



**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**  
**Faculty of Education**  
**Benue State University, Makurdi**



**UNDERGRADUATE STUDENTS'**  
**HANDBOOK**

**2008/2009 SESSION**



**DEPARTMENT OF EDUCATIONAL FOUNDATION**  
**Faculty of Education**  
**Benue State University, Makurdi**

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**HAND BOOK**  
**2014/2015 Session**

## **FOREWORD**

### **TO ALL STUDENTS OF THE DEPARTMENT**

Many students and even staff have always asked at the beginning of every semester which courses are to be registered and what should be the minimum/maximum number of credits to be registered. This and many other issues that students need to know are contained in this revised version of students' information handbook. This information handbook will surely satisfy the needs of the students and staff.

It is expected that both students and staff will familiarize themselves with the philosophy, objectives and the general structure of the programmes in the Department. Any further clarifications on this publication may be sought from the Head of Department

**PROF. PETER T. ORTESE**

HOD, EDUCATIONAL FOUNDATIONS

## VISITOR TO THE UNIVERSITY



His Excellency,  
**Rt. Hon. Dr. GABRIEL T. SUSWAN**  
Executive Governor, Benue State.

**PRINCIPAL OFFICERS OF THE UNIVERSITY**



**PROF. CHARITY A. ANGYA OON FSONA**  
Vice-Chancellor

# PRINCIPAL OFFICERS OF THE UNIVERSITY



**PROF. NICHOLAS A. ADA**  
Deputy Vice Chancellor (Admin.)



**PROF. OGA AJENE**  
Deputy Vice Chancellor (Acad.)

## PRINCIPAL OFFICERS OF THE UNIVERSITY

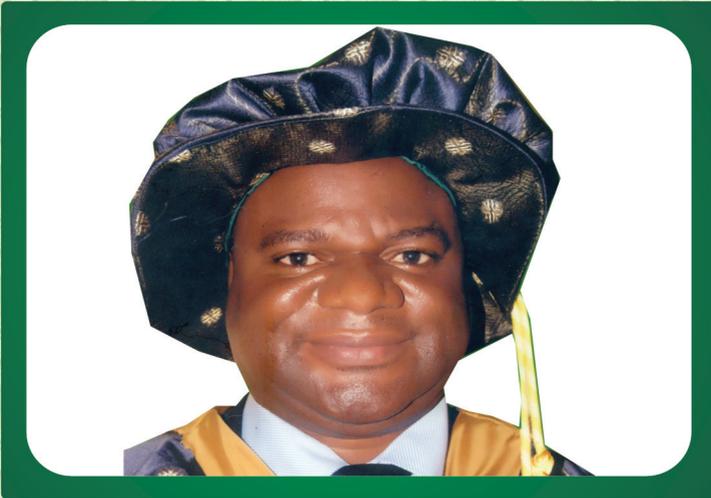


**PROF. ADEBISI SIMEON ADELANI** MBBS,FMC path  
Provost College of Health Sciences

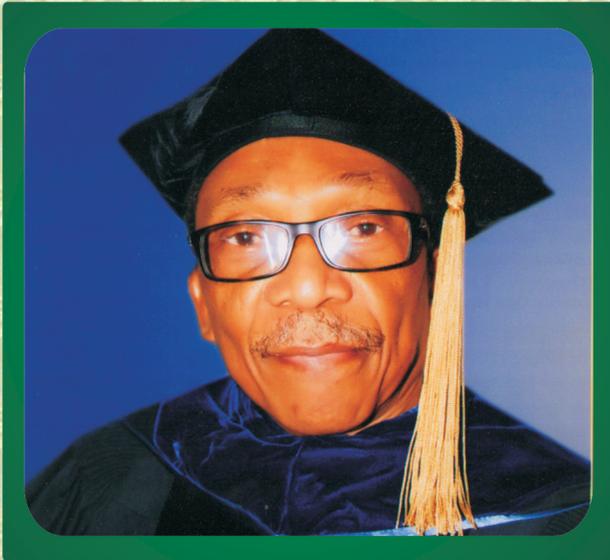


**Dr. TIMOTHY I. UTILE, MNIM**  
Registrar

# PRINCIPAL OFFICERS OF THE UNIVERSITY



**Mr. AONDOAKAA KWAHGFAN, ACA**  
Bursar



**Prof. JOHN AGADA**  
University Librarian

**PRINCIPAL OFFICERS OF THE UNIVERSITY**



**Prof. GBENDA BATUR LAHA**  
Dean Faculty of Education

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## **HISTORY OF BENUE STATE UNIVERSITY**

Benue State University was established in 1992 as a response to a genuine need by the State Government to provide the essential impetus to economic, cultural, social and vocational development. Although there is a Federal University of Agriculture in Makurdi, the Benue State Government decided in favour of conventional university partly for the reason that the Federal University of Agriculture is so specialized that courses offered are available only to a limited number of Benue indigenes. This has contributed to hundreds of qualified candidates of Benue State Origin being unable to gain admission into the university.

It is against this background that a 13-member Steering Committee for the proposed University was inaugurated by the Government of Benue State under the Executive leadership of His Excellency Lt. Col. Fidelis Attahiru Makka on Thursday, 8<sup>th</sup> August 1991. The committee was charged, among other things, to seek and obtain formal approval for the establishment of a State University. The committee completed its work on schedule.

The elected Government of Rev. Fr. Moses Adasu consequently approved the report of the committee. Following this approval, the University took off with four faculties for the 1992/93 Session, namely, Arts, Education, Science and Social Sciences. Since then, two more faculties have been added, they are: Faculty of Management Sciences, Faculty of Law and College of Health Sciences.

### **PHILOSOPHY AND OBJECTIVES**

#### **a. Philosophy**

The philosophy of the University is to seek and mould the total being by developing the mind and imparting both theoretical and practical knowledge that encourage self-reliance in the individual.

The programmes of study and training have therefore been designed so as to assist the individual to understand, exploit and if need be change his environments.

#### **b Objectives**

- i. To encourage and promote advancement of learning and to make available to all persons without discrimination on

- the ground of race, ordered creed or political conviction, the opportunity of acquiring University education.
- ii. To encourage the effective application of higher education to the needs of the state through research and extension and consultancy.
  - iii. To provide ready access for Benue State citizens to higher education for self-reliance.
  - iv. To promote, preserve and propagate the social and cultural heritage of the diverse people of the state.
  - v. To engage in any other activities of a development University of the higher standard.

### **LOCATION AND SITE**

Benue State University is located in Markurdi town along Gboko road. It occupied 6 square meters of land between Gboko Road and River Benue approximately 1.5km wide and 4km long. It is bounded to the West by the Benue Links Headquarters and to East by Tilley Gyado House. It embraces the premises of the Government Girl's Secondary School.

The land slopes gently from Gboko Road towards River Benue with variable gradients ranging from 0-5<sup>0</sup>. As a consequence; much of the area is well drained through some portions experiences sticky debilitating conditions both in the wet and dry seasons, a characteristic of the Benue trough.

### **UNIVERSITY GOVERNANCE**

The Benue State University is an autonomous public institution with the general function of providing higher education and encouraging the advancement of learning throughout Nigeria and the world in general. The University is made up of the Council, Chancellor, Pro-Chancellor, Vice-Chancellor, Senate, Congregation, Undergraduates and all other persons who are members of the University in accordance with the provisions of the law establishing the institute.

### **OWNERSHIP AND CONTROL SYSTEM OF THE UNIVERSITY**

The University is a state institution owned and funded by the Benue State Government.

## **GOVERNING COUNCIL**

The affairs of the university are under general control of the Government Council, which has super-intendance over policy formulation, finances and property of the University including public relations.

The Council is presently composed as follows:

- |       |  |       |          |
|-------|--|-------|----------|
| i.    | Pro-Chancellor                                       | ..... | Chairman |
| ii.   | Vice Chancellor                                      | ..... | Member   |
| iii.  | Deputy Vice Chancellor                               |       | Member   |
| iv.   | 5 External members appointed by the State Government |       |          |
| v.    | Representative of the State Ministry of Finance      |       | Member   |
| vi.   | Representative of the State Ministry of Education    |       |          |
|       |  | ..... | Member   |
| vii.  | 4 Representatives of Senate                          |       | Member   |
| viii. | 1 Representative of Congregation                     |       | Member   |
| ix.   | 1 Representative of the Alumni Association           |       | Member   |

**In attendance:** The Registrar

Secretary

The Deputy Registrar The Bursar

## **THE VISITOR**

The Governor of Benue State is the Visitor. The Visitor has powers to conduct a visitation to the university at any time he chooses.

## **THE CHANCELLOR**

The Chancellor is the Ceremonial Head of the University.

## **THE COUNCIL**

The Council is the supreme governing authority of the University responsible for decision on policy issues which have financial implications, the general management of the affairs of the University, and in particular, the control of property and expenditure of the University. The council has the powers to do anything within the law that, in its opinion, can facilitate the smooth running of the University.

The Council is made up of capable men and women. The Pro-Chancellor is the Chairman of the council which also includes

in its membership the Vice Chancellor, the Deputy Vice Chancellor as well as Representatives of Senate and the Congregation of the University. Most of the work of the council is carried out in between meetings, by its standing Committees including the F&G.P.C. and the Appointments and Promotion Committee.

Students' representatives are to serve on the following' Boards and Committee of the University:

- a Physical Planning, Development and Estimate Committee.
- b Students Disciplinary Committee
- c. Ceremonial and Honorary degree Committee
- d. Board of Health
- e. Students Welfare Committee
- f. Committee on Sports and Cultural Activities.

## **THE SENATE**

The formulation of Academic policies including the organization and control of all academic activities of the University is the responsibility of the University Senate. The Senate is advised on academic matters by the Faculty Boards and consists of the Vice Chancellor as Chairman, Deputy Vice Chancellor, Deans and Directors, all Professors, Head of Departments, the Librarian and two elected representatives from each faculty. The Registrar is the Secretary of the Senate. The University Bursar is usually in attendance.

Functions of Senate:

- ii. The establishment, organization and control of Faculties and other Departments of the University and allocation of various Departments, responsible for different branches of learning.
- ii. The organization and control of programmes of the study at the university and the Examinations held based in these programmes.
- iii. The award of -degrees and such other qualifications as may be prescribed in connection with examinations held.
- iv. Making recommendations to the council with respect to the award of any person of an honorary degree, or the title of Professor emeritus.
- v The selection of person for admission as students of the University

- vi. The supervision of the Welfare of the students at the University and the regulation of their conduct.
- vii. The grant of fellowship, scholarship, prizes and, similar awards in so far as they are within the control of the University.
- viii. The determination of what description of dress shall be academic dress for the purpose of the University and the regulations of their use.

The work of the Senate is carried out through an intricate network of committee, Curriculum Sub-Committee, Admissions Committee, etc.

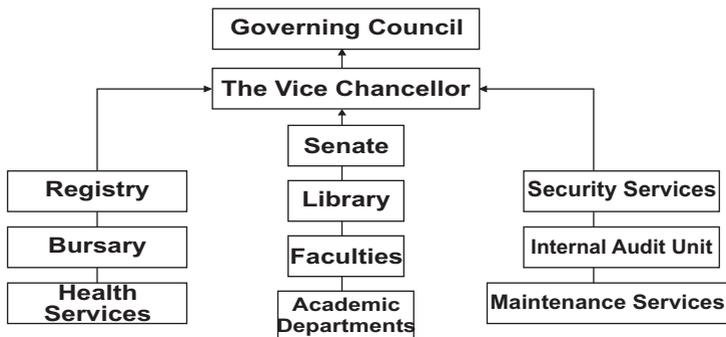
### THE FACULTY BOARD

The Faculty Board, which is the academic board of each Faculty, carries out the following functions:

- = Arranges for and controls the registration of individual students, the course of study and the times and places of lectures and other modes of instruction;
- = Deals with all business concerning the course and examination of students, syllabuses;
- = Makes recommendations to the Senate relating to academic matters, as the Faculty Board may deem desirable.

### ORGANIZATION AND ADMINISTRATION

In terms of organizational structure, the units are headed by officials who are -administratively responsible to the Vice Chancellor as shown on the organogram below:



## MAJOR COMPONENTS

- The following are the main components of the University
- i. **The Registry Department:** The Registry Department, which is the administrative organ, handles all the administrative matters including documentation and records.
  - ii. **The Bursary Department:** The Bursary Department handles all the financial and accounting matters of the institution.
  - iii. **The Faculties:** The Faculties are presently constituted house and administer all the academic study programmes via relevant departments.
  - iv. **The Library Department:** The Library Department houses the stock of books and journals and manages the Library structure of the University.
  - v. **The Health Services:** The Health Services unit takes care of the preventive and curative and health delivery system 'of the institution.
  - vi. **The Maintenance and Services Department:** The Maintenance and Services Department is in charge of the public works/repairs and general maintenance of the institution.
  - vii. **Internal Audit Department:** The Internal Audit Department, which is housed in the office of the Vice Chancellor, is responsible for the internal audit services.
  - viii. **The Security Unit:** The Security Unit of the University is concerned with the safety and security of life and advises the Vice Chancellor as appropriate through the unit.
  - ix. **The University Staff School:** The School has been set up principally to cater for primary education needs of the staff and immediate community.

## THE CONGREGATION

The congregation is the general assembly of all senior members of staff of the University who hold degrees from recognized Universities. The Congregation has the general function of serving as a forum for discussing any University issue and make recommendations to Council and Senate.

# UNIVERSITY ADMINISTRATION

## **The Vice Chancellor**

The Vice Chancellor is the Chief Executive and Academic head of the University. He is vested by law with the general function of directing the activities of the University, for which purpose is advised and assisted by the Deputy Vice Chancellor, Provosts, Deans and Directors, Heads of Departments, including the Registrar, Bursar, Librarian and Internal Auditor Department.

## **The Registrar**

The Registrar is the Chief Administrative Officer of the University and is responsible to the Vice Chancellor for the day to day administration of the University. The Registry is organized into a number of Divisions: student Affairs, Academic Division and Establishment Division.

## **Use of University Premises:**

Permission to use the University premises must be sought from the Registrar through the Dean of Students Affairs at least 48 hours in advance.

## **The Bursar**

The Bursar is the Chief Finance Officer of the University. His duties include, among others:

- (a) Giving financial advice to the Vice Chancellor;
- (b) Procurement and disbursement of University funds;
- (c) Budgeting for the financial needs of the University and control of other budgets;
- (d) Establishment and maintenance of appropriate accounting system regulations;
- (e) Preparation of annual accounts;
- (f) Production of financial management information for decision making;
- (g) Maintaining contacts with the university's funding agencies;
- (h) The establishment, maintenance, control and review of procedures for the identification, assessment and management and control of University's income;
- (i) Protection of the University assets and management of its investment;
- (j) Attendance at meetings of Council and its committees for the purpose of offering on the spot financial advice.

## **Students Affairs Division**

Students Affairs Division is headed by the Dean of Student Affairs. He is responsible to the Vice Chancellor. The Division is concerned mainly with students' welfare. It serves as a counseling body, where students can comfortably receive assistance and advice on matters affecting them including hostel accommodation, orientation, financial aid, career, health, physical education and personal problems. In this respect, students are strongly advised to make known their problems, or when in doubt to consult the student.

Apart from acting as a guidance counselor, the Student Affairs Office maintains an active partnership with students in the development of new and dynamic programmes and the enrichment of those already in existence. The activities of the Students Union and other Student Club and Societies are coordinated through the office. The objective is to provide a conducive atmosphere for the total development of students as human beings

## **Sources of Information**

The University is organized not only to facilitate effective administration and academic work, but to provide information. The following are other sources of information which will assist fresh students on arrival on the campus.

### **Academic Office**

- Academic matters
- Admission
- Registration
- Matriculation
- Examination matters

### **Students Affairs Division**

- Orientation
- Accommodation
- Counseling

### **Security Unit .**

- Security matters
- Car stickers
- Identity cards for identification at the University library
- Registration in the Library University Clinic
- Personal Hygiene
- Treatment

## **GRADUATION POLICY**

Condition for the Award of Bachelor's Degree

To qualify for the award of the degree of the University, a candidate shall satisfy the following conditions:

Must have been duly admitted for the degree programme.

Must have been duly matriculated into the University.

Must have paid all requisite fees and debts.

Must have passed all core courses, including GST courses.

Must have accumulated a minimum Total Credit Earned (TCE) of 144 units.

Must have a cumulative grade points average of not less than 1.00.

Must not have stayed longer than the prescribed maximum period of study for the degree, programme.

