST 113	Nigerian Peoples and Culture	2	R	30	-
GST 121	Use of library, study skills and ICT	2	C	30	-
GST 122	Communication in English II	2	C	30	
EDU 101	Introduction To teaching profession	2	C	30	-
EDU 102	Foundations of Education	2	R	30	
AUT 111	Introduction to Automobile technology	2	C	30	-
BUD 111	Introduction to building technology	2	C	30	-
EET 111	Introduction to Electricity	2	C	30	-
MWT 111	Introduction to metalwork	2	C	30	-
WWT 111	Introduction to woodwork technology	2	C	30	-
TCD 111	Introduction to technical drawing	1	C	15	-
WKS 110	Workshop Practice	1	C	15	-
MTH 111	Algebra and Trigonometry	3	C	45	-

PHY 113	Mechanics	2	C	30	-
CHM 112	Inorganic Chemistry	2	C	30	-
AUT 121	Auto tech fundamental & transmission system	2	C	30	-
BUD 121	Building construction I	2	C	30	-
EET 121	Metal workshop practice	2	C	30	-
MWT 121	Woodwork technology I	2	C	30	-
ITE 121	Industrial safety	1	R	15	-
TCD 121	Technical drawing I	1	C	15	-
MAT 121	Differential & integral calculus	1	C	15	-
PHY 123	General physics	2	C	30	-
CHE 122	Organic chemistry	2	C	30	-
CPT 121	Introduction to computer science	2	R	30	-
	Total Units	50			

Course Structure at 200-Level Technical/Technology Education

Course Code	Course Title	Units	Status	LH	PH
GST 211	Environment and Sustainable Development	2	R	30	-
GST 212	Application of computer	2	R	30	-
GST 222	Peace and Conflict Studies	2	R	30	-
GST 223	Introduction to Entrepreneurship	2	R	30	-
EDU 201	Educational Psychology	2	C	30	-
EDU 202	Element of Special Education	2	C	30	-
EDU 203	Special Methods	2	R	30	-
AUT 211	Auto engines	2	C	30	-
BUD 211	Building construction II	2	C	30	-
EET 211	Principles of Electricity	2	C	30	-
MWT 211	Metal technology I	2	C	30	-
WWT 211	Woodwork technology II	2	C	30	-
ITE 211	Introduction to technology Education	1	R	15	-
TCD 211	Technical Drawing II	1	C	15	-
AUT 221	Engine, lubrication and coiling system	2	C	30	-
BUD 221	Land surveying	2	C	30	-
EET 221	Electrostatics/Electromagnetic	2	C	30	-
MWT 221	Wood science technology II	2	C	30	-
ITE 221	Material technology I	2	C	30	-
CHE 221	Organic chemistry	2	C	30	-
CPT 221	Introduction Computer Science	2	C	30	-
WWT 221	Wood Science Technology II	2	C	30	-
ITE 222	SWEP	2	C	30	-
	Total Units	44			

Course Structure at 300-Level Technical/Technology Education

Course Code	Course Title	Units	Status	LH	PH
GST 311	Entrepreneurship	2	E	30	-
EDU 300	Teaching Practice I	3	C	45	-
EDU 301	Test and Measurements	2	R	30	-
EDU 302	ICT in Education	2	R	30	-
EDU 303	Special Methods	3	R	45	-
EDU 304	Curriculum and instruction I	2	R	30	-
EDU 305	Educational Technology	2	C	30	-
EDU 306	Research method and statistics	2	C	30	-
ITE 313	Engineering drawing	2	C	30	-
TCD 313	Technical drawing II	2	C	30	-
AUT 311	Automobile fuel system and conurbation	2	C	30	-
AUT 312	Auto Shop Safety and High Way Code	2	C	30	-
BUD 311	Building construction III	2	C	30	-
BUD 312	Building materials	2	C	30	-
EET 311	Measuring instrument & testing	2	C	30	-
EET 312	Semiconductor devices	1	C	15	-
EET 313	Circuit Theory	2	C	30	-
MWT 311	Metal fabrication processes	2	C	30	-
MWT 312	Machine tool processes	2	C	30	-
WWT 311	Introduction to upholstery	2	C	30	-
WWT 312	Woodwork practices	2	C	30	-
ITE 314	Improvisation of lab equipment	2	E	30	-
		45			
Industrial					
ITE 323	Material technology II	2	C	30	-
ITE 324	Practice special areas	2	C	30	-
ITE 325	Introduction to industrial economy	2	C	30	-
OPTIONS (Pick the option related to your field of study)					
AUT 321	Compression and ignition engines	2	R	30	-
AUT 322	Braking, steering & suspension system	2	R	30	-
BUD 321	Building construction superstructure	2	R	30	-
BUD 322	Building environment and man	2	R	30	-
EET 321	Electrical power and DC machines	2	R	30	-
EET 322	Electronics communication	2	R	30	-
MWT 321	Welding processes	2	R	30	-
MWT 322	Foundry processes	2	R	30	-
WWT 321	Structural fitting and fixtures	2	R	30	-
WWT 322	Wood finishing	2	R	30	-
	Total Unit	26			

