

**OBAFEMI AWOLOWO UNIVERSITY
ILE-IFE, NIGERIA**



FACULTY OF EDUCATION

INSTITUTE OF EDUCATION

2024 - 2028 HANDBOOK

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OFFICERS OF THE UNIVERSITY

Visitor

His Excellency, Senator Bola Ahmed Tinubu, GCFR
President and Commander-in-Chief of the Armed Forces
Federal Republic of Nigeria

Chancellor

Alhaji (Dr.) Yahaya Abubakar
His Royal Highness, Etsu Nupe

Pro-Chancellor

Prof. Siyan Oyeweso

Vice-Chancellor

Prof. A. S. Bamire
B.Agric., M.Phil., Ph.D

Deputy Vice-Chancellor (Academic)

Prof. M. O. Babalola
B.Sc., M.Sc., Ph.D, PNIQS

Deputy Vice-Chancellor (Administration)

Prof. O. M. A. Daramola
B.A., M.A., Ph.D

Deputy Vice-Chancellor (Research, Innovation and Development)

Prof. A. I. Akinyemi, B.Sc., M.Sc., Ph.D

Registrar

Mr K. A. Bakare, B.A, M.A, MANUPA, ECRTD

University Librarian

Dr (Mrs) O. A. Fadehan, B.Ed., MLS, Ph.D

Bursar

Mrs O. I Abogan, B.Sc., MBA, CPA, EDP (Computer)

OFFICERS OF THE FACULTY

Dean

Prof. T. O. Bello

Vice-Dean

Prof. O. F. Adebowale

Ag. Head, Department of Adult Education and Lifelong Learning

Dr. A. C. Babalola

Ag. Head, Department of Arts and Social Science Education

Dr. B. A. Adesina

Head, Department of Educational Management

Prof. S. O. Subair

Head, Department of Educational Foundations and Counselling

Prof. T. O. Ajeigbe

Head, Department of Educational Technology and Library Studies

Prof. 'Lanre Idowu

Director, Institute of Education

Prof. H. O. Ajayi

Ag. Head, Kinesiology, Health Education and Recreation

Dr. O. O. Akinbiola

Ag. Head, Department of Science and Technology Education

Dr. T. A. Adebisi

Faculty Secretary

Mrs. S. O. Makanju

**1.1 MEMBERS OF STAFF OF THE INSTITUTE
OF EDUCATION
ACADEMIC STAFF**

S/ N	Name	Qualifications	Status	Area of Specialisation
1.	Prof. (Mrs.) H. O. Ajayi	NCE, B.Ed., M.Ed., Ph.D	Professor / Director	Early Childhood Education and Development/ Language Arts
2	Prof. P. O. Jegede	B.Sc., M.Sc., M.Ed., Ph.D	Professor	Curriculum Studies (ICT and Mathematics)
3.	Prof. (Mrs.) C. O. Odejobi	B.A., M.A, M.Ed., Ph.D	Professor	Language Education
4.	Prof. (Mrs.) T. O. Bello	B.Sc., M.Sc., M.Ed., M.Phil., Ph.D	Professor	Science Education
5.	Prof. O. A. Adelodun	B.Sc., M.Sc., M.Ed., Ph.D	Professor	Statistics Education
6.	Prof. O. E. Ojedokun	NCE, B.Ed., M. Sc., M.A.Ed., Ph.D	Professor	Social Studies and Sustainability Education
7.	Prof. B. A. Adeyemi	NCE, B. Ed., M.Ed., M.A.Ed., Ph.D	Professor	Social Studies and Educational Evaluation
8.	Prof. (Mrs) O. S. Agboola	B.Ed., M.A.Ed., Ph.D	Professor	Science Education
9.	Dr. J. O. Okewole	NCE, B.Ed., M.A.Ed., Ph.D	Reader	Early Childhood Education and Development
10.	Dr. S. O. Olajide	NCE, B.Ed., M.Ed., M.A.Ed., Ph.D	Senior Lecturer	Science Education
11.	Dr. O. O. Bakare	B.Sc., M.Ed. Ph.D	Senior Lecturer	Computer Education
12.	Dr. M. O. Omiyefa	NCE, B.Ed., M.Ed., Ph.D	Lecturer I	Social Studies and Character Education
13	Miss O. A. Fawole	NCE, B.A.Ed., M.Sc.	Lecturer I	Language Education
14.	Dr. J. O. Salami	NCE, B.A.Ed., M.A., M.A.Ed. Ph.D	Lecturer I	Early Childhood Education and Development/Languag

				e Education
15	Dr (Mrs) T. O. Gbenga-Akanmu	B.Ed, M.A.Ed., Ph.D	Lecturer II	Early Childhood Education and Development
16	Dr (Mrs) I. I. Idowu	B.Ed, M.A.Ed., Ph.D	Lecturer II	Early Childhood Education and Development