## **University Policy On Probation, Withdrawal And Expulsion Of Students**

The University considers two parameters crucial in judging the status of her students: academic performance and conduct. A student is required to maintain a Cumulative Grade Point (CGPA) of at least 1.00 in order to remain on the programme. A student whose CGPA falls below 1.00 is first placed on probation and then eventually withdrawn if he fails to improve on his academic performance.

### **Probation**

A student whose CGPA is below 1.00 at the end of a particular year of study earns a probation status for one academic year. Probation does not mean a temporary withdrawal from the University and it is not repeat. It is a period granted as warning before withdrawal, to a weak student to improve on his CGPA. During the probation year the student registers for the failed courses (and elective- old or new) and where possible, new higher level courses. He must make a CGPA of at least 1.00 at the end of the probation year to avoid withdrawal. A student may go on probation as many times as it is earned provided such a student graduates within the maximum period.

When probation will prevent a student from eventually graduating within the maximum period allowed for the programme, it shall be deemed equivalent to withdrawal. It should be noted that normally a student that goes on probation may not be able to graduate with his classmates

### **Withdrawal**

- A. A student whose CGPA is below 1.00 at the end of a particular period of probation shall be withdrawn from the University.
- B. A student whose academic progress indicates that he is not likely to obtain the prescribed minimum total credit units for graduation shall be advised to withdraw from the University.
- C. A student who exhausts the maximum duration allowed on the programme shall withdraw from the University.
- D. A student who abandons his studies for two academic years shall be deemed to have withdrawn from the University.

### **REGISTRATION OF NEW STUDENTS**

All new students are required to undergo:

**A. Screening Exercise:** All new students are required to undergo preliminary screening exercise before registration for courses. They are required at this time to present original copies of certificate(s) to the screening officer(s) who would check if they met the General University and Departmental admission requirements. Apart from this initial screening exercise, each student shall be required to present his credentials for final screening and verification during his final year in the University.

**B. An Orientation Programme:** Prior to their registration: This programme is intended to acquaint the students with the whole range of services and privileges available to them as well as their responsibilities as members of an academic community. Regulations require satisfactory completion of the orientation before matriculations in the University.

**C. Registration:** To be accepted as a bona fide student, eligible to attend lectures and take examinations, the student must duly register within the stipulated period for all prescribed at the beginning of each semester. Any student who fails to duly register within the specified time period will pay late registration fee.

## **REGISTRATION GUIDELINES FOR STUDENTS WITH CARRY OVER COURSES AND PROBATION STUDENTS**

Students who have carry over courses and those on probation shall be guided by the following during registration:

1. Such students should be guided by the maximum number of units that will be registered for by a student per contact session.
2. Such students with carry over courses must first register such courses before any new (higher) level courses. This is, subject to, above priority in courses to be registered shall be as follows:
  - a. Carry over courses at lower level before higher levels
  - b. Core courses at new higher levels
  - c. Unearned lower level(s) units of electives (if any) as stipulated by the department, or
  - d. Stipulated units of electives at new (higher) level
3. Any stipulated course units that cannot be accommodated within the maximum 24 units shall be taken during the next (higher) year. This allows students who have outstanding courses at the end of the minimum period to continue for other semesters.
4. Students on probation shall register for carry over core courses and unearned stipulated units of electives before new (higher) level of courses. That is for students on probation, the priority of registration of courses shall be 2.3.2. (a) i, ii, iii, and iv (see above). The probation student is expected to concentrate on clearing the backlog of carry over courses and electives in order to improve on his/her CGPA. He may take higher-level courses subject to (2.3.1) above.

### **COURSE CREDIT SEMESTER SYSTEM**

This University operates the course credit system. Course credit system is a system in which subjects are broken down into examinable units called course. Students thus earn credits if they pass the courses. It is a system in which all courses taken by the student count towards the degree. Courses are arranged in a progressive order of levels of academic progress, e.g. Year 1 or

100 level (101,102,111, 131, etc), Year 2 or 200 level (201, 222, 232, etc), etc. The numbering of courses enables students to immediately know those courses offered during the first semester as well as courses taken in various years.

**a. Credit Units**

A credit unit is one hour of lecture or tutorial per week per semester or three hours of laboratory work or six hours of teaching practice or clinical practice or stadium activity per week or one week of industrial attachment. A semester is normal a duration of 17 or 18 weeks covers registration, teaching and examination. Two semesters make an academic year or session. Credit units therefore represent the weighting of a course: the higher the number of units the heavier is the course.

**b. Work Load**

Generally, a full-time student of the Department shall register for not less than 15 credits units and not more than 24 credits per semester. Normally the courses available for each semester are advertised on department notices before students' registration commences.

**c. Classification of Courses**

Courses prescribed for the award of first degree of the University are classified as core or elective. The designation of courses as core or elective is recommended by the Department and approved by Senate.

**d. Core Courses**

A core course is one that must be taken and passed before a student can graduate. A Student who fails a core course carries it over and repeats for all failed core courses and any other new courses subject to a maximum of 24 units. All General Studies (GST) courses are core courses. GST courses are university-wide courses taken by all students irrespective of the discipline of study.

**e. Elective Courses**

An elective course is defined as a course that may be taken on the advice of the department for the purpose of enriching a student's knowledge and making up the required number of

registered credits units. A student who fails an elective course may be advised to register for it again or take another course at the same or higher level at the next available opportunity. A student who cultivates the habit of abandoning failed electives (i.e. not replacing them with other units) runs the risk of not being able to accumulate the minimum total credits earned required to graduate.

**f. Carry Over**

This is a term used to represent core course(s) a student has taken and failed. He then carries it over and repeats it at the next available opportunity. A student may repeat a failed course as many times as possible provided that the grade points earned at all attempts shall count towards the cumulative grade point average (CGPA). That is every failed attempt worsens the student's CGPA. Students are not allowed to register and retake courses they have previously passed. Minimum work load takes into consideration the fact that student may carry over courses. The design is such that the workload decreases as the level of study increases. This allows an average student to register for his carry-overs without exceeding the 24 units per semester, pass them and graduate within the minimum period allowed for the graduation. The design also gives a weak student who cannot clear these carry-overs within the minimum period, extra two years within which he must clear his carry over, earn the required number of units and graduate. In effect, this system eliminates the 'class mate' syndrome since students who are admitted at the same time may not necessarily graduate in the same year.

**DURATION OF PROGRAMME**

The maximum period allowed for a student to remain on the programme is usually 150% of the period. The minimum and maximum duration per programme is as given in the table below:

<b>Programme</b>	<b>Nature of Admission</b>	<b>Minimum period</b>	<b>Maximum period</b>
B.A Ed.	Direct Entry	5Contact Sessions	7years
B.ScEd.			
B.Ed			

## **EXAMINATIONS**

### **Regulations Governing Examination**

All courses taught during a semester shall be examined at the end of that semester and students shall be credited with the number of units assigned to the courses in which they have passed the requisite examinations. However, final year projects and research papers may be examined at the end of the second semester. Taught courses shall consist of continuous assessment (40%) at the next available opportunity. There shall be no resist examination in the University.

### **Duration of Examinations**

The number of credit units for the particular course shall determine the time allowed for a written examination. One credit unit shall be examined for one hour, two credit units for two hours, and three or four credit units shall be for three hours.

### **Eligibility for Examination**

In order to qualify to sit for University examinations, candidates must:

1. Be registered for the approved course;
2. Satisfy the attendance requirement of 75%;
3. Pay all fees prescribed by Senate;
4. Comply with any other requirement prescribed by Senate, Faculty or Department.

### **Instruction to Candidates**

1. Students must leave all documents, other than those permitted outside the examination Hall or Room.
2. A student shall be at the examination room at least 10 minutes before the advertised time of the examination. A student may be admitted up to 45 minutes (20 minutes for a one-paper) after the start of the examination but shall not be allowed extra time.
3. A student may be permitted by an invigilator to leave the examination room during the course of an examination provided that:
  - a. No student shall normally be allowed to leave during the first 45 minutes (20 minutes for a one-hour paper) of the examination, except in cases of emergency.

- b. Under no circumstances should a candidate leave the examination hall with his/her script.
- c. A student who leaves the examination room shall not be readmitted unless throughout the period of his absence he had been continually under the supervision of an invigilator or a person appointed by him.
- 4. No student(s) shall be allowed to:
  - a. Leave the examination hall during the last 15 minutes of each examination.
  - b. Leave the examination hall after the first 15 minutes of each examination
  - c. Enter the examination hall after 45 minutes of each examination.
- 5. Students must bring with them to the examination hall their pens, ink, pencils and any other materials that may be permitted by these regulations.
- 6. While the examination is in progress, the following are strictly forbidden.
  - a. Communication between candidates
  - b. Receiving or giving irregular assistance
  - c. Assistance or aiding or abetting cheating
- 7. Silence must be observed in the examination room during the examination. The only permissible way for attracting the attention of the invigilator is by the candidate raising of his hand.
- 8. Smoking shall not be allowed in the examination hall or rooms where an examination is in progress.
- 9. Examination answer scripts/sheets whether used or not used should not be taken out of the examination hall by students.
- 10. Candidates shall not write on any paper other than the examination answer books or sheet supplied by the University. All rough work must be done in the answer books or sheets (even for rough work) must be obtained together with the answer sheets.
- 11. It shall be an examination offence for any student, member of staff or any other person to impersonate or staff any other person to impersonate candidate in any University examination.

12. Any candidate or member of staff who unlawfully attempts to obtain pre knowledge of any examination question or influence the marking of scripts or the award of marks by the University or external examiner, whether successful or unsuccessful, shall be liable to disciplinary action by the appropriate University authority.
13. Failure to observe any of the above regulations shall prima facie constitute misconduct and appropriate penalty prescribed for any proven case(s).

### **Invigilation of Examination of University Examination**

1. The Heads of Departments shall appoint invigilators from among the academic and senior Technical staff of their Departments:
2. For each examination, there shall be a chief Invigilator who is the most senior member of academic staff among the invigilators.
3. There shall be at least two invigilators for each examination involving more than 50 candidates.
4. Under no circumstances shall junior staff be allowed to invigilate University Examinations. They shall only act as attendants at examinations invigilators.

### **Medical Attention During Examination**

During the course of each University examination, it shall be the duty of the Director of the University Health Services to ensure that at least one Medical Officer is on call to attend to students who may fall ill during the examinations.

In the case of a candidate taking ill during the course of examination, it shall be the duty of the Chief Invigilator to:

- a. Refer the candidate to the medical officer on call from the University Health Centre
- b. Prepare a report on approved format regarding the manner of illness:
- c. Forward the report on the incident to the Head of Department.

## **At the End of Examination**

At the end of examination , the Invigilator (s) shall:

1. Receive from each candidate, the answer script before the candidates leave the examination hall.
2. Cross check with the attendance sheet, such answer scripts stated in 1 above:
3. Ensure that no candidates take out any unauthorized material:
4. Ensure that the used answer books and other materials are returned to the Department.
5. Receive/ prepare reports on any malpractice observed and pass same to the Head of Department immediately after examinations:
6. Submit a formal report on the conduct of the examination to Head of Department.
7. Enclose the scripts, attendance list and six copies of the question papers in an envelop and submit the envelop to the Chief Examiner (Head of Department).
8. Report any medical cases to the Head of Department.

## **After Examination.**

After examination, the invigilator where he is not the internal examination shall hand over the examination scripts and report on its conduct to the chief Examiner.

Grading system and requirements for graduation in each programme Scoring grading and degree classification shall be as specified in the table below:

## **Terms Associated with the Grading System**

**Credit Units:** This vary according to contact hours assigned to each course per week per semester.

**Grade Point (GP):** This is the average performance of the candidate for a semester expressed in grade points earned in the course taken by the candidate. Grade Point Average is derived by multiplying the Grade point (GP) attained in each course by the credit units assigned that course and then dividing the sum by the credits taken for the semester.

**Cumulative Grade Point Average (CGPA):** This is an up to date average or mean of the Grade Point (GP) earned by a student at any point in a programme of study: i.e. the students' overall performance at the given time. It is derived by:

- i. Multiplying the Grade Point by the respective Credit Units.
- ii. Then, dividing the sum by the total number of credits for all the courses registered by the students.

## **DEPARTMENTAL INFORMATION**

### **Introduction:**

The Department of Educational Foundations is one of the three departments in the Faculty of Education, Benue State University, Makurdi. The other two are curriculum and Teaching and Vocational and Technical Education. The Department of Educational Foundations started in the Faculty of Education in 2000.

## **ADMINISTRATION OF THE PROGRAMME IN GENERAL**

### **Personnel Administration:**

The Department is administered by the Head of Department with the support of academic and Non-Academic staff is made up of one Typist, computer Operator, a Clerical Assistant and a Caretaker. The Academic Staff also help with the administrative responsibilities as assigned or delegated to them.

### **General Administration and Staff Involvement in Decision Making Process**

Staff is involved in the decision-making process and in general administration by participating in departmental meetings, which are supposed to be held on a monthly basis. They are involved through the role(s) they play when assigned responsibilities:

## **ACADEMIC PROGRAMMES:**

### **Degree Programmes**

The department of Educational Foundation is made up of the following:

1. B.S.C. (Ed) Physical and Health Education
2. Pre- Primary/Primary Education, which comprise following programmes
  - a. Pre- primary / primary Education Social Studies
  - b. Pre-primary/Primary Education English
  - c. Pre-primary/Primary Education Mathematics
  - d. Pre-primary/Primary Education Sciences

The Department of Education offers undergraduate Degrees in the above mentioned fields. In order to ensure professional and academic competence, the degree programmes have been planned in such a way that two third of the courses required for graduation are taken from the faculty of the candidate's teaching subject and one third from the Faculty of Education.

## **B.Ed PRE-PRIMARY AND PRIMARY EDUCATION**

### **Philosophy of the Programme**

The philosophy of the B.Ed Pre-Primary and Primary Education programme is to seek to mould the total being of the teachers in training, get them interested in the life of children by developing their mind and character, imparting in them both theoretical and practical knowledge that is capable of encouraging self - reliance in the individual. This will assist them at the completion of the program to do the same to the children they will be teaching after graduation.

### **Objectives of the Programme**

1. To produce knowledgeable and professionally competent graduate teachers of Social Studies, English Language, Mathematics, and Sciences for elementary, primary and secondary schools.
2. To produce future scholars, researchers and lecturers for Colleges of Education and other levels of education.
3. To provide training that will equip teachers of children with adequate knowledge, skills, attitudes, values and competence that are relevant to the needs of the society.
4. Expose learners to appreciate Pre - Primary education teaching methods, improvisation of basic teaching aids and the psychology of teaching at this level.
5. Providing opportunities to examine some philosophical theories on the nature and needs of the child and its application in relation to educational theory and practice in Nigeria.
6. Provide sound background for the organization of Nursery/Primary education with particular reference to Nigeria.
7. Ensure that learners are equipped with a solid foundation that is required to adequately exhibit and demonstrate academic competence and professional skills necessary for teaching children.
8. Developing in students a holistic attitude to teaching/learning by integrating knowledge and avoiding compartmentalization of ideas at this level.

9. Providing learners with basic academic and professional tools required to:
  - i. Demonstrate the competence needed to adequately teach Nursery/Primary school children.
  - ii. Assume administrative responsibilities as a Nursery/Primary school head teacher or proprietor.

## **ADMISSION REQUIREMENT**

### **University Matriculation Examination (UME) Applicants:**

- a. SSCE/GCE O Level credit pass in Five subjects including English Language and at least a pass in Mathematics
- b. Grade II Teachers Certificate with credit/merit passes in five subjects including English Language and at least pass in Mathematics.
- c. An acceptable pass in relevant subjects in the UME
- d. Candidates must be mentally balanced and emotionally stable.

### **Direct Entry Applicants:**

- a. Two GCE A'Level passes or equivalent in relevant subjects with three credit passes in SSCE/GCE O'Level at not more than two sittings and at least a pass in Mathematics.
- b. Three GCE A' Level passes or equivalent in relevant subject with two SSCE/GCE O'Level credit passes in not more than two sittings and at least a pass in Mathematics.
- c. Two NCE major passes in relevant subject with SSCE/GCE O'Level credit/TCII merit in three other subjects and at least a pass in Mathematics.
- d. A pass at merit level in a relevant Diploma programme of a recognized institution of higher learning provided GCE O' Level requirements are met and at least a pass in O'Level Mathematics.