Course Structure at 400-Level Technical/Technology Education

Course Code	Course Title	Units	Status	LH	PH
EDU 400	Teaching Practice II	3	C	45	-
EDU 401	Curriculum and Instruction II	2	C	30	-
EDU 403	Special Methods III	2	C	30	-
EDU 404	Project	6	C	45	45
EDU 405	Introduction to Education Management	2	C	30	-
ITE 421	Industrial work experience	SIWES (6mth)	C	2	24 wks
ITE 413	Quality control	2	C	30	-
OPTIONS (Pick the option related to your field of stud)					
AUT 411	Power engine	2	R	30	-
AUT 412	Thermodynamics	2	R	30	-
	Building services	2	R	30	-
BUD 411	Building services	2	R	30	-
BUD 412	Architectural drawing	2	R	30	-
EET 411	Radio and television	2	R	30	-
EET 412	Workshop practice	2	R		45
	Metal work technology		R	30	-
MWT 411	Mechanical tool processing II	2	R		45
MWT 411	Maintenance of woodwork equipment	2	R	30	-
WWT 412	Wood design and conservation	2	R	30	-
ITE 413	Quality Control	2	R	30	-
ITE 414	Appropriate Technology	2	R	30	-
BUD 421	Building Finishes	2	R	30	-
EET 421	Electrical Drafting	2	R	30	-
	Total Units	45			

3.35.8 Course Synopses

EDU 112 Introduction to Teaching Profession (2 Units) (LH:30)

EET 111 Definition of Electricity (2 Units) (LH:30)

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 Introduction to Woodworking Technology (2 Units) (LH:30)

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 Introduction to Technical Drawing (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 Units) (LH:30)

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

BUD 121 Building Construction I (2 Units) (LH:30)

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 Units) (LH:30)

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

AUT 121 Auto Tech. Fundamental and Transmission System (2 Units) (LH:30)

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 Units) (LH:30)

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

MAT 121: Differential and Integral Calculus (2 Units) (LH:30)

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 Units) (LH:30)

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

ITE 121 Industrial Safety (2 Units) (LH:30)

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

PHY 123 General Physics (2 Units) (LH:30)

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 Units) (LH:30)

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 Units) (LH:30)

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 Units) (LH:30)

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 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 Units) (LH:30)

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 (2 Units) (LH:30)

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 Units) (LH:30)

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.

**EDU 312 Methods of Teaching Industrial and Technology
Education (2 Units) (LH:30)**

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

MWT 311 Fuel System and Carburation (2 Units) (LH:30)

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 Units) (LH:30)

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 over taking and parking. Road communication and courtesy.

BUD 322 Building Environment and Man (2 Units) (LH:30)

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 (2 Units) (LH:30)

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 (2 Units) (LH:30)

Consideration of industrial production economic factors and parameters for productivity.

ITE 324 Project in special Area (2 Units) (LH:30)

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 (2 Units) (LH:30)**
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 (2 Units) (LH:30)**
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.
- BUD 311 Building Technology Option at 300 (2 Units) (LH:30)**
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-informed concrete structures.
- BUD 312 Building Materials (2 Units) (LH:30)**
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, stores and soils in the building industries; use of plastics, glass, bituminous materials, putties and mastics; application of mortises and rendering.
- ITE 421 Students Industrial Work Experience Scheme(SIWES) (2 Units)(LH:30)**
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.
- EET 411 Radio and Television (2 Units) (LH:30)**
Electronic Communication systems, modulation and demodulation, RF & IF amplifiers, Transmission and propagation or electromagnetic waves AM & FM receivers, television fundamentals, pictures transmission colour standards trouble-shooting and servicing of radio and television receivers.
- WWT 411 Maintenance of Woodwork Equipment (2 Units) (LH:30)**
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 422 Electrical System and Air Conditioning (2 Units) (LH:30)**
Technical information and laboratory experience in engine design, maintenance and cooling systems. Auto engine lubrication schedules.
- MWT 421 Tools and Devices (2 Units) (LH:30)**
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 422 Digital Electronics (2 Units) (LH:30)**
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) (2 Units)(LH:30)
On the job attachment experience to relevant job sites, for 6 months.

ITE 412 Industrial System and maintenance Schedules (2 Units) (LH:30)
Individual research project in any area of industrial technology education depending on students' interest.

ITE 414 Appropriate Technology (2 Units) (LH:30)
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 413 Quality control (2 Units) (LH:30)
Interpretation of drawings made in orthographic projections reading of working and machine drawings from industry. Sectioning and dimensioning.

ITE 424 Workshop Organization and Management (2 Units) (LH:30)
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 425 Environmental Health Education (2 Units) (LH:30)
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.