ADMINISTRATIVE STAFF

S/N	Name	Qualifications	Status	Area of Specialisation
1.	Mrs. M. F. Adebayo	NABTEB, ND, HND	Senior Confidential Secretary	Secretarial Administration
2.	Mrs. O. H. Soyebó	B.Ed.	Principal Executive Officer	Executive Officer
3.	Mrs. R. E. Agboeze	GCE, PITMAN 1-3, EDP	Chief Secretarial Assistant	Secretarial Administration (Typing)

1.2 HISTORICAL NOTES

1.2.1 History of the University

Obafemi Awolowo University, Ile-Ife is one of three Universities established in Nigeria between 1961 and 1962 as a result of the report submitted to the Federal Government in September 1960, by a Commission it appointed in April 1959 under the Chairmanship of Sir Eric Ashby, Master of Clare College, Cambridge, to survey the needs of post-secondary and higher education in Nigeria over the next twenty years. On 8th June 1961, the Law providing for the establishment of the Provisional Council of the University was formally inaugurated under the Chairmanship of Chief Rotimi Williams.

On 11th June 1970, an Edict known as the University of Ife edict, 1970 was promulgated by the Government of the Western State to replace the Provisional Council Law of 8th June 1961. This Edict has since been amended by the Obafemi Awolowo University, Ile-

Ife (Amended) Edict No. 112 of 1975 (Transitional Provisions) Decree No.23 of 1975. This new Decree effected a takeover of the Obafemi Awolowo University by the Federal Military Government and established a Provisional Council as an interim governing body of the University which shall subject to the general direction of the Head of the Federal Government, control the policies and finances of the University and manage its affairs. This Provisional Council has since been replaced by a Governing Council.

The University started with five Faculties – Agriculture, Arts, Economics and Social studies (now Social Sciences), Law and Science. Six new Faculties have since been added, namely the Faculty of Education (established on 1st October, 1967), the Faculty of Pharmacy (established on 1st October, 1969), the Faculties Technology and Health Sciences (now College of Health Sciences) (both established on 1st October 1960), Faculty of Administration with effect from 1st October 1979) and Faculty of Environmental Design and Management (established on April 6, 1982).

In 1992, the University established a collegiate system with five Colleges. The system did not function effectively and was abandoned after two years. However, the Postgraduate College and the College of Health Sciences were retained. The College of Health Sciences now comprises of the Faculties of Basic Medical Sciences, Clinical Sciences and Dentistry.

The following other Institutes and major units exist in the University:

- The Adeyemi College of Education located in Ondo
- The Institute of Agricultural Research and Training, Ibadan
- The Natural History Museum
- The Institute of Ecology and Environmental Studies
- The Centre for Gender and Social Policy Studies
- The Centre for Industrial Research and Development
- The Institute of Public Health
- The Institute of Cultural Studies

- The Technology Planning and Development Unit
- The Computer Centre
- The Drug Research and Production Unit
- The Equipment Maintenance and Development Centre
- The Central Technological Laboratory Workshop
- The Central Science Laboratory
- Centre for Gender and Social Policy Studies
- Centre for Distance Learning
- Entrepreneurship and Development Studies (IFEDS)
- Obafemi Awolowo University Investment Company Limited

Finally, some other agencies over which the University has no direct, or, in some cases limited control, have premises within the University.

- The Regional Centre for Training in Aerospace Surveys
- The National central for Technology Management
- The Centre for Energy Research and Development
- The African Regional Centre for Space Science and Education in English.

Finally, some other agencies over which the University has no direct, or, in some cases limited control, have premises within the University.

The student population has risen steadily from 244 in 1962/63 to over 30,000 at present.