### **Notes:**

Admission Requirements for B. Sc (Ed) Physical and Health Education

1. **Direct Entry:** Two ALevel passes in any of Biology, Chemistry, Physics, or NCE with at least Merit in Physical and Health Education.

2. **Through UME:** Five O'Level credit passes including English and Biology. A UME score of 180-200 and above is required.
3. **Through Diploma:** Five O'Level credit passes, including English and Biology and a Diploma in Physical and Health Education, with merit or Credit Pass or Distinction.
4. Candidates must be physically fit and must not be disabled.
5. Female Students must not be pregnant at the beginning and throughout the programme.

### **Admission Requirements B.Ed**

To qualify for admission for B.Ed (Pre-Primary/Primary Education (Social Studies)) the following qualifications are required:

**DIRECT ENTRY:** National Certificate in Education (NCE) and at least four credits in GCE O'Level, WASCE, Teachers Grade II Certificate, or its equivalent. In addition, the applicants for four years programme must pass UME and obtain five credits at the SSCE, GCE O'Level Candidates with diploma in religious studies, Islamic Studies, Adult Education or any other diploma equivalent from a recognized institution shall be considered eligible for admission in B.Ed (Preprimary/Primary Social Studies).

In all cases, prospective candidates must have at least a pass in Mathematics and Credit in English in SSCE/GCE O' Level or its equivalent.

### **Admission Requirements B.Ed (Pre-primary/Primary Education - English Language)**

To qualify for admission for B.Ed (Pre-primary/Primary English Language) the following qualifications are required.

**DIRECT ENTRY:** National Certificate in Education (NCE) and at least four credits in GCE O'Level, WASSCE, Teachers Grade II Certificate or its equivalent. In addition, the applicants for four years programme must pass UME and obtain five credits at the SSCE, GCE O'Level including English Language and at least a pass in Literature in English. Candidates with diploma in Mass Communication, Adult Education or any other relevant Diploma from a recognized institution shall be considered eligible for admission into B.Ed (Pre-primary/English Language).

In all cases, prospective candidates must have at least a pass in Mathematics and credit in English Language in SSCE/GCE O' Level or its equivalent.

### **Admission Requirements B.Ed (Pre-Primary/Primary Education Mathematics)**

Applicants for four years programme must pass UME and obtain five credits at the SSCE/GCE O'Level.

Candidates with Diploma, Adult Education or any other Diploma from a recognized institution shall be considered eligible for admission. In all cases, prospective candidates must have a credit in Mathematics and credit in English Language in SSCE/GCE O' Level or its equivalent.

### **Admission Requirements B.Ed (Pre-Primary/Primary Education Science)**

Applicants for four years programme must pass UME and must obtain five credits at the SSCE/GCE O'Level. In all cases prospective candidates must have a credit in mathematics and credit in English language in SSCE/GCEO' Level. In all cases prospective candidates must have a credit in mathematics and credit in English Language in SSCE/GCE O'Level or its equivalent.

### **COURSE REGISTRATION RULES**

- (a) To be accepted as bona fide student eligible to attend lectures and sit for examinations, the student must duly register within the appropriate period for all the core, and where applicable, elective courses .at the beginning of each semester.
- (b) A student who fails to duly register within the specified period will be required to pay a registration fine.
- (c) Any change or alteration in the students course registration form after it has been duly endorsed by the designated authority shall not be accepted without the consent of the Head of Department. Such a change, either by way of addition or subtraction, must be effected on specially prescribed forms and within the first four-weeks of the semester.
- (d) Any students who sits for examination in a course for which he/she has not registered will have the result of such examination declared null and void.
- (e) At the commencement of departmental registration, students advisors shall provide them with an up-to-date list of courses available for the semester, the department where each course is offered and the lecturer assigned to teach each course.

## **REQUIREMENT FOR GRADUATION**

### **(i) Duration of programme**

UME applicants are offered the four- year programme (100-400 level), the direct entry applicants are allowed a three years programme (200-400 level). The maximum period allowed a student to remain on a programme under the four year system is six years (i.e. 150% of the normal duration of four years) and that of direct entry is also four years.

### **(ii) Award of Bachelor Degree**

To qualify for the award of Bachelor's Degree the candidate shall satisfy the following conditions.

- (a) Must have been dully matriculated into the university
- (b) Must have been dully admitted for the degree programme
- (c) Must have been pad all requisite fees and debts
- (D) Must have passed all required courses prescribed for the degree programme and earned a Cumulative Grade point Average (CGPA)

### **(iii) Total Minimum credit Unit Graduate:**

Although the National Universities Commission (NUC) recommends a minimum of 120 credit units to be passed by a student to earn a degree in the Faculty of Education, a minimum of 144 credits are required for the award of the various degrees of this Department for the four years programme.

### **Teaching practice**

To be awarded a degree in the Faculty of Education a student must successfully complete a period of supervised teaching practice to last for at least six weeks. This course is of special significance to the students of the Department of Educational Foundations who are being trained as professional teachers. This exercise is normally scheduled to take place after the completion of 300 level. Students are to make arrangement to sponsor themselves for this exercise.

### **Research Project:**

In order to graduate, all students are required to complete a research project on an approved topic under the supervision of

academic staff member and submit four bound copies at the stipulated time. Guidelines on project writing are provided to help students in this exercise.

### EXAMINATION REGULATION

- a. The course must be offered in progressive tiers. This means that 100 level courses are to be offered and passed (especially if they are pre-requisites) before a candidate is allowed to register for the higher tier of courses.
- b. At least 75% attendance is required in all lectures, tutorials and practicals for a student to qualify to sit for the semester examination in any course unit.
- c. Continuous Assessment (CA) shall account for 40% of the final grade while end of semester examination shall account for 60%. A minimum of two continuous assessments are given per course in the form of essays, test, etc, each semester and these are promptly graded and returned to students.
- d. The scoring and grading pattern used are as described below. Students' score in each course are first expressed in percentages/percentiles. These are then converted to Letter Grades and then Grade Point using the following scheme.

**Table1. Grading Pattern**

Percentile scores	Letter Grades	Grade Points
70-100	A .....	5
60-69	B .....	4
50-59	C .....	3
45-49	D .....	2
40-44	E .....	1
00-39	F .....	0

Note that the minimum pass mark is 40% which is equivalent to letter grade point E and grade poin1

E. Students' grade points obtained in all courses taken each semester are converted to what is called the Grade Point Average (GPA). This is done by multiplying the grade point obtained in each course' by the credit units assigned to that course; then summing these products for all courses taken in the semester (this sum is called weighted Grade Point (WPA) and finally dividing the sum or

WGP by the total credit units registered in that semester.

The GPA range from 0.00 (if a student fails all courses) to 5.00 (if a student obtains 'A' in all courses). Its value is an expression of how well a student has performed on an average in a given semester.

After a student has completed two semesters or more, his GPA is further calculated cumulatively, and the value so obtained is called cumulative grade point average (CGPA).

The CGPA provides a measure of students' progress towards their degrees and the final class of degree obtained at the successful completion of a programme depends on the final CGPA obtained as shown in Table 2.

## **Table 2**

### **Cumulative Grade Point Average (CGPA) Class of Degree**

4.50-5.00 First Class

3.50-4.49 Second Class (upper)

2.40-3.49 Second Class (lower)

1.50-2.39 Third Class (lower)

1.00-1.49 Pass

0.00-0.99 Fail

- f. Each student is required to maintain a Cumulative Grade Point Average of at least 1.00 in order to be of good academic standing. A student whose CGPA falls below 1.00 at the end of any semester of study shall be placed on probation.
- g. A student who remains on probation for two consecutive semesters and fails to attain the status of good academic standing shall be asked to withdraw from the programme.
- h. Failure in any course shall be recorded as such. If such a course is a core, the student must carry it over, re-register it and pass it before graduation. If on the other hand the failed course is an elective, the student has an option to retake it or replace it with another relevant elective course.
- i. Further information about examination irregularities, misconduct, malpractice and related disciplinary actions are normally provided during students' orientation programmes and in the course of registration. Students of this Department and of the Faculty of Education as a whole, who are being trained as professional teachers, administrators, counselors and examiners cannot afford to involve themselves in any form of examination irregularities or malpractice.

## **FACULTY CORE COURSES**

The following are the Faculty Core Courses to be taken by all students of the Faculty of Education in addition to their Departmental and GST courses and electives.

**Table 3**

<b>S/No</b>	<b>CORE COURSES</b>	<b>CREDIT UNITS</b>
1.	EDU 101 History of Education	2
2.	EDU 103 Philosophy of Education	2
3.	EDU 102 Introduction to Educational Psychology	2
4.	EDU201 Sociology of Education	2
5.	EDU203 Curriculum and Instruction	2
6.	EDU202 Educational Psychology	2
7.	EDU204 Instructional Technology	2
8.	EDU301 Educational Statistics	2
9.	EDU303 Curriculum Studies I	2
10.	EDU 309 Introduction to Guidance and Counseling	2
11.	EDU 302 Educational Research Methods	2
12.	EDU 304 Curriculum Studies II	2
13.	EDU 401 Teaching Practice	6
14.	EDU 403 Tests and Measurement	2
15.	EDU 402 Research Project	6
16.	Subjects methods (for each area of specialization)	4
	<b>TOTAL</b>	<b>40</b>

## **B.Ed GUIDANCE AND COUNSELLING**

1. **Name for the programme:** The programme shall be called the undergraduate degree programme in Guidance and counselling.
2. **Degree to be offered:** The degree to be awarded shall be called the Bachelor of Education (E.Ed) in Guidance and Counselling.
3. **Rationale for the programme:** The introduction of the Programme is a response to the need to help Nigeria students overcome the problems of personality maladjustment and ignorance of vocational and educational prospects as contained in the National Policy on Education (2004) section 11, sub-section 101 (j).
4. **The Philosophy of the programme:** The programme is designed to equip students with the requisite intellectual and professional skills, which would help them, function effectively in the changing academic, social and industrial situation in Nigeria. This is in compliance with provision of the National Policy on Education (FGN, 004) section 19(c) which specifies counselling as one of the five educational services to be provided in the Nigerian school system.

### **5. Objectives.**

The Programme will achieve following objectives;

- (i) Providing counselling personnel for professional work in school and non-school setting.
- (ii) Training teachers for effective teaching and learning
- (iii) Enabling trainee-counsellors to appreciate their worth and dignity as individuals and equipping them to contribute maximally to the general development of the society.

### **6. Admission Requirement**

#### **University Matriculation Examination (UME) Applicants:**

- (a) SSCE/GCE O' Level Credit pass in Five subjects including English Language at least a pass in Mathematics:
- (b) Grade II Teachers Certificate with credit/merit passes in five subjects including English language and at least a pass in mathematics.

(c) An acceptable credit pass in a relevant teaching subject in the UME

Teaching subject include

- (i) English Language (ii) Religious (iii) History (iv) Economic  
(v) Geography (vi) Biology

**Direct Entry Applicants:**

- (a) TWO GCE A' Level passes or equivalent in relevant subjects with three credit passes in SSEC/GCE O' Level at not more than two sittings and at least a pass in mathematics.
- (b) Three GCE A' Level passes or equivalent in relevant subjects with two SSEC/GCE O' Level credit passes in not more than two sittings and at least a pass in mathematics.
- (c) TWO NCE Major Passes in relevant subject with SSCE/GCE O' Level credit/TCII merit in three other subjects and at least a pass in Mathematics.
- (d) A pass at credit level in a relevant Diploma programme of a recognised institution of higher learning, provide GCE O' Level requirements are met and at least a pass in O' Level Mathematics

**7. Detailed courses to be undertaken at all Levels, course codes and description**

**100 LEVEL**

**FIRST SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNITS</b>
GST 111	Communication in English I	2
GST 113	Nigerian People and Culture	2
GST 121	Use of Library Study Skills and ICT	2
EDU 101	History of Education	2
EDU 103	Philosophy of Education	2
EDP 101	Introduction to Guidance and Counselling	2
EDP 103	Guidance Services	3
Teaching Subject	.....	6
<b>ELECTIVE:</b>	Either EGC 105. (Biological Psychology) or EGC 107(Development of Guidance and Counselling)	2
.....	<b>TOTAL</b>	<b>23</b>

**100 LEVEL**

**SECOND SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNITS</b>
GST 122	Communication in English II	2
EDU 102	Introduction to Educational Psychology	2
EGC 102	Principles of Guidance and Counseling	2
EGC 104	Juvenile Delinquency	2
Teaching subjects .....		6
<b>ELECTIVE:</b> Either EGC 106. (Programme Development and evaluation in counselling) Or EGC 108 (Psychological foundations of Counselling)		2
		16
<b>.....TOTAL</b>		<b>39</b>

## **200 LEVEL**

### **FIRST SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNITS</b>
EPS 201	Entrepreneurial Studies I	2
GST 211	History and Philosophy of Science	2
EDU 201	Sociology of Education	2
EDU 203	Curriculum and Instruction	2
EGC 201	Psychology of Motivation	2
EGC 203	Personality Development	2
Teaching subjects .....		6
Elective: Either EGC 205. (Information Techniques in Guidance .....		2
and Counselling) Or EGC 207 (Psychology of Creativity) .....		21

## **200 LEVEL**

### **SECOND SEMESTER**

EPS 202	Entrepreneurial Studies II	2
GST 222:	Peace Studies and Conflict Resolution	2
EDU 202	Educational Psychology	2
EDU 204	Instructional Technology	2
EGC 204	Sensitivity Training	2
EGC 206	Theories of Counselling	2
Teaching subjects .....		6
Elective: Either EGC 208. (Teenage Counselling) Or		2
EGC 210 (Group Dynamics and Counselling )		20
<b>..... TOTAL</b>		<b>41</b>

**300 LEVEL  
FIRST SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNITS</b>
EPS 301	Entrepreneurship Vocations I	2
EDU 301	Educational Statistics	3
EDU 303	Curriculum Studies I	2
EGC 301	Vocational Guidance	2
EGC 303	Human development & Counseling I	2
EGC 305	Organization of Guidance and Counselling Schools	2
EGC 307	Techniques in Continuous Assessment Teaching subjects	4
Elective:	From Department of Psychology	2
	<b>..... TOTAL</b>	<b>21</b>

**300 LEVEL  
FIRST SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNITS</b>
EPS 302	Entrepreneurship Vocations II	2
EDU 302	Educational Research Methods	2
EDU 304	Curriculum Studies II	2
EGC 302	Culture and Psychopathology	2
EGC 204	Marriage and Family Counselling	2
EGC 306	Human Growth and Counselling II	2
EGC 308	Personality Disorders	2
Teaching subjects	.....	4
Restricted Elective:	Educational Administration And School Management (EDA 308)	20
	<b>.....TOTAL</b>	<b>37</b>

**400 LEVEL  
FIRST SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNITS</b>
EDU 401	Teaching Practices	6
EDU 403	Test & Measurement	2
EGC 401	Behaviour Modification	2
EGC 403	Seminars in Guidance & Counselling	2
EGC 405	Psychology of Adjustment	2
EGC 407	Psychotherapy ....	2
	Teaching subjects	4
	.....	
	Restricted Elective:	
EDU 411	(Educational Administration & Planning II	1
	.....	
	<b>TOTAL</b>	<b>21</b>

**400 LEVEL  
FIRST SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNITS</b>
EDU 402	Teaching Practices	6
EGC 402	Practicum	4
	.....	
EGC 406	Organizational Behaviour	2
EGC 408	Psychological Testing	2
	Teaching subjects	4
	.....	
	Elective	
EGC 410	Counselling in special settings or Administration	2
EGC 412	Academic achievement analysis	20
	.....	
	<b>TOTAL</b>	<b>38</b>

**SUMMARY**

100 Level	.....	39	Credited Units
200 Level	.....	41	„
300 Level	.....	37	„
400 Level	.....	38	„
<b>Grand Total</b>	<b>.....</b>	<b>162</b>	<b>„</b>

**Requirement for Graduation**

Minimum credit units required for graduate for UME Candidate (four years courses) is 144 while for DE (three years course) it is 102.

## **Course description**

### **GST 101: National (2 Credits)**

Concept and significance of history of nationalism. Concept of nation Nigerian cultural diversity and unity. Concept, significance of patriotism. Civic and moral responsibility of citizens in politics and economy. Nationalism/patriotism Vs treason/treachery. Traitors in Nigerian history.

### **GST 103 English and Communication Skills (2 Credit units)**

Grammar and fluency. Development Listening skills. Reading skills. Speaking skills. Writing skills. Note taking skills (e.g. extraction of salient points, use of abbreviation, information blending and reordering).