BUD 412 Architectural Drawing (2 Units) (LH:30)
The course covers standard practices in architecture. Drafting materials and equipment. Basic principles of design-preliminary sketches – design and production drawing.

SECTION FOUR:

LABORATORY AND EQUIPMENT REQUIREMENTS FOR EDUCATION PROGRAMMES

Preamble

There are some laboratories/facilities that serve education students irrespective of their programmes in the discipline. These are centrally located and managed for cost-effectiveness. However, there are laboratories/workshops/facilities that are programme specific and are housed in the various departments. The prescribed central and departmental laboratories are presented in this section

- Centralized Laboratories
- Computer Laboratory
- Education Technology Laboratory
- Faculty Library
- Micro-Teaching Laboratory

4.1 CENTRALIZED LABORATORIES

4.1.1 Computer Laboratory

Computer laboratories have become an essential feature of any training institution desirous of preparing students to match Information Communication Technology (ICT) expectations and demands. Students are taught in the laboratory how to use CCTV, word processing, power point presentation, simple data management and analysis. Students are to able to use the computer to do assignments and submit same online etc. Some of the needed items in the laboratory should include

- Central processing units
- Internet-enabled computer systems
- Suites of software packages
- Multi-media and hypermedia and accessories

4.1.2 Education Technology Laboratory

This laboratory provides training in making teaching – learning materials/aids using local materials: exposure to modern instructional media such as CCTV, smart boards etc. Needed materials / equipment should include among others

- Basic carpentry tools
- Basic artist tools
- Computer sets
- Overhead, slide and power point projectors'
- Video camera, video cassettes, audio cassette tapes

4.1.3 Faculty Library

Faculty Education Library should stock reading materials (books, journals, serials, documents) of particular interest to education. It should have digital and virtual library facilities

4.1.4 **Micro Teaching Laboratory**

This laboratory provides a typical teaching learning environment with plenty audio-visual aids with which students encounter teaching experience in a simulated form before they go on teaching practice in schools.

4.2 **SPECIALIZED PROGRAMME-BASED LABORATORY FACILITIES**

The under-listed laboratories/facilities are departmentally/programmed based

4.2.1 **Agricultural Science Demonstration Facility**

The needed items for the facility should include:

- A piece of land clearly secured
- Watering cans
- Farm implements
- Seed preservation facility
- Pesticides
- Herbicides

4.2.2 **Early Childhood Programme**

- A furnished room
- Baby dolls
- Baby cot
- Learning toys
- Games materials
- Musicals

4.2.3 **Guidance and Counselling Programme**

- Counselling Room
- Furniture
- Tape records/cassettes
- Shelves
- Computers

4.2.4 **Gymnastics And Sports Demonstration Laboratory**

Students in the Physical and Health Education programme will need a gymnasium and mini sports field for practicum purposes

4.2.5 **Home Economics Programme**

- Kitchen and cooking utensils
- Dining room and cutleries
- Serviettes and plates, cups
- Water reservoir

4.2.6 **Languages Laboratory**

- Digital Recorders
- CD/DVD/Players
- Regular/digital cameras
- Smart cards
- Reading booths
- Audio books

- Video cameras and monitors
- FMs

4.2.7 **Science Instructional Laboratories (Biology, Chemistry, Physics, Maths)**

The essence of a mini laboratory is not to duplicate what is available in the science main laboratories, rather to over-teach concepts and practically demonstrate how science concepts can be taught to students. The difference between the main and mini is the quality and hands-on pedagogic applications.

4.2.8 **Special Education Programme**

i) ***Resource Room***

- Braille machine/embossers
- Brailion and Braille paper
- Thermo form machine
- Braille book binder
- Maths Teaching sets
- Embossed & relief maps
- Braille books
- Audio calculators
- Talking book machine
- Software (DOS)
- Canes (Laser canes)
- Computer Braille Machine
- Optacon
- Braille Readers
- Braille watches
- Slate and stylus
- Enlarged print
- Cubarithm
- Low vision aids
- Abacus
- Electronic Braille
- Compressed speech
- Taylor frame

ii) ***Audiology Laboratory***

- Audiology laboratory
- Hearing aids
- Audiology Room (sound proof)
- Sign language books
- Audiometer (digital)
- Assistive Listening
- Audiograph
- Device (ALDs)
- Audiometric tests
- Cochlear implants
- Tuning forks

- Computer based speech training

iii) ***Physiotherapy Laboratory***

- Exercise machines
- Clutches/braces
- Wheelchairs
- Assistive technologies
- Adaptive technologies

iv) ***Sign Language Laboratory***

- DVD machine
- Overhead projectors
- Sign language books
- Computer

4.2.9 **Technology-based Workshops**

Demonstration workshops are to be provided for:

- Mechanical technology
- Metal work technology
- Electrical Electronics technology
- Building Technology
- Woodwork Technology

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