1.2.2 Mission, Vision and Major Thrusts of the University

(a) Mission

To create a teaching and learning community for imparting appropriate skills and knowledge, behaviour and attitude; advance frontiers of knowledge that are relevant to national and global development; engender a sense of selfless public service, and promote and nurture the African culture and tradition.

(b) Vision

The vision is of a top-rated university in Africa, ranked among the best in the world, whose products occupy leadership positions in the public and private sectors of the Nigerian and global economy, that has harnessed modern technology, social, economic and financial strategies, built strong partnerships and linkages within and outside Nigeria and whose research contributes a substantial proportion of innovations to the Nigerian economy.

The **major thrusts** of the University Strategic Plan for 2016 – 2020 are:

- Teaching,
- Research and Innovation,
- Governance,
- Fund Generation and Management,
- Human Resources Development and
- Infrastructure and Estate Development.

These major thrusts involve the following broad objectives:

- The modernisation of the University's teaching programmes, through a continuous review of the curricula and teaching support services
- The pursuit of a research agenda that will deepen the University's contribution to national development through research outputs and products uptake,
- The preparation of students for self-employment and entrepreneurship.
- The continued development and expansion of Information and Communication Technology (ICT) for all aspects of the institution's functions.
- An expanded revenue base backed by improved financial management capability.
- The development of strategic linkages and partnerships

1.2.3 History of the Faculty of Education

Although, the University of Ife Planning Committee had given thought to and decided in favour of the immediate establishment of

a Department of Education on founding the University, and in spite of the Provisional Council's agreement to include such a department of education within the first quinquennium development plan of the University, it was not until after five years that the foundation of the now-defunct department of education and later the faculty of education itself was laid.

Professor A. Babs. Fafunwa was appointed in October 1966 to plan the development of a Department and Faculty of Education at Ife. The first teacher education courses were commenced in 1967/68 session in the new Department of Education, which was organized as an academic unit in the Faculty of Arts.

By October of 1967, the Provisional Council had approved the creation of a Faculty of Education in the University constituting the following four units:

- Department of Education
- Department of Adult Education (or Continuing Education, now Adult and Lifelong Education)
- Institute of Education; and
- School of General Studies

Physical Education, as an academic subject, thrived initially in the Department of Education from 1969/69 till the end of 1972/73 after which the Senate of the University constituted the unit into an autonomous Institute of Physical Education (outside the Faculty of Education) with its own academic board of studies. The Institute has since the 1975/76 session become an integral part of the Faculty of Education while the School of General Studies had been dissolved with effect from July 1, 1976, and the general studies courses offered from the sponsoring faculties. The Faculty of Education has since October 1975 included the Department of Education Technology which was previously an autonomous service unit then known as the Audio-Visual Centre.

By a re-organisation proposed by the Faculty and approved by the Senate, the Department of Educational Foundations and

Counselling came into limelight on March 1, 1978. With this new arrangement, the Department of Educational Foundations and Counselling is afforded the opportunity to solidify its postgraduate programmes in Philosophy, History, Sociology, Psychology of Education, Comparative Education and Guidance and Counselling. Its objective is to prepare those who choose career in teacher education at all levels and to prepare specialists in all areas of education including research into various aspects of educational practices and existing man-power relations. The Department is assigned all of the foundation courses in Parts II, III, and IV and a few other specialized courses in Sociology of Education, Comparative Education, Guidance and Counselling and History of Nigerian Education.

The initial Ife undergraduate degree structure was an adaptation of the Ashby Commission recommendations on the training of secondary level teachers for Nigeria. It also fits into the combined honours degree programme of the University of Ife. The structure enables a student to offer two approved teaching subjects with education (as an academic and professional subject) in the first two years of a three-year degree programme, and to offer in the final degree year one teaching subject with education to qualify for a classified honour degree in education with specialization in the particular subject area. Basically, this structure permits students to spend two-thirds of their instructional time concentrating on the two teaching subjects normally offered in the academic departments and the remaining one-third of the time on education in the department of education to complete their professional preparation. With the revised undergraduate programmes as approved by Senate, the Faculty continues to offer a joint Bachelor's Degree in Education under the course unit system but with only one teaching subject specialization.