### **GST 105: History of scientific ideas (2 credit units)**

Definition of and interaction between science and technology. The scientific method. Origin science (e.g. African origin of science Egyptian civilisation coveting technology, writing, time, mathematics and science). Development of science in Europe and other areas of the world. Development of science (e.g. philosophical concepts of society. From philosophy to social science. Natural sciences versus social science).

### **GST 107 Use of Library (1 credit units)**

Introduction to library as an organ of the study process. information storage and retrieval systems. BSU Library system. Reference services. Library research methodology. Bibliographic information storage system for general and specific discipline. Special services of BSU library. Library rules and regulations of BSU.

### **EGC 101 Introduction to Guidance and Counselling (3 Credits units)**

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 environmental, and the

importance of guidance and counselling as probable measurers for coping with them; aspects of counselling and guidance; vocational, placement. Orientation and evaluation, and tools for cumulative recorders, tests and inventories and their uses.

**EGC 102 Principles and Techniques of guidance and counselling (2credit units)**

Overview of the basic principles and techniques of guidance and counselling; stages of counselling interview, interactions with the learner, parents, teacher demonstrators, etc with emphasis on need for counselling in Nigeria. Stages of a typical counselling situation. (Diagram, report, identification of needs, therapy, termination follow, up).

**EGC 103 Psychology of Motivation (2 Credit units)**

An introduction to psychology of motivation. Implications for education, guidance theories and practices.

**EGC 104 Juvenile Delinquency (2Credit units)**

Concepts of juvenile delinquency; common forms of delinquent acts, causes as found among Nigeria school children. Effects of delinquency on school performance and methods of handling delinquent children.

**EGC 105 Biological Psycho (2 Credit units)**

Introductory course on the Biological basis of behaviour. The role of the nervous system and hormones in human behaviour. Relevance of the course to education will be highlighted.

**EGC 106 Programme development and evaluation in counselling (2 Credit units)**

The concepts of programme, survey of some counselling oriented programmes and characteristics of programmes. Essential s of programme development are explored. Procedure for evaluating programmes are outlined.

**EGC 107 Development of Guidance and Counselling (2 Credit units)**

A study of the psychological basis guidance and counselling A discussion of test and non-test techniques including the use of psychological tests and observation.

**EGC 108 Psychological Foundation of Counselling (2 Credit units)**

Application of psychological principles, theories and techniques to in counselling

**EGC 201 Guidance Services (3 Credit units)**

Detailed treatment of various guidance services such as placement, orientation, information, appraisal, referral, follow-up etc

**EGC 203 Personality Development (2 Credit units)**

The concept of personality and its implication for education and social development. An examination of some theories of personality such as psycho-analytic, person-centred behavioural etc and their implications for counselling practice.

**EGC 204 Sensitivity training (2 Credit units)**

The course is designed to equip students with the skills of active listening, verbal and non-verbal communication and attending to emotional; needs of clients in a counselling relationship.

**EGC 205 Information Techniques in Guidance and Counselling (2 Credit units)**

Introduction to educational, vocational and community information resources. Identification, Collection, evaluation, classification and utilization of information in guidance.

**EGC 206 Theories of Counselling (2 Credit units)**

An overview of theories of counselling and psychotherapy. Such theories include cognitive, phenomenological, phenomenological, humanistic, psychoanalytic, traditional etc an overview of techniques of counselling with youth and adults.

**EGC 207 Psychology of Creativity (2 Credit units)**

An introduction of the concept of creativity. Methods of teaching to develop creativity in students. Relevance of creativity to the teaching and learning process.

**EGC 208 Teenage Counselling (2 Credit units)**

An exploration of the nature and forms of needs and; problems of teenagers and a survey of various psychological approaches to solving them. Characteristics of teenagers is a fundamental tool for appreciating behavioural patterns.

**EGC 210 Group Dynamics and Counselling (2 Credit units)**

A study of the structure and functioning of groups and the influences of these on behaviour of individual members. Application of the principles of group dynamics to counselling.

**EGC 301 Vocational Guidance (2 Credit units)**

Definition of career, occupation, vocation, job and profession from cognitive and psychomotor domains. Basic theories of vocational development, choice and carer patterns e.g. super's Roe's, Holland's Ginzberg's etc. implications of the theories for vocational development and choice.

**EGC 302 Culture and Psychopathology (2 Credit units)**

The use of culture in defining normal and abnormal behaviour, cultural differences in behaviours of people. Common forms of Psychopathology and their cultural implications. Evidence of psychopathology among school children and its effects on school adjustment and performance.

**EGC 303 Human development and Counselling I(2 Credit units)**

A broad introduction to human development from conception, preschool and school years (Pre-natal, neo-natal, childhood) and the implication of all these to education and counselling.

**EGC 304 Marriage and Family Counselling (2 Credit units)**

This course covers pre and post marital interactions between husband and wife. It includes the concept of marriage, types and purpose of marriage; concept of family, types of family and nature of marital interactions, conflicts and their resolution. Effects of parents on children and vice versa as well as methods of counselling intervention in marriage conflicts.

**EGC 305 Organisation of Guidance and Counselling in school (2 Credit units)**

An Examination of guidance and counselling programmes and models. Their selection criteria, control and supervision; use of other school personnel and appraisal of national policy on education provision for guidance and counselling.

**EGC 306 Human Development and counselling (2 Credit units)**

An examination of human development from adolescence to adulthood and their implication for educational and counselling. Environment and hereditary influence on development will be highlighted.

**EGC 307 Techniques in continuous Assessment (2 Credit units)**

The nature and role of continuous assessment in diagnostic and prescriptive management in the teaching/learning process. It covers generating continuous assessment, keeping continuous assessment records. Testing construction and administration as well as use of tests record in counselling.

**EGC 308 Personality Disorders (2 Credit units)**

Analyses of behavioural disorders as found in the major forms of character disorders, psych-neurosis and psychoses. Introduction to aetiology and effects of anxiety and defence mechanism, interpretation of symptoms and implication for education and counselling.

**EGC 401 Behaviour Modification (2 Credit units)**

Basic principles and application of clinical and experimental methods to study and change behaviour. Particular reference will be made to the application of learning theories that can enhance positive change.

**EGC 402 Practicum (3 Credit units)**

Practicum experiences in individual and groups counselling. Emphasis on sensitivity training, analyses of cases, role playing, video taping of actual counselling and counselling in appropriate environments

**EGC 403 Seminar in Guidance and counselling (2 Credit units)**

Students investigate/research on issues relating to various aspects of their course in guidance and counselling.

**EGC 405 Psychology of Adjustment (2 Credit units)**

The concepts of personality and adjustment. Different personality types tracing how these relate to social adjustment within and out of school settings. Implication of personality types to personal adjustment performance in occupation and schools as well as general adjustment to life situations.

**EGC 406 Organisational Behaviour (2 Credit units)**

A study of why people behave the way they do in organisations. The organisational environment including their structure and design, technology and people in the organisation. Formal organisation, motivation, pattern, leadership, organisational development and communication in organisations.

**EGC 407 Psychotherapy .(2 Credit units)**

An introduction to various psychology 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 also identified.

**EGC 408 psychological Testing (2 Credit units)**

A study of psychological test in counselling. It includes selection, administration, scoring, interpretation, reporting and the development of diagnostic personality tests.

**EGC 410 Counselling in Special Settings (2 Credit units)**

Exposing students to counselling skills to be able to practice in school and non-school settings, with a view to making the counsellor relevant and marketable in various settings.

**EGC 412 Academic Achievement Analysis (2 Credit units)**

Analysis of societal, school family and students determinants of academic performance and survey of remedial approaches

**EDU 101: History of Education (2 Credit Units)**

A study of educational development and instructions from ancient times to the ...present with particular reference to the evolution of modern education in Nigeria.

**EDU 102: Introduction to Educational Psychology (2 Credit Units)**

This is a faculty-based course designed to introduce all education students to the basic elements of psychology as it is applied to teaching and learning processes. It covers area such as learning, theories of learning and motivation, individual differences and personality development among others.

**EDU 103: Philosophy of Education (2 Credit Units)**

An introduction to major philosophical ideas which have influenced educational thought and practices and the relevance of these to the development of education in Nigeria.

**EDU 201: Sociology of Education (2 Credit Units)**

An examination of the school as a micro society. A study of the school as a component of the larger society as well as the inter dependence of the school and the larger society.

**EDU 202: Educational Psychology (2 Credit Units)**

This course covers the broad areas of general Psychology developmental psychology and human learning.

**EDU 203: Curriculum and Instruction (2 Credit Units)**

Introduction to the school curriculum with particular reference to primary and secondary schools, general principles and methods of instruction, communication in instruction, and introduction to the teaching profession.

**EDU 204: Instructional Technology (2 Credit Units)**

General principles selection and use of audio-visual materials. Techniques for production/improvisation of instructional materials e.g. pictures manipulation, dry mounting, rubber cement/gum mounting, and lettering (stencil and mechanical). Operation of equipment, e.g. overhead, opaque slide and film projectors, duplicating scanner and photocopiers machines and tape recorders.

**EDU 301: Educational Statistics (2 Credit Units)**

An introduction to basic statistics, both descriptive and inferential. Organisation and analysis of collected data in educational problem. Approximation; measures of central tendency (mean, median mode), representation of data (bar charts pie charts, histograms, relative frequency curve, gives), measure of variability and correlations. Introduction to hypothesis testing.

**EDU 302: Educational Research Methods (2 Credit Units)**

An experience in problem identification, types design, data gathering, processing, analysing, interpreting and reporting in educational context.

**EDU 303: Curriculum Studies I (2 Credit Units)**

In-depth exposure of students to the concept of curriculum; its foundations and their policy implication, patterns/models of curriculum organisation/design. Application to the Nigerian education system to be emphasized.

**EDU 304 Curriculum Studies II (2 Credit Units)**

A detailed treatment of educational objectives and their form and types, their signification in curriculum and instruction. Curriculum evaluation and revision. A review of Nigerian Primary and Secondary School Curricular to highlight innovation.

**EDU 309: Introduction to Guidance and Counselling (2 Credit Units)**

This is a faculty-based course that aims at preparing all education students to provide first-aid guidance services in schools. The course includes areas such as: Concepts of Guidance and Counselling, general professional counselling differences, guidance services in schools, principles of guidance and counselling and team work in school guidance and counselling, among others.

**EDU 401: Teaching Practice (6 Credit Units)**

A minimum of six weeks supervised exposure to classroom teaching on field experience to demonstrate the degree of proficiency in applying the basic theories and techniques of instruction.

**EDU 403: Test and Measurements (2 Credit Units)**

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

**EDU 404: Research Project (4 Credit Units)**

An application of the education research methods and statistics courses to a field experience under the guidance of a Faculty members

**Duration of the programme:** The Programme shall last for 8 semesters for UME Candidates and 6 semesters for the candidates.

**Mode of assessment**

Students shall be assessed by continuous assessment in the form of tests, assignments and term papers which shall constitute 40% of total marks per semester/course. Examination shall be 60% Minimum pass mark shall be 40%. The minimum number of credit required for graduation is 144.

***Elective Course***

The programme has restricted and unrestricted electives from which a students can take in order to make up the required number of units to graduate.

**Teaching Subjects:**

Students of Guidance and Counselling shall offer the following as teaching subjects.

Biology, Chemistry, Physics, Mathematics, Integrated Science, Geography, Economics, History, religion and Philosophy.

## **B.Ed EDUCATIONAL MANAGEMENT**

### **A. RATIONALE FOR THE PROGRAMME:**

The introduction of educational management programme is in response to the need to help Nigerian students acquire professional skills in educational management in order to produce effective leadership to cope with growing complexity in our educational system

### **B. THE PHILOSOPHY :**

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 interrelationship. The programme is designed to equip candidates with the appropriate intellectual and professional training and skills to enable them function properly or effectively in our changing educational, social and industrial development. This is in compliance with the provision of National Policy of Education FGN (2004) Sects. 5 and 9 which specifies educational management as a professional leadership course.

### **C. AIMS AND OBJECTIVE OF THE PROGRAMME:**

- a. The programme is designed for prospective educational administrators. Colleges/university teachers, educational practitioners, planners and researchers in educational management.
- b. It is anticipated that the programme will enable participants on successful completion of studies, to be of great service to the community through high level of management skills in education.
- c. To provide educational managers with the relevant intellectual and professional knowledge adequate for their assignments and to make them adaptable to any educational situation
- d. Provide highly motivated, conscientious and efficient educational managers for all levels of education system.
- e. Help Educational Managers to fit into the social life of the community and society at large and enhance commitment to National objectives:

- f. Enhance teachers' commitment to the teaching profession to make them adequate for their assignments and to make them adaptable to any changing situation.

**D. UNIVERSITY MATRICULATION EXAMINATION UME APPLICANT**

- (I) Five O'Level credit passes to include English Language, Mathematics and Economics.
- (ii) Five TC II Merit Passes in including English Language and Mathematics  
UME Subjects  
Any three of literatures in English, History French, geography, economic is and mathematics.

**E ADMISSION REQUIREMENTS FOR DIRECT ENTRY (DE):**

To qualify for admission into the B. Ed Educational Management, the following are required:-

- i. Three passes in relevant subject areas at the advanced level with SSC/GCE, WAEC, NECO "O" level credit passes in five other subjects including a credit in English and a pass in Maths in not more than two sittings
- ii. Credit in two major subjects in relevant areas in National Certificate of Education NCE with SC/GCE, WAEC, NECO 'O' level credits or equivalent in five other subjects including a credit in English and a pass in Mathematics. Education is accepted as a third "A" level subject for those taking courses in education
- iii. Candidates with a Diploma in Special Education, Adult and Community Education, Religious Studies, Islamic Studies or any other Diploma equivalent from a recognised institution shall be considered eligible for admission into the B. Ed Educational Management.
- iv. Candidates with NCE who meet the admission requirements shall be admitted into the programme at 200 level.
- v. In all cases, prospective candidates must have at least a pass in Mathematics and credit in English language in Senior Secondary School Exam/WASC or equivalent for entry into B. Ed Educational Management.
- vi. Must have taught for a minimum of two years.

**F. DURATION OF THE PROGRAMME:**

The B.Ed. Educational Management shall last for the period of four contact sessions, for candidates admitted at 100 level and three contact sessions for candidates admitted into 200 level.

There are two semesters in a session. All together there are eight semesters in the four contact sessions and six semesters in the three sessions.

**G. MODE OF ASSESSMENT:**

The mode of assessment for the programme shall be through Continuous Assessment, Examinations and Project works.