The post-graduate programme in education of the Faculty started in September 1969 in the department of education with the introduction of the Masters' Degree in Education (M.Ed.), which was a four-term degree with course work, and research in the fields

of educational administration and psychology. The M.A./M.Phil/Ph.D. degree programmes replaced the M.Ed degree programme in September 1974. In July 1974 the Long Vacation Sandwich Post-graduate Diploma in Education (P.G.D.E.) Courses were started while new M.A/Ph.D degree replaced the 1974 post-graduate degree structures at the beginning of the 1978/79 session with Senate approval.

1.2.4 History of the Institute of Education

The Institute of Education was established in January 1968, with the University of Ife (now Obafemi Awolowo University), Ile-Ife with Statute 25 as its operational guideline. The Statute provided that all teacher training institutions, Ministry of Education, all Post-primary schools within the catchment of the University shall be its constituent parts. The objectives and functions of the Institute include but not limited to the following:

- a. To establish and maintain an advisory relationship with all teacher training institutions in the state in all matters affecting teacher education;
- b. assume responsibility on behalf of the Senate and Council of the University, for the academic policy and administration of Adeyemi College of Education;
- c. assist in planning curricula for secondary schools and teacher training institutions in the State;
- d. assist the State Ministry of Education in conducting examinations leading to the award of teachers' certificates;
- e. organise courses and programmes and offer counselling services for the development and improvement of the skills of teachers;
- f. advise on the development of libraries for teacher training college
- g. provide facilities for research in Institute and coordinate research projects in teacher training colleges and secondary schools;

- h. encourage and promote the dissemination of professional information through education journals and other publications;
- i. cooperate with other Institute of Education in Nigeria and elsewhere on matters of educational interest;
- j. perform such other functions as may be prescribed by the Governing Board with the approval of the Senate.

Establishment and Growth of the Institute of Education

In order to achieve the above, the Associateship Certificate in Education (ACE) was approved as the main academic programme for the Institute of Education. The ACE programme ran between 1975 and 1985 in full-time and part-time modes in centres across the south-west region of Nigeria and produced 4483 Associateship Certificate in Education Teachers for the Nigerian Education system. However, given the challenges of meeting the teacher-need of the nation and indeed the need to produce teacher educators who will introduce and maintain a spirit of professional dedication and innovation into both services and in-service teacher trainees, the Bachelor of Elementary Teacher Education programmes were introduced in five different disciplines on the 30th of January 1985. The programmes were

- (1). B.Ed. Creative Arts
- (2). B.Ed. Language Arts (Now, Language and Communication Arts)
- (3). B.Ed. Mathematics and Integrated Science.
- (4). B.Ed. Social Studies
- (5). B.Ed. Special Education.

Three of the programmes (Social Studies, Language and Communication Arts and Mathematics/Integrated Science) have been very active and had produced hundreds of graduate teachers who could be found in several institutions of learning, ranging from secondary schools, Colleges of Education, to Polytechnics and Universities across the country. The programmes of Creative Arts and Special Education would commence as soon as there are available manpower for them while Bachelor of Elementary

Education has been reviewed to Early Childhood and Primary Education and bid to commence as from the current academic session (2023/2024 Academic Session). The Institute also runs Postgraduate Diploma in Education (PGDE), M.Ed., M.A.Ed. M.Phil. and Ph.D in Early Childhood Education, Primary Education, Integrated Science and Social Studies.

1.2.5 Mission, Vision and Objectives of the Institute

The Philosophy of the B.Ed. programme housed in the Institute is in line with the Nigerian Philosophy of Education as stipulated in the National Policy on Education and adopted by the Faculty of Education, Obafemi Awolowo University, Ile-Ife. The philosophy is premised upon creating a conducive teaching and learning community, imparting appropriate skills, knowledge, behaviour and attitudes; advancing the frontiers of knowledge that are relevant to national and global development, and engendering a sense of commitment and dedication to service, which is pivotal to the teaching profession. At the end of each programme, the teachers produced are expected to be able to teach Mathematics/Integrated Science, Social Studies and Language Arts up to secondary school level as well as teach or lead as an administrators in nursery and primary education levels. The graduates of Language and Communication Arts are expected to also be relevant in media houses. They are expected to be thoroughly bred and disciplined teachers, with excellent knowledge and skills, who will be able to demonstrate competence and knowledge in any area of endeavour to be chosen by them after graduation.

Specifically, the goals and objectives of the Institute of education are rooted in those defined for Teacher Education on page 33 of the National Policy on Education (1998). The policy state that:

All teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for effective performance of their duties... Teacher education shall

continue to take cognizance of changes in methodology and in the curriculum. Teachers shall be regularly exposed to innovations in the curriculum. Teachers shall be regularly exposed to innovations in the profession (p.33-34).

In recent times, as a result of the Universal Basic Education Scheme, the Education for All (EFA) initiatives and the Dakar Framework for Action, the Institute is facing some challenges. Among these are:

- To increase accessibility particularly to women and girls so that higher education is available
- To provide education to the full range of adults who deserve a chance in Teacher Education, irrespective of their location and workplace.
- To ensure that the quality of learning for the 21st century in order to improve the life chances of each of their adult learners as individuals and as members of economic, cultural and political communities.
- To identify relevant and strategic professional partners among teacher education institutions in the country with which to implement innovative teacher education programme through the distance learning system.

1.2.6 Members of the University

The members of the University as defined in Statute 2 (1) are:

- (a) the officers of the University;
- (b) the members of the Council;
- (c) the members of the Senate;
- (d) the members of the Academic Staff;
- (e) the graduates;
- (f) the students; and
- (g) such other persons as may by Statute be granted the status of members.

A person shall remain a member of the University only as long as he is qualified for such membership under any of the subparagraphs of paragraph (1) of this Statute.

1.2.7 Officers of the University

The officers of the University as contained in Statute 3 shall be:

- (a) The Chancellor;
- (b) The Pro-Chancellor;
- (c) The Vice-Chancellor;
- (d) The Deputy Vice-Chancellor (Academic);
- (e) The Deputy Vice-Chancellor (Administration);
- (f) The Registrar;
- (g) The Librarian;
- (h) The Bursar; and
- (i) Such other persons as may by Statute be granted the status of officers.

1.2.8 Establishment of the University Council

(a) Functions

The University Council to be known as the Council of Obafemi Awolowo University, Ile-Ife was established by the Edict. The Edict states that Council shall be the governing authority of the University and shall have the custody, control and disposition of all the property and finances of the University and, except as may otherwise be provided in the Edict and the Statutes, shall manage and superintend generally the affairs of the University and, in any matter concerning the University not provided for or under this Edict, the Council may act in such manner as appears to it best calculated to promote the interests, objects and purposes of the University.

The Council, subject to the provisions of the Edict and Statutes has the following functions among others:

- a. to determine, in consultation with Senate, all University fees;

- b. to establish, after considering the recommendation of the Senate on that behalf, Faculties, Institutes, Schools, Boards, Departments and other units of learning and research; to prescribe their organization, constitution and functions and to modify or revise the same;
- c. to authorize, after considering the recommendations of the Senate in that behalf, the establishments for the academic in the University, and with approval of the Senate, to suspend or abolish any academic post except a post created by this Edict or the Statutes;
- d. to authorize the establishments for the administrative staff and other staff in the University and to suspend or abolish any such posts other than posts created by the Edict or the Statutes;
- e. to make the appointments authorized by this Edict and the Statutes;
- f. to exercise powers of removal from office and other disciplinary control over the academic staff, the administrative staff and all other staff in the University;
- g. to supervise and control the residence and discipline of students of the University and to make arrangements for their health and general welfare.

(b) Composition of the members of Council

The Council as contained in Statute 10 (1) as amended by Decree No. 11 of 1993 and Decree 25 of 1996 shall consist of the following members:

- (i) Ex-Officio Members:
 - Pro-Chancellor
 - The Vice-Chancellor
 - The Deputy Vice-Chancellors
- (ii) 1 member from the Federal Ministry of Education
- (iii) 4 members appointed by National Council of Ministers
- (iv) 4 members of Senate appointed by Senate
- (v) 2 members of the Congregation elected by the Congregation
- (vi) 1 member of Graduates Association elected by Graduates Association

The Senate shall prescribe which Departments and subjects of study shall form part or be the responsibility of each of the Faculties. The next level of organization is the Faculty where the teaching and other activities of the Departments are coordinated. Proposals generally come from Departments to the Faculty Board although they can also be initiated at the Faculty level in which Departments normally have an opportunity to consider them before the Faculty Board takes a decision. The membership of the Faculty Board is stipulated in Statute 13(3) thus:

- a. The Vice-Chancellor
- b. The Deputy Vice-Chancellors
- c. The Dean of the Faculty
- d. The Professors and Heads of Departments comprising the Faculty
- e. Such other full-time members of the academic staff of the Departments comprising the Faculty as the Senate may determine after considering the recommendation of the Faculty Board;
- f. Such other Professors and other Heads of Departments, as the Senate may determine after considering the recommendation of the Faculty Board;
- g. Such other persons within or outside the University as the Senate may appoint after considering the recommendation of the Faculty Board.