**COURSE CODE STRUCTURE**

The course for the programme shall be coded EDM-Educational Management

**100 LEVEL - FIRST SEMESTER**

<b>Course code</b>	<b>.....</b>	<b>Credit Units</b>
EDU-101:	History of Education	2
EDU-103:	Philosophy of Education	2
GST-101:	Nationalism....	2
GST-103:	English for Communications Skills	2
GST-105:	Use of Library .	1
GST-107:	History of Scientific ideas	1
EDM-101:	Introduction to Educational Management .	2
EDM-103:	Introduction to Interpersonal Relationships (Optional)or	
EDM-105:	Management of Primary and Secondary Schools	2
Electives-3	Restrictive electives from Arts, Science and Social Sciences	6
	<b>TOTAL CREDIT UNITS</b>	<b>20</b>

**100 LEVEL SECOND SEMESTER**

<b>Course code</b>	<b>.....</b>	<b>Credit Units</b>
EDU-102	Introduction to Education Psychology	2
GST-102:	Environmental Health	1

GST–104:	English for Academic Purpose	2
GST–106:	Scientific Thinking	1
GST–108:	Computer Science	2
EDM–102:	programme Organisation and Time Tabling (Optional) or	
EDM–104:	Programme and issues in planning in Nigeria Education	2
EDM–106:	Theories of Leadership in school	2
EDM–108:	Educational Finance	2
Electives–3	Restrictive electives from Arts, Science and Social Sciences ...	6
<b>TOTAL CREDIT UNITS</b>		<b>20</b>

<b>200 LEVEL FIRST SEMESTER</b>		
<b>Course code</b>	<b>.....</b>	<b>Credit Units</b>
EDU–201:	Sociology of Education	2
EDU–203:	Curriculum and Instruction	2
GST–201:	Moral Philosophy and Discipline	1
EDM–201:	Education Law School Management (Optional) .	
EDM–203:	Statistical Methods in Education Management	2
EDM–205:	Schools Supervision	2
EDM–207:	Introduction to Administrative Theories	2
EDM–209	Concept of Educational Planning	2
Electives–3	Restrictive electives from Arts, Science and Social Sciences	6
<b>TOTAL CREDIT UNITS</b>		<b>19</b>

<b>200 LEVEL SECOND SEMESTER</b>		
<b>Course code</b>	<b>.....</b>	<b>Credit Units</b>
EDU–202	Educational Psychology	2
EDU–204:	Instructional Technology and Logic	1
GST–202:	Philosophy and Logic	1
EDM–202:	Demography aspect of education	2
EDM–204:	Educational cost and Financial Analysis (Optional) or ...	
EDM–206:	Educational Agencies	2
EDM–208:	Personal Management in Education	2
EDM–212	School Budgeting	2

Electives–3	Restrictive electives from Arts, Science and Social Sciences	6
<b>TOTAL CREDIT UNITS</b>		<b>21</b>

<b>300 LEVEL FIRST SEMESTER</b>		
<b>Course code</b>	<b>.....</b>	<b>Credit Units</b>
EDU–301:	Educational Statistics	2
EDU–303:	Curriculum Studies	1
GST–301:	Internship/Practicum	4
EDM–303:	Educational System Analysis (Optional) or	
EDM–305:	School Mapping	2
EDM–307:	Office Management and Record Keeping	2
EDM–309:	Management Techniques in Education	2
Electives–6	Restrictive electives from Arts, Science and Social Sciences	6
<b>TOTAL CREDIT UNITS</b>		<b>19</b>

<b>300 LEVEL SECOND SEMESTER</b>		
<b>Course code</b>	<b>.....</b>	<b>Credit Units</b>
EDU–202	Research Methods	2
EDU–304:	Curriculum Studies	2
EDU–306:	Instructional Technology	2
EDM–302:	School Organisation	2
EDM–304:	Methodologies of Educational Planning	2
DM–306:	School Community Relations or	
EDM–308:	School Plant Planning	2
EDM–310	Leadership in Education	2
Electives–3	Restrictive electives from Arts, Science and Social Sciences	6
<b>TOTAL CREDIT UNITS</b>		<b>20</b>

<b>400 LEVEL FIRST SEMESTER</b>		
<b>Course code</b>	<b>.....</b>	<b>Credit Units</b>
EDU–401:	Teaching Practice	6
EDU–403:	Test and Measurement	2
GST–405:	Curriculum Studies II	2
EDM–401	The School Headship	2
EDM–403:	Politics of Education	2
Electives–4	Restrictive electives from Arts, Science and Social Sciences	4
<b>TOTAL CREDIT UNITS</b>		<b>18</b>

<b>400 LEVEL</b>		<b>SECOND SEMESTER</b>	
<b>Course code</b>	<b>.....</b>	<b>Credit Units</b>	
EDU-402	Research Project		6
EDM-402:	The School /Community Relationship		2
EDM-404:	Contemporary Issues in Education		2
EDM-406:	Information Management System in Education .....		2
Electives-4	Restrictive electives from Arts, Science and Social Sciences		4
<b>TOTAL CREDIT UNITS</b>			<b>16</b>

**Credit Units for each Level**

100 Level:	First Semester		20
	Second Semester		20
200 Level:	First Semester		19
	Second Semester		21
300 Level:	First Semester		19
	Second Semester		20
400 Level:	First Semester		18
	Second Semester		16
<b>Total Credit Units</b>	<b>.....</b>	<b>=</b>	<b>153</b>

Total Number of credits students will be required to obtain to graduate is	<b>.....</b>		<b>145</b>
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## B.ED PRE-PRIMARY/PRIMARY EDUCATION (SOCIAL STUDIES)

**Academic Programme**  
**100LEVEL - FIRST SEMESTER**  
**CORE COURSES**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNITS</b>
GST 101	Nationalism .....	2
GST 103	English for Communication Skills	2
GST 105	Use of Library .....	1
GST 107	History of Scientific Thinking	1
EDU 101	History of Education	2
EDU 103	Philosophy of Education	2
EDP 101	Introduction to the Philosophy on Nursery/Education	2
EDP 103	Early Childhood Education Teaching Methodl	2
SSE 101	Overview of Social Studies from Historical and Theoretical Perspectives	2
SSE 103	The Structure and Characteristics of Man's place in society	2
<b>ELECTIVE: From Social Sciences</b>		
<b>TOTAL CREDIT UNITS</b>		<b>20</b>
<b>SECOND SEMESTER</b>		
EDP 102	Pre-Primary School Curriculum	2
EDP 104	Primary School Curriculum	2
EDP 106	The Role of the Nursery/Primary School Teacher in Language Development	2
EDU 102	Introduction to Educational Psychology	2
SSE 102	Philosophy and Scope of Social Studies Education in Nigeria	2
SSE 104	Introduction to Social Studies Education and Nationality	2
SSE 106	Curriculum Development in Social Studies	2
GST 102	Environmental Health	1
GST 104	English for Academic Purpose	2
GST 106	Scientific Thinking	1
GST 108	Introduction to Computer	2
<b>TOTAL CREDIT UNITS</b>		<b>20</b>

**SUMMARY:**

Faculty of Education Course	6
Primary Education Courses	12
Teaching Subjects Courses	10
GST Courses	14
<b>TOTAL</b>	<b>42</b>

**200 LEVEL - FIRST SEMESTER:**

COURSE CODE	COURSE TITLE	CREDIT UNITS
GST201	Philosophy and Logic	2
EDU201	Sociology of Education	2
EDP203	Curriculum aims and Curricular Integration in Nursery/Primary Education	2
EDP205	Origin and Development of Nursery/Primary Education	2
EDU203	Curriculum and Instruction	2
SSE207	Social Studies Curriculum and Instruction of the primary schools	3
SSE209	Socialization in the School and Society	2
SSE211	Citizenship and the Nigerian State	3
SSM 211	Social Studies Method I	2
<b>TOTAL CREDIT UNITS</b>		<b>20</b>

**SECOND SEMESTER**

GST202	Moral Philosophy and Discipline	1
EDU 202	Educational Psychology	2
EDU 204	Instructional Technology	2
EDP 204	Introduction of the Philosophy of Nursery and Primary Education	2
EDP 206	Pre-School Education in Traditional African society	2
EDP 208	Planning and Financing of Nursery/Primary School with particular reference to Nigeria	2
SSE 208	Socio-economic Environment of Nigeria	3
SSE 220	Critical Issues in Social Studies I and II	3
SSE 222	Socio-economic Structure of Nigeria	2
<b>ELECTIVE:</b> 2 Credits from Social Sciences		
<b>TOTAL CREDIT UNITS</b>		<b>18</b>



**SUMMARY:**

Faculty of Education Courses	5
Primary Education Courses	13
Teaching Subjects Courses	17
GST Courses	

**TOTAL 35**

**400 LEVEL****FIRST SEMESTER**

COURSE CODE	COURSE TITLE	CREDIT UNITS
EDU 401	Teaching Practice	6
EDU 403	Test and Measurement	2
EDP 401	Play: A symbolic Tool for Intellectual, Social and Emotional Development	2
EDP 403	Pre-Primary/Primary School Administration/Supervision	2
SSE 401	Nigeria, Administration and Change	2
SSE 405	International an Multi-Dimensional Interactions	2
EDA411	Educational Administration and School Management	2
<b>TOTAL CREDIT UNITS</b>		<b>20</b>

**SECOND SEMESTER**

EDP 406	Pre-Schoal and Primary School Project in Nigeria and elsewhere	3
EDP 408	Continuous Assessment in Pre-Primary/Primary Education	2
EDU 402	Research Project	6
SSE 402	Social Interactions in Nigeria	6
SSE 404	Politics, Power and Government in Nigeria	2
SSE 406	Educational Problems and Prospects for National Building	2

**ELECTIVES:**

SSE 408	Cognitive Psychology	2
SSE 410	Sociology of Development	2
<b>TOTAL CREDIT UNITS</b>		<b>21</b>

**SUMMARY:**

Faculty of Education Courses	14	
Primary Education Courses	11	
Teaching Subjects Courses	19	
<b>TOTAL</b>		<b>44</b>

## **B.Ed PRE-PRIMARY AND PRIMARY EDUCATION (SOCIAL' STUDIES)**

### **SUMMARY OF COURSES**

#### **100 LEVEL**

	<b>NO. OF CREDIT UNITS</b>
Faculty of Education Courses	6
Primary Education Courses	12
Teaching Subjects Courses	10
GST Courses	12
<b>TOTAL</b>	<b>40</b>

#### **200 LEVEL**

Faculty of Education Courses	6
Primary Education Courses	12
Teaching Subjects Courses	16
GST Courses	5
<b>TOTAL</b>	<b>39</b>

#### **300 LEVEL**

Faculty of Education Courses	5
Primary Education Courses	13
Teaching Subjects Courses	17
GST Courses	14
<b>TOTAL</b>	<b>39</b>

#### **400 LEVEL**

Faculty of Education Courses	14
Primary Education Courses	11
Teaching Subjects Courses	19
<b>TOTAL</b>	<b>44</b>

<b>GRAND TOTAL FOR THE 4 YEAR PROGRAMME</b>	<b>155</b>
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# **COURSES DESCRIPTION PRE-PRIMARY/ PRIMARY EDUCATION (SOCIAL STUDIES) COURSES**

## **100 LEVEL - FIRST SEMESTER**

### **EDP 101 PHILOSOPHY OF NURSERY EDUCATION:**

- a. National Policy Provision (NPE 1981)
- b. Social Values
- c. Language Policy (NPE 1981). Why primary education is necessary: In-depth discussion on achievement of the National Policy on Nursery Education. Types of Nursery Provisions, etc. Mother tongue and English Language in Pre-School.

### **EDP 103: PHILOSOPHY OF PRIMARY EDUCATION IN NIGERIA:**

- a. National Policy Provisions on it
- b. Policy statement for Junior Primary Schools
- c. Recent trends in Primary Education

### **EDU 101: HISTORY OF EDUCATION**

A study of Educational Development and Institutions from ancient time to the present with particular reference to evolution of modern education in Nigeria

### **EDU 103: PHILOSOPHY OF EDUCATION**

An introduction to major philosophical ideas, which have influenced educational thought and practices and the relevance of these to the development of education in Nigeria

### **1. SSE 101: Overview of Social Studies from Historical and Theoretical Perspective.**

The course examines the history of social studies in the world in general and Nigeria in particular. It also deals with aims, objectives and curriculum theory as well as the theory and practice of integrated social studies in Nigeria.

**2. SSE 102: Philosophy and Scope of Social Studies.**

This course discusses the philosophy behind the introduction; the rational, general and specific objectives, the scope and sequence are given specific attention.

**3. SSE 103: The Structure and Characteristics of man's place in society**

A general study of the earth atmosphere, lithospheric space and the hydrosphere place. An analysis of the place of individuals and place in abstract.

**4. SSE 104: Introduction to Social Studies Education and Nationality**

This course intends to introduce the concept or the basics of social studies education and Nationality to the students. The students are exposed to the basic ideas of social studies and nationality, that is, the role of Social Studies Education in relation to National Consciousness. The basic values of social studies education to the students and society are also discussed.

**5. SSE: 105 Curriculum Development in Social Studies:**

Theoretical basis and procedures of social studies curriculum planning and development and application of this knowledge to the development of curriculum materials such as course of study, textbooks workbooks, teacher's guides and instructional materials for the new policy on education.

**6. SSE 102: Social Interactions in Nigeria:**

Social interactions in Nigeria 1500-1800 (Grassland Zone) 1500-1800 (Forest Zone). Political system in precolonial Nigeria. Social interactions in Nigeria 1914-70.

**1. SSE 207: Social Studies Curriculum and Instructions in Primary and Secondary Schools:**

The main components of the social studies curriculum in the primary Social Studies with emphasis on the development of cognitive and affecting objectives; space,

time, inquiry communication, resources and social interaction skills. Also the main component of the Post Primary Social Studies with a close look at the components of development of cognitive, affective and skill objectives.

## **2. SSE 211: Social Studies Method I**

Social Studies is an integrated subject that uses knowledge, skills, values and attitudes from a wide variety of subject disciplines to change the attitude or behaviour of learners in order to become more effective citizens of society. In teaching the methodology, learners are exposed to the meaning and scope of social studies. Critical examination of the concepts of teaching and methods as well as research findings on methods, selection and organization of content in social studies and concepts and generalization of in social studies. The social studies teacher and the use of instructional material in the teaching and learning of social studies

## **3. EDP 301: Nursery/Primary Education Teaching Methods.**

Taxonomics of Pre-school projects, type and objectives. Philosophy' underlying Nursery/Primary Projects. Approaches based on age, ability, discipline and environment.

4. EDP 303 Evaluation Techniques in Nursery/Primary Education Affective, cognitive psychomotor.

1. Nursery Methodology

2. Primary Education Advanced and up-to-date analysis of teaching strategies. Audio-visual

## **5. SSM 311: Social Studies Method II**

A more detailed study of methods of teaching social studies. It includes discussion method, inquiry method, role-playing, resource persons, etc.

A conceptual differentiation between method and learning experiences. Principles and procedure of scheme of work and lesson notes. Functions and characteristics of instructional objectives in social studies as well as evaluation of outcome in social studies.

## **SECOND SEMESTER**

### **1.EDP 306 Organisation of Nursery/Primary Education with particular reference to Nigeria.**

Detailed procedure; Role of Government Education Law and School Management

### **2. EDP 308: Curriculum Development in (a) Pre-Primary Education (b) Primary Education.**

Theoretical principles underlying curriculum planning and development test, etc.

### **1. EDP 310: Developmental Psychology of the child:**

Cognitive, social and educational stages of development of the child, (Piaget, Brunner). Personality development: Freud and Erikson (Psychoanalytic theory)

### **2. SSE 306: Socio-Economic Activities in Nigeria**

Economic activities performed by persons, firms and government. Types of economy banks.

### **3. SSE 329: Nigeria Socio-Political Institutions:**

Nigerian culture, identity, socialization of man, marriage and kinship groups: Primary, secondary and communities.

### **1.SSE 324: Values, Inquiry, Decision making and Social Action in Social Studies:**

The rationale for value education and review of several policy making and valuating models leading on to development of a value inquiry mode that social studies teachers can use to help students identify and clarify their values and determine courses of action to be taken on social issues.

### **2.SSE 306: Urbanization, Transportation and Communication:**

Geographic analysis of urban setting transportation and communication. Emphasis is on commodity flows, flow of people and traffic pattern of the country.

### **3. SSE 308: Finance, and Financial Institutions in Nigeria:**

The Economic System of Nigeria. Factors of Production: Money, History, Function and Types.

## **400 LEVEL**

### **1.EDP 401: Symbolic Play:**

A tool for intellectual, social and emotional development. Motivation reinforcement and reward are major tools for learning at this level; play must be meaningful to cover what we want to teach.

### **2.EDP 403: Pre-Primary/Primary School Administration/Supervision.**

Process of Administration Programme, coordinating, decision making, stimulating, appraising, etc. supervision and inspection, styles of supervision and their effectiveness.

### **3.EDP 405: Individual Projects:** Emphasis should be on relevant problems of Nursery/Primary Education in Nigeria.

## **SECOND SEMISTER**

### **1. EDP 406: Pre-school and Primary School projects in Nigeria and elsewhere.**

Examination of relevant projects in Nigeria, USA and UK, etc

### **2.EDP 408: Continuous Assessment in Pre-Primary and Primary Education:**

Methods of assessing the cognitive, affective and psychomotor at the pre-primary and primary school level.

### **1. SSE 401: Nigeria Administration and Change:**

Ecology of Nigerian Administration, the civil service, field administration, public corporations, politics and changes in Nigeria. Problems involved in the execution of major services in Nigeria. Role of bureaucracy in the economy. National integration and general development process.

### **2. SSE 403: Nigerian Cultural Patterns and Historic Origin:**

A study of the Nigeria social and cultural relations. Sports, arts and culture. Utilization and conservation of resources and loyalty to the nation.

### **3. SSE 405: International and Multi-Dimensional Interaction:**

Concepts of world power types, Nigeria in international politics and economic cooperation. International understanding through social studies.

### **1. SSE 404: Politics and Government of Nigeria:**

The study of politics, power and government. Forms of government. Major generalization from political science. Study of social order and its constitutions.

### **2. SSE 406: Social Studies Problems and Prospects for national building:**

Concepts of culture and identity. Cross-cultural influence, cultural factors militating against self-reliance and development. Human rights in Nigeria and human rights education.

## **ELECTIVES**

### **1. SSE 407: Evaluation in Social Studies:**

An examination or evaluation strategies and techniques in primary/secondary Social Studies programme.