The next level is that of Departments which consist of groups of teachers and sometimes Research Fellows in a single subject with a Head who is usually although not always a Professor generally appointed by the Vice-Chancellor.

The Department is the normal basic unit of academic organization. It is at this level that the organization of teaching and the use of research facilities are primarily worked out. Senate may however recommend the creation of institutes for groups of specialized subjects or disciplines that require interdisciplinary research efforts and thus, cut across Faculties in scope.

1.3 Organisation, Administration and Control

The Vice-Chancellor is the Chief Executive Officer of the University and the five other principal officers of the University, namely; the Deputy Vice-Chancellors (2), the Registrar, the University Librarian and the Bursar report to him. The University Librarian is in charge of the University Library while the Bursar takes charge of the University finances. The Registrar is the Secretary to Council and the Chief Administrative Officer of the University and he assists the Vice-Chancellor in the day-to-day administration of the University. He is also the Secretary to Senate and heads the Registry, comprising the Directorate of Academic Affairs, the Directorate of Council Affairs, Division of Corporate Services and the Directorate of Personnel Affairs. The Planning, Budgeting, Monitoring/Management Information System Unit takes care of the academic planning, budgeting and monitoring needs of the University and is under the Vice-Chancellor's Office.

The University Central Administration also includes some units that provide common services. They are the Medical and Health Services, the Division of Maintenance Services, the Physical Planning and Development Unit and the Computer Centre; Heads of these units report to the Vice-Chancellor.

1.3.1. Congregation

The Congregation comprises all full-time members of the academic staff and every member of the administrative staff who holds a degree of any recognized university. It discusses and declares an opinion on any matter whatsoever relating to the well-being of the University. It has twelve elected members in Senate and two elected members in the University Council.

1.3.2. Information on Facilities

A. Hezekiah Oluwasanmi Library

(i) Plan of the Library

The Library consists of the North and South wings, which are connected by walkways on two levels.

(ii) Membership

Membership of the Library is available, on completion of a registration card, to all students, members of the senior staff of the university and such other persons as may be determined by the Library Committee or the University Librarian on behalf of the Committee.

Students are required to renew their registration at the beginning of each academic year. Library Cards and Borrower's Tickets are not transferable; books issued on them remain the responsibility of the person whose name appears on them.

A Lost Library Card or Borrower's Ticket may be replaced on submission of a written application.

(iii) The Library Collection

Hezekiah Oluwasanmi Library now contains over 380,000 volumes. It consists of two main areas:

- (a) The undergraduate areas and
- (b) The research areas

1. Serials Collection

The Serials Collection consists of:

- (i) Current journals, the most current issues of which are shelved in the display section of the Serials Room.
 - a. Latest back files i.e. the latest 10 years of journals which are on open access to registered senior staff and postgraduate students.
 - b. Older back files i.e. journals older than ten years are on closed access to all categories of readers who must obtain and complete request forms at the serials hatch.

2. African Special Collection

The African Special Collection is a collection of rare and other books of primary interest to people whose fields of interest are in African Studies. Staff publications and theses submitted for higher

degrees of the University as well as of other universities are also housed there. The Collection is closed access.

3. Documents Collection

The Documents Collection includes official publications of the Federal Government of Nigeria, the old regional governments, the present state governments and the Federal Capital Territory. It also includes publications of other African governments and international organizations.

4. Reference Collection

Dictionaries, encyclopedia, handbooks, directories, atlases, University calendars, etc. are shelved in the Reference Room. Bibliographies, indexes and abstracts are available in the Bibliography Room. Reference books do not ordinarily circulate.

A newspaper clippings file (*post-October; 1985*) and a vertical file of reprints and other pamphlet type material are kept in the Reference Room.

5. Reserve Collection

(i) Day Reserve Collection

Multiple copies of textbooks, particularly some of those recommended for specific courses, are shelved in the Reserve Books Room on Floor 3 North Wing East.