### **2. SSE 408: Cognitive Psychology:**

Cognitive approach; different models for organisation of knowledge; visual and auditory cognition problems of solving language thought; concept and concept formation.

### **4. SSE 410: Sociology of Development:**

Examines the various concepts and explanations of development and under-development, dependency and post-dependency theories. Recent radical texts by African, Latin American and Western authors will be examined. Topics will include imperialism, state and economy, multi-national corporations, nature of surpluses appropriation, dualist and anti-dualist debates, etc.

## B.Ed PRE-PRIMARY AND PRIMARY EDUCATION (ENGLISH LANGUAGE)

### 100 LEVEL - FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT
UNIT		
GST103	English for Communication Skills	2
GST105	Use of Library	1
GST107	History of Scientific Thinking	1
EDU101	History of Education	2
EDU103	Philosophy of Education	2
EDP101	Introduction to the Philosophy of Nursery Education	2
EDP103	Early Childhood Education Teaching Methods I	2
ENG101	English Language I	2
ENG105	Oral English I	2
ENG103	Language and Society	2
ENL101	Principles and Practice of Language and Literature Teaching	1
<b>ELECTIVE:</b> (From Social Science) ENG 109		2
<b>TOTAL</b>		<b>18</b>

### SECOND SEMESTER

GST102	Environmental Health	1
GST104	English for Academic Purpose	2
GST106	Scientific Thinking	2
EDP102	Pre-Primary School Curriculum	2
EDP104	Primary School Curriculum	2
EDP106	The Role of the Nursery/Primary School Teacher in Development of children	2
EDU102	Introduction to Educational Psychology	2
GST108	Computer Science	2
ENG102	English Language II	2
ENG104	Introduction to Phonology	2
ENG108	Introduction to Poetry	2
ENG110	Introduction to Nigeria Literature	2
<b>ELECTIVE:</b> Faculty of Arts		2
<b>TOTAL CREDIT UNITS</b>		<b>24</b>

**SUMMARY:**

Faculty of Education Courses	6
Primary Education Courses	12
Teaching Subject Course	12
English Studies Courses	12
<b>TOTAL</b>	<b>42</b>

**200 LEVEL - FIRST SEMESTER**

GST201	Philosophy and Logic	1
EDU201	Sociology of Education	2
EDU203	Curriculum and Instruction	2
EDP201	Nursery/Primary Education Teaching Methods II	2
EDP203	Curriculum Aims and Curriculum Integration in Nursery/Primary Education in Nigeria	2
EDP205	Origin and Development of Pre-Primary Education	2
ENG201	Phonology of English	2
ENG203	History of English Language	2
ENG207	The African Novel	2
ENG209	African Drama	2
<b>ELECTIVE:</b>	An Elective from Social Sciences	2
EDL201	Reading and Studying Skills	2
	<b>TOTAL CREDIT UNITS</b>	<b>20</b>

**SECOND SEMESTER**

GST202	Moral Philosophy and Discipline	1
EDP202	Introduction to the Philosophy of Nursery/Primary Education in Nigeria	2
EDP206	Pre-School Education in Traditional African Societies	2
EDP208	Planning and Financing of Nursery/Primary School with reference to Nigeria	2
EDU204	Instructional Technology	2
EDU202	Educational Psychology	2
ENG202	Introduction to Syntax	2
ENG204	Contemporary English Usage	2
ENG208	African Poetry	2
ENG210	Creative Writings	2
EDL202	Language Methods I	2
<b>ELECTIVE:</b>	THA214 Children Theatre	3
	<b>TOTAL CREDIT UNITS</b>	<b>24</b>

**SUMMARY:**

Faculty of Education Courses	8
Primary Education Courses	13
Teaching Subject Course	13
GSTCourses	1
<b>TOTAL</b>	<b>35</b>

**THIRD YEAR - FIRST SEMESTER**

EDU301 Educational Statistics	2
EDU303 Curriculum Studies I	2
EDU309 Intro to Guidance and Counselling	2
EDP301 Nursery/Primary Education Teaching Methods I	2
EDP303 Evaluation Techniques to Nursery/Primary Education	2
ENG303 Introduction to Sociolinguistic	3
ENG309 Creative Writing	3
ENG305 Introduction to Semantics	3
ENG301 African Women Writers	3
EDL301 Language Methods II	2
<b>TOTAL CREDIT UNITS</b>	<b>24</b>

**SECOND SEMESTER**

EDU 302 Educational Research Methods	2
EDU 304 Curriculum Studies II	2
EDP 306 Organisation of Nursery/Primary Education with particular reference to Nigeria	3
EDP 308 Curricular Development in (a) Pre-Primary (b) Primary Education	2
EDP 310 Developmental Psychology of the Child	2
ENG 302 Introduction to Psycholinguistics	3
ENG308 Selected Nigerian Writers	3
EDL 302 Remedial Reading Instruction in Primary and Secondary Schools	1
<b>ELECTIVE:</b>	
THA318 Drama in Education	3
<b>TOTAL CREDIT UNITS</b>	<b>23</b>

**SUMMARY**

Faculty of Education Courses	8
Primary Education Courses	13
Teaching Subject Course	15
GSTCourses	
<b>TOTAL</b>	<b>36</b>

**400 LEVEL - FIRST SEMESTER:**

EDU 403	Educational Research Methods	2
EDU 401	Teaching Practice	6
EDP 401	Play, a Symbolic Tool for Intellectual, Social and Emotional Development	2
EDP 401	Pre-Primary/Primary School Education Administration/Supervision	2
ENG 401	Speech Writing	3
ENG 403	Multilingualism	3
EDL403	English Language and Literature Tests	2
<b>TOTAL CREDIT UNITS</b>		<b>20</b>

**SECOND SEMESTER**

COURSE CODE	COURSE TITLE	CREDIT UNITS
EDU 402	Research Projects	6
EDP 406	Pre-School and Primary School Projects in Nigeria and elsewhere	3
EDP 408	Continuous Assessment in Pre-Primary/Primary Education in Nigeria	2
ENG 402	Language and National Development	3
ENG 404	Stylistics	3
ENG 410	The Short Story	3
<b>ELECTIVE:</b>		
THA438	Drama Techniques for the classroom	3
<b>TOTAL CREDIT UNITS</b>		<b>20</b>

## **B.Ed PRE-PRIMARY/PRIMARY EDUCATION (ENGLISH LANGUAGE)**

### **EDP 101: Philosophy of Nursery Education in Nigeria**

(a) National Policy Provision (NPE 1981)

(b) Social Values

(c) Language Policy (NPE 1981)

Why Pre-Primary Education is necessary, in-depth, discussion on achievement of the National Policy on Nursery education, Types of Nursery Provisions, etc Mother tongue and English Language in Pre-school.

### **EDP 103: Philosophy of Primary Education in Nigeria**

(a) National Policy Provisions on it.

(b) Policy statement for junior primary school

(c) Recent trends in primary education

### **EDU 101: History of Education in Nigeria**

### **EDU 103: Philosophy of Education in Nigeria**

### **ENG 101: English Language I**

This course is designed to explore the student's feature of English grammatical structure in a fairly practical way; particular attention will be paid to such aspects as sentence phrase structures, clause types and inter-sentential relations. The aim is to improve student's proficiency in English by indirectly highlighting their areas of grammatical competency vis-a-vis communicative effectiveness.

### **ENG 103: Language and Society**

This course is an examination of the role of language as the foundation of society, linguistic verse, social categories, the grammar of social integration, whorfianism, etc.

### **EDL 101: Principles and Practice of Language and Literature Teaching**

The course focuses on issue of language and literature teaching. Particular attention will be paid to the principles

involved and evaluation of English Language/Literature in English in a second language context.

**EDP 102: Pre-Primary School Curriculum**

- (a) Child Centered Curriculum, a myth or reality
- (b) Activity Curriculum
- (c) The Experience Curriculum
- (d) The integration Curriculum
- (e) The place of play as a medium of instruction

**EDP 104: Primary School Curriculum**

- (a) Subject Integration approaches ( Social Studies, Integrated Science) for development of social responsibilities realization of full potentials.
- (b) Development of functional skills through Mathematics, Science, English Language, etc.
- (c) Developing Creative Thinking through Mathematics, Science, English Language, etc
- (d) Flexibility and balance in the curriculum

**EDP106: Pre-School Language Development**

- (a) The listening skills
- (b) The speaking skills
- (c) Writing skills
- (d) Reading skills
- (e) Interrelationship of language skills

**EDP 110: The Role of the Nursery/Primary school teachers in language teaching**

- (a) Teacher as facilitator of learning
- (b) Teacher as model, etc
- (c) Teacher qualification and competency

**ENG 102: English Language II**

This course is a continuation of English 101. It will explore in greater details the theories of grammar and their application.

### **ENG 104: Introduction to Phonology**

This course introduces students to phonetics including a general classification of speech sounds in order for students to acquire the ability to analyze the sound systems of languages. Laboratory lessons and tape-record speech analysis will complement.

### **ENG 108: Introduction to Poetry**

An introductory course on the nature, form, and characteristics of Poetry, through selected poems. Students will be guided to acquire the tools and techniques of the course.

### **ENG 110: Introduction to Nigerian Literature**

The aim of this course is to introduce students to the major genres of Nigerian literature and socio-political conditions that have influenced their development. Attention will be drawn to the changes in scope and pre-occupation of the Nigerian artists involved over the years.

### **EDP 201: Nursery/Primary Education Teaching Methods II**

An examination of pre-school learning styles, teaching methods, theories of teaching children, Rousseau" Pestalozzi, Froebels

### **EDP 203: Curriculum Aims and Curricular Integration in Nursery/Primary Education in Nigeria.**

An examination of traditional conception of education aims, changing aims, changing concepts and approaches to curriculum planning.

### **EDP 207: Origin and Development of Pre-Primary Education In Nigeria**

Origin of Pre-primary education in selected countries and in Nigeria

### **ENG 207: Phonology of English**

To study in details the segmental and non-segmental phonemes of English and their organization as concrete

discourse. This will be supplemented with appropriate practicals exercise with a view to improving students' perception and production of these sounds. Students will also be introduced to various approaches to the descriptions of English phonology (phonemic, prosodic, generative)

### **ENG 207: The African Novel**

An examination of the development of African novel from the beginning the present day involving a detailed study of selected texts to highlight features characterizing this literary type. The course will cover the major regions of Africa.

## **SECOND SEMESTER**

### **1.EDL 201: Reading and Study Skills (2 Units)**

The course is aimed at developing in prospective teachers the basic reading and study skills they need to succeed in their academic work.

### **2. EDL202: Language Method I (2 Units)**

This course is introduced to acquaint students with how to handle the basic communication skills at the classroom level. Emphasis is placed on the teaching of the four language skills in the primary and post-primary schools.

### **3. EDU 204 Contemporary Issues in Nigerian Education(2)**

### **4. EDP 204: Introduction to the Philosophy of Nursery and Primary Education.**

The theoretical rationale for Nursery/Primary education. The nature of the child, his need, nature of knowledge, etc.

### **5. EDP 206: Pre-School Education in Traditional African Society.**

The nature of the African family system, pregnancy and rate of child acquisition of attitudes and skills, teaching styles, language, development of character and personality.

**6. EDP 208: Planning and Financing of Nursery/Primary School with particular reference to Nigeria:**

Costing of education, involving data collection for educational planners, staffing, training programme. Pupils populations, purpose of education, resources, certification, structure, etc.

**7. ENG 204: Contemporary English Usage**

The focus will be on English usage, English speaking communities, attitudes to usage, the notion of correctness verses grammaticalness variation in use and uses and problems of defining English world wide.

**8. ENG 208: African Poetry**

A study of the origin and development of writing poetry on Africa covering its major regions. Attention will be paid to specific terms of the African pioneer poets and the younger generation poets.

**ELECTIVE:**

**1. THA214: Children's Theatre**

The students learn through play making and performance perspectives, the objectives, purposes and values of drama. Emphasis is laid on creative techniques in drama such as game and theories, role-playing, story-telling, teaching strategies, theories of the arts, music and puppetry, especially in relation to children and adolescence activities. Exercises are used to illuminate the foundations of learning through drama in selected schools.

**300 LEVEL - FIRST SEMESTER**

**1. EDL 301 : Language Methods II (2 Units)**

The course is a continuation of EDL 202. It will explore in great detail the teaching of all genres of Literature in English, English grammar and Reading.

**2.EDL 302: Remedial Teaching Instruction in Primary and Secondary Schools (1 Unit)**

The objective is to expose prospective teachers to teaching problems that abound in primary and secondary school

students and to teach them effective methods and techniques of teaching remedial teaching to students with reading problems Philosophy underlying Nursery/Primary projects learning approaches based on age, ability, discipline and environment.

#### **4. EDU 309: Introduction to Guidance and Counselling**

This is a faculty based course that aims at preparing all education students to provide first-aid guidance services in schools. The course includes areas such as: Concepts of Guidance and Counseling, general professional counseling differences, guidance services in schools principles of guidance and counseling and team work in school guidance and counseling, among others.

#### **5.EDP 303: Evaluation Techniques in Nursery and Primary Education.**

The concepts of evaluation in Nursery/Primary Education Affective, cognitive and psychomotive.

#### **6. ENG 303: Introduction to Applied Linguistics**

This is an introductory course on the systematic study of language as a social phenomenon, language and social change, the social context of speech and the functions, language varieties from the speaker's view point, language attitudes, etc.

#### **1. EDP 306: Organization of Nursery/Primary education with particular reference to Nigeria.**

Detailed procedure; role of government education law and school management.

#### **2. EDP 308: Curriculum Development in (a) Pre-Primary (b) Primary education**

The practicals principles underlying curriculum planning and development assessment test.

#### **3. EDP 31 0: Developmental Psychology of the Child**

Cognitive development of the child. (Piaget/Bruner)  
Personality development (Psycho-analytical theory)

#### **4. ENG 302: Introduction to Applied Sociolinguistics.**

This course introduces students to contextual and situational usages.

#### **5.ENG 308: Selected Nigerian Writers**

This course is designed to expose students to Nigerian Writers with particular attention to how each of those selected grapples with political and cultural issues of his/her time. A comparative study of the first and second generation writers will be conducted.

#### **ELECTIVE:**

##### **1. THA314: Drama in Education**

A study of the usage of drama and dramatic performance to communicate, to build personality, character and career, with the application of counseling and teaching techniques in staging contexts.

#### **400 LEVEL - FIRST SEMESTER**

##### **1. EDP 401: Symbolic Play:**

A tool for intellectual, social and emotional development. Motivation, reinforcement and reward are major tools for learning at this level; play must be meaningful to cover what we want to teach.

##### **2. EDP 403: Pre-Primary/Primary School Administration in Nigeria**

Programming, coordination, decision making, stimulation appraising the supervision and inspection styles of supervision and inspection, styles of supervision and their effectiveness.

##### **3.EDP 405: Individual Projects (6 credits)**

Emphasis should be on relevant problems of Nursery/Primary Education in Nigeria

##### **4. ENG401 Speech Writing**

This course is designed to introduce students to the mode and techniques of speech writing especially as a communicative skill.

### **5. ENG 403: Multilingualism**

Students will be taught necessary skills in order to handle English as second language side by side with other languages so as to improve their ability to use English in a multilingual situation.

### **6. EDU 401: Students Teaching Practice**

### **7. EDU 402: Research Project**

## **SECOND SEMESTER**

### **1. EDL 401: Language Testing**

The course is introduced to introduce students to the principles and process of testing in English Language and Literature in English. It will examine in great detail the various test instruments and how to design and construct them.

### **2. EDP 406: Pre-School and Primary school projects in Nigeria and elsewhere.**

Examination of relevant projects in Nigeria, USA, UK, etc.

### **3. EDP 408: Continuous Assessment in Pre-Primary and Primary Education.**

Method of assessing the cognitive, effective and psychomotor at the pre-primary and primary school level.

### **4. ENG 402: Language and National Development**

This course focuses on the constraints placed on national development by the linguistic education in developing African nations, language being the most effective means of human communication and the cornerstone of mass participation in the development process.

### **5. ENG 410: The Short Story**

This course introduces the short story as a major segment of the world's literary output from its origin in folklore, its position and effectiveness as a forum of fiction.

**ELECTIVE:**

**1. THA438: Drama Techniques for the Class room**

Essentially a course which elaborates the implications and methods of teaching as a performing art emphasizing the methods of confidence building, planning and using ordered work programme.

## **B.Ed PRE-PRIMARY AND PRIMARY EDUCATION (ENGLISH LANGUAGE)**

### **SUMMARY OF COURSES**

#### **100 LEVEL**

Faculty of Education Courses	6
Pre-Primary/Primary Education Courses	12
Teaching Subject Courses	12
GST Courses	12
<b>TOTAL</b>	<b>42</b>

#### **200 LEVEL**

#### **NO OF CREDIT UNITS**

Faculty of Education Courses	8
Pre-Primary/Primary Education Courses	13
Teaching Subject Courses	13
GST Courses	5
<b>TOTAL</b>	<b>39</b>

#### **300 LEVEL NO OF CREDIT UNITS**

Faculty of Education Courses	6
Pre-Primary/Primary Education Courses	13
Teaching Subject Courses	15
GST Courses	4
<b>TOTAL</b>	<b>38</b>

#### **400 LEVEL**

#### **NO OF CREDIT UNITS**

Faculty of Education Courses	14
Pre-Prfmary/Primary Education Courses	11
Teaching Subject Courses	15
<b>TOTAL</b>	<b>40</b>

## B.Sc(Ed.) PRE-PRIMARY AND PRIMARY EDUCATION (MATHEMATICS)

### 100 LEVEL - FIRST SEMESTER

GST 101	Nationalism	2
GST 103	English for Communication Skills	2
GST 105	Use of Library	1
GST 107	History of Scientific Ideas	1
EDU 101	History of Education	2
EDU 103	Philosophy of Education	2
EDP 101	Introduction to the Philosophy of Nursery/primary education in Nigeria	2
EDP 103	Early Childhood Education in Nigeria	2
MTH 101	Elementary Maths I	3
MTH 131	Statistics for Physical Electric and Engineering	3
<b>ELECTIVE</b>		
COM 101	Introduction to Computer	3
<b>TOTAL CREDIT UNITS</b>		<b>22</b>

### SECOND SEMESTER

GST 104	English fore Academic Purposes	2
GST 108	Computer Science	1
GST 102	Environmental Health	1
EDU 102	Introduction to Educational Psychology	2
EDP 102	Pre-primary school curriculum	2
EDP 104	Primary School Curriculum	2
EDP 106	The role of Nursery/Primary School Teacher in Language development	2
MTH 102	Elementary Maths II	3
MTH 104	Elementary III	3
EDM 102	Primary/Secondary School Mathematics	2
<b>ELECTIVE:</b> Take a 3 credit unit course from Physics Dept.		
<b>TOTAL CREDIT UNITS</b>		<b>23</b>

### SUMMARY:

Faculty of Education Courses	6
Pre-Primary/Primary Education Courses	10
Teaching Subject Courses	13
GST Courses	12
<b>TOTAL</b>	<b>41</b>

**200 LEVEL - FIRST SEMESTER**

GST 201	Philosophy and Logic	2
EDU 201	Sociology of Education	2
EDU 203	Curriculum and Instruction	2
EDP 201	Nursery/Primary Education Teaching Methods II	2
EDP 203	Curriculum aims and curricular integration in Nursery/Primary Education	2
EDP 205	Origin and Development of Pre-Primary Education	2
MTH 203	Set, Logic and Algebra	3
MTH 231	Probability	2
MTH 241	CMP Programme I	3
<b>ELECTIVE:</b>	MTH 201 Mathematical Methods 2 hrs	2
	<b>TOTAL CREDIT UNITS</b>	<b>20</b>

**SECOND SEMESTER**

GST 202	Moral Philosophy and Discipline	1
EDU 202	Educational Psychology	2
EDU 204	Instructional Technology	2
EDP 204	Introduction to Philosophy of Nursery and Primary Education in Nigeria	2
EDP 206	Pre-School Education in Traditional African Society	2
EDP 208	Planning and Financing of Nursery and Primary Schools	2
MTH 202	Intro to Numerical Analysis	3
MTH 204	Real Analysis	4
MTH 208	Elementary Differential Equation I	3
EDM 202	Mathematics Methods I	2
<b>ELECTIVE:</b>	MTH 232 Inferences II	3
	<b>TOTAL CREDIT UNITS</b>	<b>21</b>

**300 LEVEL - FIRST SEMESTER**

EDU 301	Educational Statistics	2
EDU 303	Curriculum Studies I	2
EDU 309	Guidance and Counseling	2
EDP 301	Nursery/Primary Education Teaching Methods I	2
EDP 303	Evaluation Techniques in Nursery/Primary Education	2
MTH 303	Complex Analysis	3
MTH 307	Real Analysis	3
MTH 311	Abstract Algebra I	3
EDM 311	Primary Maths Methods	2

**ELECTIVE:** Take a 2 credit unit course from Faculty of  
Social Science

**TOTAL CREDIT UNITS** **23**

**SECOND SEMESTER**

EDU 302 Educational Research Method 2

EDU 304 Curriculum Studies II 2

EDP 306 Organization of Nursery/Primary Education  
with particular reference to Nigeria 2

EDP 308 Curriculum Development in (a) Pre-Primary  
(b) Primary Education 2

EDP 310 Developmental Psychology of the Child 2

MTH 302 Elementary Differential Equations II 3

MTH 304 Complex Analysis II 3

MTH 306 Abstract Algebra II 3

EDM 302 Mathematics Methods II 3

**ELECTIVE:** SOS312: Sociology of Health and Illness behaviour.

**TOTAL CREDIT UNITS** **21**

**SUMMARY:**

Faculty of Education Courses 10

Pre-Primary/Primary Education Courses 12

Teaching Subject Courses 22

**TOTAL CREDIT UNITS** **44**

**400 LEVEL - FIRST SEMESTER**

EDU 401 Teaching Practice 6

EDU 403 Test and Measurement 2

EDP401 Play; A Symbolic Tool for Intellectual,  
Social and Emotional Development 2

EDP 403 Pre-Primary/Primary School in  
Administration/Supervision in Nigeria 2

MTH 401 Ordinary Differential - Equations 3

MTH 403 Functional Analysis .3

EDM 401 Problem Solving 1

**ELECTIVE:** Medical Sociology 2

**TOTAL CREDIT UNITS** **20**

**SECOND SEMESTER**

EDU 402	Research Project	6
EDP 406	Pre-School and Primary School Projects in Nigeria	3
EDP 408	Continuous Assessment in Pre-Primary/Primary Education	2
MTH 402	Partial Differential Equations I	3
MTH 404	Lebesgue Measurement and Integration	3
<b>TOTAL CREDIT UNITS</b>		<b>17</b>

**SUMMARY:**

Faculty of Education Courses	14
Pre-Primary/Primary Education Courses	9
Teaching Subject Courses	14
<b>TOTAL</b>	<b>37</b>

# DESCRIPTION OF COURSES B.Sc (Ed) PRE-PRIMARY (MATHEMATICS)

## 1. EDP 101: Philosophy of Nursery Education

(a) National Policy Provision (NPE 1981)

(b) Social Values

(c) Language Policy (NPE 1981)

Why Pre-Primary Education is necessary: In-depth discussion on achievement of the National Objectives on Nursery Education, Types of Nursery provisions etc. Mother tongue and English Language in Pre-School.

## 2. EDP 103: Philosophy of Primary Education:

(a) National Policy Provision on it

(b) Policy statement for Junior Primary School

(c) Recent trends in Primary Education

## 3. EDU 101: History of Education

## 4. EDU 103: Philosophy of Education

## 5. MTH 101: Elementary Mathematics I:

(Algebra I Trigonometry) Elementary set theory, subjects union, intersection, complements, venn diagrams. Real numbers integers, rational and irrational numbers; mathematics induction real sequences and series, theory of quadratic equations, binomial theorem. Complex numbers; algebra of complex numbers, the argand diagram. D. Moivre's theorem, nth roots of unity. Circular measure, trigonometric functions of angles of any magnitude, addition and factors formulae.

## 6. EDP III Primary Mathematics Methods (3 credits)

The course will expose students to current methods of teaching numbers using the operation of addition, subtraction, multiplication and division. Factors, primes, fractions, percentages, etc will be included. Time, length, capacity, and graphs as well as knowledge of areas. Angle,

circles and some elementary statistics, geometry and probability will be included. Learning theories will form part of the programme.

### **7. MTH 145: Introduction to Computer Science**

History of computers, functional components of computers, characteristics of a computer, problem solving, flow charts, algorithms, computer programming. Statements, symbolic names, arrays, subscripts expressive and control statements. Introduction to Basic or FORTRAN programming language, computer applications.

## **SECOND SEMESTER**

### **1. EDP102: Pre-Primary School Curriculum (3units)**

- (a) Child centered curriculum, a myth or reality.
- (b) Activity curriculum
- (c) The experience curriculum
- (d) The integrative curriculum
- (e) The place of play as medium of instruction.

### **2. EDP 104: Primary School Curriculum**

- (a) Subject integration approach (Social Studies, Integrated Science) For development of social responsibilities realization of full potentials
- (b) Development of functional skills through Mathematics, Science, English language, etc
- (c) Development creative thinking through Arts, Crafts, Drums, Literature and Music.
- (d) Flexibility and balance in the curriculum

### **3. EDP 106: Pre-School Language Development**

- (a) The listening skills
- (b) The speaking skills
- (c) Reading skills
- (d) Writing skills
- (e) Interrelationship of language skills

**4. EDP 110: The role of the Nursery/Primary School Teacher in language teaching**

- (a) Teachers as facilitators of learning
- (b) Teachers as models, etc
- (c) Teacher qualification and competency.

**5. MTH 102: Elementary Mathematics II (Vectors, geometry and dynamics)**

Geometric representation of vectors in 1-3 dimensions, components, direction cosines. Scalar and vector products of two vectors. Differential and integration of vectors with respect to scalar variable. Two dimensional co-ordinate dynamics geometry, straight lines, circles, rectangle, ellipse, hyperbola tangents, Kinematics of a particle. Components of velocity and acceleration of a particle moving on a plane. Force momentum, law of motion under gravity, projection listed and motion elastic string. Simple pendulum, impulse, impact of two smooth spheres and of a sphere on a smooth sphere, vector equations of line and planes.

**6. MTH 132: Statistics for Physical Science and engineering**

Measure of location and dispersion in simple and grouped data exponentials.

Element of probability and probability distributions normal, binomial distributions. Estimation and tests of hypotheses concerning the parameters of distributions, regression, correlation and analysis of variance contingency table

**1. EDM 102: Primary/Secondary School Mathematics**

Effective coverage of selected topics in Primary/Secondary School Mathematics Curriculum. These include topics that are normally considered as difficult and often avoided by Mathematics teachers.

**2. EDP 201: Nursery/Primary Education Teaching Methods II**

An Examination of Pre-school learning styles, teaching methods theories of teaching children, Rousseau, Pestalozzi, Froebels, etc.

### **3. EDM 202: Mathematics Methods I (2 credit units)**

History of Mathematics, Mathematics and everyday life, psychological theories of learning related to Mathematics, contemporary issues in secondary school Mathematics curriculum and instructional aids.

### **4.EDP 203: Curriculum aims and curriculum integration in Nursery/Primary Education.**

An Examination of traditional conception of education aims changing concepts and approaches to curriculum planning.

### **5. MTH 203: Set, Logic and Algebra**

Introduction to the language and concepts of modern Mathematics.

Topics include Basic set theory mappings, relations, equations: and other relations, Cartesian product. Binary methods of proof, binary operations. Algebraic structures, semi groups, rings integral domain, fields, rationale and complex numbers.

### **6. MTH 213: Elementary Mathematics III**

Functions of a real variable graphs limits and idea of" change.

Techniques of differentiations. Extreme course sketching, . integration as an inverse of differentiation. Methods of integration, definite integrals. Application to areas and volumes.

### **7 .MTH241: Computer Programming**

Introduction to problem solving methods and algorithm development, designing, coding, debugging and documenting programs using techniques of good programming language and a widely used programming language should be used in teaching the above.

## **SECOND SEMESTER**

### **1.EDP 204: Introduction to the Philosophy of Nursery and Primary Education.** The Theoretical rationale of Nursery/Primary Education. The nature of the child, his needs, nature of knowledge, etc

## **2. EDP 206: Pre-school Education in Traditional African Societies.**

The nature of the African family system, pregnancy and rate of child acquisition of attitudes and skills; teaching styles, language development and development of character and personality.

## **3.EDP 208: Planning and Finance of Nursery/Primary School with particular reference to Nigeria.**

Costing of Education, involving data collection for educational planners. staffing, training and retraining programmes. Pupil's populations, purpose of education, resources, certification, structure, etc.

## **4.MTH 202: Introduction to Numerical analysis**

Solution of algebraic and transcendental equations, Curve fitting. Error analysis interpretation and approximation. Zeros of non-linear equations of one variable system of linear equations. Numerical differentiation and integratral equations. Value problems for ordinary different equation.

## **5.MTH 204: Real Analysis**

Real numbers countability, bounds sequences, limit of a sequence, Endk theorems. Monotone sequences, the theorem of nested interval study sequences of series, and rearrangements. Completeness of rational continuity and differentially of functions,' R Rolle's and means value theorems for differentiable functions, Taylor series. Vector derivatives, direction derivative, partial derivative, local Maxima and Minima.

## **6.MTH 208: Elementary Differential Equation I**

First order ordinary equations. Existence and uniqueness second order ordinary differential equations with constant co-efficient. General theory of 17<sup>th</sup> order linear equations. Laplace transform, solution of initial value problems by a laplace transform method.

## **7.MTH 232: Inference II**

Use the Neyman-Pearson lemma, Hypothesis testing, the power of a test point and interval estimation. (Testing and estimation of large samples and in some standard small samples situations) binomial test, normal contingency tables, Goodness of fit tests.

## **300 LEVEL**

### **1. EDP 301: Nursery/Primary Education Teaching Methods II**

Taxonomic of Pre-school projects, type and objectives. Philosophy underlying Nursery/Primary projects, type and objectives. Philosophy underlying Nursery/Primary projects learning approaches based on age, ability, discipline and environment.

### **2. EDM 302 Mathematics Methods II (2 credits)**

Problems of Primary/Secondary Mathematics teaching and learning, strategies for teaching Primary/Secondary School Mathematics, Mini teaching and classroom observation in Mathematics.

### **3.EDP 303: Evaluation Techniques in Nursery/Primary Education.**

The concept of evaluation of Nursery/Primary Education. Affective, cognitive and psychomotor evaluation.

### **4.MTH 303: Complex Analysis**

Functions of a complex variable. Deviating the Cauchy-Riemann equations. Analytic functions. Bilinear transformations and conformal mappings. Contour integrals. Cauchy's theorem and its main consequences. Convergence of sequences and series of functions of a complex variable. Power series. Taylor series.

### **5.MTH 307: Real Analysis II**

Riemann integral of functions,  $\mathbb{R}$  to  $\mathbb{R}$  continuous monotonic functions. Functions of bounded variation. The Riemann-Stieltjes integral pointwise and uniform

convergence of sequences and series of functions R.) R. effects on limits (sums) when the functions are continuous differentiable or Riemann integrable.

### **6.MTH 311 : Abstract Algebra I**

Group definition, examples including permutation groups. Sub-groups, cosets. Lagrange's theorem and applications. Cyclic groups. Rings definition examples including  $\mathbb{Z}$ .  $\mathbb{Z}_n$  rings of polynomials and matrices. Integral domains fields. Polynomial rings, factorization. Euclidean algorithm for polynomials. HCF and LCM of polynomials.

## **SECOND SEMESTER**

### **1.EDP 306: Organization of Nursery/Primary Education with particular reference to Nigeria.**

Detailed procedure; Role of Government Education; Law and School Management.

### **2.EDP 308: Curriculum Development in (a) Pre-Primary Education (b) Primary Education.**

Theoretical principles underlying Curriculum Planning and Development Assessment test, etc

### **3. EDP 310: Developmental Psychology of the child**

(Cognitive) Social and Educational stages of development of the child, (Piaget, Bruner). Personality development. Freud and Eriksson (Psychoanalytic theory).

### **4. MTH 304: Complex Analysis**

Taylor expansion isolated singularities and residues. Residue theorem, calculus of residue, and application to evaluation integrals and to summation of series, maximum modulus principles, argument principles, Rouché's theorem. The fundamental theorem of algebra. Principle of analytical continuation, multiple valued functions and Riemann surface.

## **5. MTH 306: Abstract Algebra II**

Normal subgroups and quotient groups. Monomorphic isomorphism theorems. Cayley's theorems. Direct products. Groups of small order. Group acting on sets. Sylow theorems. Ideal and quotient rings. P.I.D's, UED's Euclid rings. Irreducibility. Field extensions degree of an extension. Straight edge and compass constructions.

### **400 LEVEL:**

#### **FIRST SEMESTER**

#### **1. EDP 401: Symbolic play; a tool for intellectual, social and emotional development.**

Motivation reinforcement and reward are major tools for learning at this level; play must be meaningful to cover what we want to teach.

#### **2. EDP 403: Pre-primary/Primary School Administration/Supervision.**

Processes of Administration Programming, coordinating, decision making, stimulating, appraising, etc. Supervision and inspection, styles of supervision and their effectiveness

#### **3. EDP405 Individual Projects (6 credits)**

Emphasis should be on relevant Problems of Nursery/Primary Education in Nigeria.

#### **4. MTH 401: Ordinary Differential Equations I**

The general first order equation, existence and uniqueness theorems singular points. Different inequalities. Stability, Liapunov theory, Green's function, periodic solutions, special topics.

#### **5. EDM 401: Problem Solving (1 credit unit)**

Definition of Mathematics problem, Problem Solving, Models for Problem Solving (polya, Krulik and Rudnik, Scopes, Rubenstein) and various strategies for Problem Solving.

## SECOND SEMESTER

### 1.EDP 406: Pre-school projects in Nigeria and elsewhere.

Examination of relevant projects in Nigeria, USA and UK, etc.

### 2.EDP 408: Continuous Assessment in Pre-primary and Primary Education.

Methods of assessing the cognitive, affective and psychomotor at the pre-primary and primary school levels.

### 3.MTH 402: Partial Differential Equations

Inequalities, correctness, uniqueness, Figen functions, eigenvalues, construction of formal solutions, properties of solutions.

### 4.MTH 404: Lebesgue Measure, and Integrals.

Lebesgue measure, measurable and non-measurable sets, measurable functions. The integral convergence of theorems.

## SUMMARY OF COURSES

### 100 LEVEL

### NO OF CREDIT UNITS

Faculty of Education Courses	6
Pre-Primary/Primary Education Course	10
Teaching Subject Courses	18
GST Course	12

### 200 LEVEL

### NO OF CREDIT UNITS

Faculty of Education Courses	8
Pre-Primary/Primary Education Courses	12
Teaching Subject Course	23
GST Course	3

### TOTAL

46

### 300 LEVEL

### NO OF CREDIT UNITS

Faculty of Education Courses	10
Pre-Primary/Primary Education Courses	12
Teaching Subject Courses	22
TOTAL	44

### 400 LEVEL

### NO OF CREDIT UNITS

Faculty of Education Courses	14
Pre-Primary/Primary Education Courses	9
Teaching Subject Courses	14
TOTAL	37

**GRAND TOTAL FOR 4 YEARS = 173 CREDIT UNITS**  
**B.Ed PRE-PRIMARY AND PRIMARY EDUCATION**  
**(SCIENCE)**

**100 LEVEL - FIRST SEMESTER**

GST 101	Nationalism	2
GST 103	English for Communication skills	4
GST 105	Use of Library	1
GST 101	History of Scientific Ideas	1
EDU 101	History of Education	2
EDU 103	Philosophy of Education	2
EDP 101	Introduction to the philosophy of Nursery Education in Nigeria	2
EDP103	Early childhood Education Teaching Methods	2
PSC 101	Man, Energy, and Environment	3
PSC 103	Nature of Matter	3
<b>TOTAL CREDIT UNITS</b>		<b>22</b>

**SECOND SEMESTER**

GST102	Environmental Health	1
GST 104	English for Academic	2
GST 106	Purpose Scientific Thinking	1
GST 108	Computer Science	2
EDU 102	Introduction to Educational Psychology	2
EDP 102	Pre-primary School Curriculum	2
EDP 104	Primary School Curriculum	2
EDP 106	The role of the Nursery/Primary School Teacher in Language Development	2
ISC 102	Maths for Science	3
ISC 104	Cycles in Nature	2
PSC 106	Transport Control and Development in Living Things	2
<b>ELECTIVE:</b> Take a 4 unit course either PHY 102 or CHM 102		4
units		
<b>TOTAL CREDIT UNITS</b>		<b>24</b>

**200 LEVEL - FIRST SEMESTER**

GST201	Philosophy and Logic	1
EDU201	Sociology of Education	2

EDU203	Curriculum and Instruction	2
EDP201	Nursery/Primary Education Teaching Methods	2
EDP203	Curriculum and Integration in Nursery/Primary Education	2
EDP205	Origin and Development of Nursery /Primary Education	2
PSM201	Primary Science Methods	2
PSC201	Energy and Particles	3
ISC201	Growth and Change	3

**ELECTIVE:**

PSC203	The Universe	
PSC205	Fundamentals of Living Things	

**200 LEVEL - SECOND SEMESTER**

GST 202	Moral Philosophy and Discipline	1
EDU 202	Educational Psychology	2
EDU 204	Instructional Technology	2
EDP 206	Pre-school Education in Traditional African Societies	2
EDP 208	Planning and Financing Nursery/Primary School with particular reference to Nigeria	2
ISC202	Variation and Adaptation	2
ISC 204	Environmental Management	3
PSC 202	Chemical Energies	3

**ELECTIVES:**

Take MTH 246 2 credit units and one other 3 credit unit

**TOTAL CREDIT UNITS 22**

**300 LEVEL - FIRST SEMESTER**

EDU 301	Educational Statistics	2
EDU 303	Curriculum Studies I	2
EDU 309	Introduction to Guidance and Counseling	2
EDP 301	Nursery/Primary Education Teaching Methods I	2
EDP 303	Evaluation Techniques in Nursery/Primary Education	2
PSC 303	Global Ecology	2
PSC 305	Carbon and its compounds	3
PSM 301	Primary Science and Methods II	2

**ELECTIVES:**

ISC 303	Integration of matter in the environment	2
<b>TOTAL CREDIT UNITS</b>		<b>19</b>

**SECOND SEMESTER**

EDU 302	Educational Research Method	2
EDU 304	Curriculum Studies II	2
EDP 306	Organization of Nursery/Primary Education With particular reference to Nigeria	3
EDP 308	Curriculum Development in (a) Pre-Primary (b) Primary Education	2
EDP 310	Developmental Psychology of the child	2
PSM 302	The Primary School Science Laboratory	2
PSC 302	Improvisation Techniques in Primary Science	3

**ELECTIVES:**

EDA308	Introduction to Educational Administration and School Management	2
PSC 306	Statistics and Dynamics	3
<b>TOTAL CREDIT UNITS</b>		<b>22</b>

**400 LEVEL - FIRST SEMESTER**

EDU 401	Teaching Practice	6
EDU 403	Test and Measurement	2
EDP 401	Play, a Symbolic Tool for Intellectual Social and Emotional Development	2
EDP403	Pre-Primary/Primary School Administration/Supervision	2
ISC 401	Continuity in Nature	2
PSC 403	Process of Life	2

**ELECTIVE:**

EDA411	Educational Administration and School Management II	2
<b>TOTAL CREDIT UNITS</b>		<b>20</b>

**SECOND SEMESTER**

EDU 402	Research Project	6
EDP 406	Pre-school and Primary School Projects in Nigeria and elsewhere	3
EDP 408	Continuous Assessments in Pre-primary/Primary Education	2
PSM 402	Issues in Primary Science Education	2

ISC 402	Natural Resources in the Environment	3
PSC 404	Metals	2
PSC 406	Advanced Seminar in Primary Science	2
<b>ELECTIVES:</b>		
ISC 408	Global Ecology	2
<b>TOTAL CREDIT UNITS</b>		<b>22</b>

## **DESCRIPTION OF FACULTY CORE COURSES**

### **EDU 101: HISTORY OF EDUCATION**

A study of educational development and institutions from ancient time to the present with particular reference to evolution on modern education in Nigeria.

### **EDU 103 PHILOSOPHY OF EDUCATION**

An introduction to major philosophical ideas which have influenced educational thought and practices and the relevance of these to the development of education in Nigeria

### **EDU 102 INTRODUCTION TO EDUCATIONAL PSYCHOLOGY**

This is faculty based course designed to introduce all education students to the basic elements of psychology as it is applied to teaching and learning processes. It covers areas such as learning, theories of learning and motivation, individual differences and personality development among others.

### **EDU 201: SOCIOLOGY OF EDUCATION (2 credit units)**

And examination of the school as a micro society. A study of the school as a component of the large society as well as the interdependence of the' school and the larger society.

### **EDU 203: CURRICULUM AND INSTRUCTION (2 credit units)**

Introduction to the school curriculum with particular reference to primary and secondary schools general principles and methods of instruction, communication in instruction, and introduction to the teaching profession

### **EDU 202: EDUCATIONAL PSYCHOLOGY (2 credit units)**

This course covers the broad areas of general psychology development. Psychology and human learning.

### **EDU 204 INSTRUCTIONAL TECHNOLOGY (2 credit units)**

General principles of selection and use of audio;-visual materials. Techniques for production/improvisation of in

instructional material e.g. pictures manipulation, dry mounting, rubber cement/gum, outing, and lettering (stencil and mechanical). Operation of equipment e.g. overhead, opaque slide and film projector, duplicating scanner and photocopier machines and tape recorders.

### **EDU 301 EDUCATIONAL STATISTICS (2 credit units)**

An introduction to basic statistics, both descriptive and inferential. Organization and analysis of collected data in educational problem. Approximations; Measures of central tendency (mean, median and mode), representation of data (bar charts, pie charts histogram, relative frequency curve, ogives), measure of variability and correlations. Introduction to hypothesis testing.

### **EDU 303 CURRICULUM STUDIES I (2 credit units)**

An in-depth exposure of students to the concept of curriculum; its foundations and their policy implications, pattern/models of curriculum organization/design. Application to the Nigerian education system to be emphasized

### **EDU 302 EDUCATIONAL RESEARCH METHODS (2 credit units)**

An experience in problem identification, types, design, data gathering, processing, analyzing, interpreting and reporting in educational context.

### **EDU 304 CURRICULUM STUDIES II (2 credit units)**

A detailed treatment of educational objectives and their form and types, their significance in curriculum and instruction. Curriculum evaluation and revision. A review of Nigerian primary and secondary school curriculum to highlight innovation.

**EDU 401 TEACHING PRACTICE (6 credit units)**

A minimum of six weeks supervised exposure to Classroom teaching on field experience to demonstrate the degree of proficiency in applying the basic theories and techniques of instruction.

**EDU 403 TEST AND MEASUREMENT (2 credit units)**

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

**EDU 402 RESEARCH PROJECT (6 credit units)**

An application of the educational research methods and statistics course to a field experience under the guidance of a Faculty member.

**HEAD OF DEPARTMENT**



**PROF. PETER T. ORTESE**  
HOD, Educational Foundations

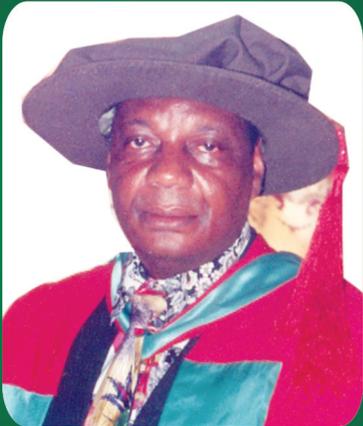
## LECTURERS IN THE DEPARTMENT



**Dr. Christiana Ekoja**



**Prof. KER BEATRICE**



**Prof. OKWORI ADEJO**



**Dr. AKPAKWU SIMON O.**

## LECTURERS IN THE DEPARTMENT



**Dr. SAAWUA A. TOR-ANYIIN**



**Dr. IGBO HAPPINESS IHUOMA**



**ASAMAH JOSEPH**



**Dr. OLUWOLE MARGARET**

## LECTURERS IN THE DEPARTMENT



**ADZONGO PHILOMENA Ibhuh**



**Dr. Adamji Samuel**



**Rev. Fr. M.M. ORHUNGUR**



**Mrs. NANCY N. AGBE**

## LECTURERS IN THE DEPARTMENT



**ESTHER AKINDE**



**Dr. JOSEPH A. OBIDA**



**Dr. ATHANASIOUS YAWE**



**Rev. Sr. JUSTINA JOR**

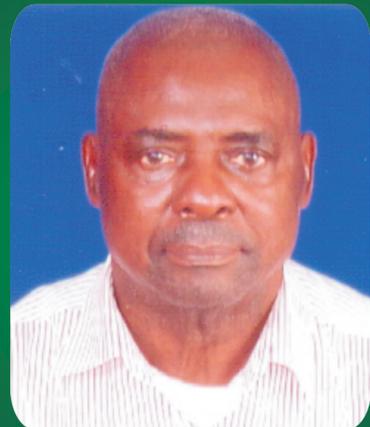
## LECTURERS IN THE DEPARTMENT



**GEOFFREY AONDOLUMUN AYUA**



**PILA NASELA**



**Prof. JOHN ORTYOYADNE**



**BUA FELIX TERHILE**

## LECTURERS IN THE DEPARTMENT



**Dr. INNOCENT E. AKOJA**



**MANDO P. NGUWASEN**



**Dr. ALYE DAVID**



**HANIOR EZEKIEL**



**DEPARTMENT OF EDUCATIONAL FOUNDATION  
2014/2015 STAFF LIST**

<b>S/N</b>	<b>NAME</b>	<b>RANK</b>	<b>QUALIFICATIONB</b>	<b>STATUS</b>
1	Ker Beatrice	Professor	.Ed, M.Ed, Ph.D	Tenure
2	Moses M. Orhungur	Professor	B.Ed, M.Ed, Ph.D	Tenure
3	Agbe Nancy	Professor	B.A, PGDE, M.Ed, Ph.D	Tenure
4	Ochogwu Michael G.	Professor	Ph.D, AMLS, BLS B.A. (HONS) Med,	Tenure
5	Gbenda Batur-Laha	Professor	PhD PGDE NCE, B.A.Ed,	Tenure
6	Peter Ortese	Professor	ADPM M.Ed, M.Sc, Ph.D	Tenure
7	Christiana Ekoja	Asso. Professor	B.Ed, M.Ed, Ph.D	Tenure
8	Okwori Adejo	Professor	NCE, B.Ed, M.Ed, Ph.D	Tenure
9	Akpakwu Simon O.	Asso. Professor	B.Ed, M.Ed, Ph.D	Tenure
10	Alye David	Lecturer II	B.Ed, M.Ed, Ph.D	Contract
11	Agbe Joseph	Lecturer I	B.Sc, M.Ed, Ph.D	Tenure
12	Innocent E. Akoja	Lecturer I	B.Sc, Adance Mgt Cert. M.Ed, PhD	Contract
13	Akume T. Gabriel	Asso. Professor	B.Ed, M.Ed, Ph.D	Tenure
14	Saawua A. Tor-Anyiin	Asso. Professor	B.Ed, M.Ed, Ph.D	Tenure
15	Igbo Happiness	Asso. Professor	NCE, B.Ed, M.Ed, Ph.D	Tenure

<b>S/N</b>	<b>NAME</b>	<b>RANK</b>	<b>QUALIFICATION</b>	<b>STATUS</b>
16	Asemah Joseph	Lecturer I	B.A, MA,(Mgt)	Tenure
17	Oluwole Margaret	Senior Lecturer	NCE, B.Ed, M.Ed, PhD	Tenure
18	Esther Akinde	Lecturer I	NCE, B.Ed, M.Ed	Tenure
19	Joseph A. Obida	Lecturer I	B.A Ed, M.Ed, PhD	Tenure
20	Athanasius Yawe	Senior Lecturer	B.Ed, M.Ed, Ph.D	Tenure
21	Hanior Ezekiel	Lecturer II	BA, PGDE, M.Ed	Tenure
22	Pila Nasela	Asso. Professor	B.Ed, M.Ed	Tenure
23	Geoffrey A. Ayua	Asso. Professor	B.Ed, M.Ed	Tenure
24	Adzongo Philomena	Lecturer II	Bsc(Ed) M.Ed	Tenure
25	Bua Felix Terhide	Teaching Assistant	B.Sc, PGDE, M.Ed	Tenure
26	Prof. John H. Ortyoaude		BA. Ed, M.Ed, Ed.D	Tenure
27	Rev. Sr. Justina Jor	Lecturer II	BA.Ed, M.Ed	Tenure
28	Adamji Samuel	Lecturer I	B.Ed, M.Ed, PhD	Tenure
29	Mando Nguwasen		B.Ed, M.Ed	Part Time