(ii) Two Hour Reserve

Some other materials, periodical articles, in particular, are placed on 2-hour reserve. These may be obtained on request (signature and seat number required) and retained for a period of two hours at a time, subject to renewal, provided other readers have not demanded the materials.

6. Recent Accessions

A selection of books added to the Library stock is normally displayed for several days before being put in the main collection.

The books may not be borrowed while on display but may be reserved at the Loans Desk.

Catalogues

A library catalogue is a finding list of books and other materials available in the library. The following catalogues can be found in the Catalogue Hall:

1. The Author/Title Catalogue
2. The Subject Catalogue
3. The Shelf List
4. The Serials Catalogue
5. The Documents Catalogue

How to Borrow a Book

When you have found the book you want to borrow, you will be required to sign your name and address on the book card provided in duplicate. You must surrender a Borrower's Ticket for each book borrowed.

When you return a book, you must ensure that you receive your Borrowers Ticket back immediately.

Reservation

A book can be reserved by filling a reservation slip; in which case, it will not be renewed for the present borrower when returned, and, if it is already overdue, it will be recalled at once.

Inter-Library Loan

If the book you require is not in stock, it is often possible to borrow it from another library. This service is dependent on goodwill and cooperation between libraries, and readers who benefit from it are required to observe the regulations applying to each loan.

Photocopying Services

Within the limitations imposed by copyright, the library is able to supply readers with photocopies of periodical articles and parts of books at moderate charges.

Penalties for Overdue or Lost Books

Penalties for overdue books will be imposed as follows:

- (a) N5.00 per day for the first 30 days; thereafter all loan privilege will stop.
- (b) Books specially recalled by the University Librarian will attract a fine of ₦10.00 per day after the third day from the date of recall.
- (c) Books lost or damaged will attract a fine five times the current cost of the books.
- (d) No student will be allowed to attend the Graduation Ceremony or receive his/her certificate without a clearance certification from the University Library to the effect that no book or fine is outstanding against him or her.

Library Opening and Closing Hours

Monday — Friday	8.00 am – 8.00 pm
Saturday	8.00 am – 4.00 pm
Sunday	2.00 pm - 8.00 pm

Vacation Period

Monday – Friday	8.00 a.m – 6.00 p. m.
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B. Division of Student Affairs

1. Guidance and Counseling Unit:

The Division of Students' Affairs has professional counsellors who are committed to helping students grow in self-understanding in the process of integrating their personal and academic experiences. The services are free to students and are confidential (i.e. not used as part of his/her other University records). The services include personal counselling, group counselling, study skills improvement, tests anxiety reduction, personal crisis intervention, psychological testing, career and occupational counselling and settlement of grievances between students. Where necessary, consultations are made with campus organizations, specialists and academic departments, to ensure that students' problems are resolved satisfactorily.

The counsellors can be contacted in Rooms 9 and 10, Division of Students' Affairs between 1 0.00 a.m. and 2.00 p.m., Mondays to Fridays.

2. Scholarship and Financial Assistance:

The Division of Students' Affairs serves as a link between students and sponsoring authorities, both within and outside Nigeria. Students are advised to check the Notice Boards in their respective faculties as well as those at the Division of Student Affairs Building for advertisements and other relevant information.

Liaison is also maintained between students and governments at various levels for scholarship and bursaries.

1.3.3 Rolls of Honours for Students

Senate at a Special Meeting held on Wednesday, 1st November 2006 decided that Roll of Honors for Students be instituted in the University to enhance discipline and good performance among students.

All students are enjoined to strive to be on the Honors Roll.

The details are as follows:

- i. The Honors Roll should be at three levels, namely:
 - (a) Departmental Honours Roll
 - (b) Provosts/Deans Honour Roll
 - (c) University/Vice-Chancellor's Honour Roll
- ii. The beneficiaries must have a minimum CGPA of 4.0 for Departmental Honors Roll; 4.25 for Provosts/Deans Honour Roll and 4.5 for Vice-Chancellor's/University Honors Roll in all the faculties except the Faculty of Pharmacy and College of Health Sciences where the candidates are expected to have a cumulative average of 60% and 62% respectively.
- iii. The beneficiary must maintain this grade annually to continue to enjoy the award.
- iv. The recommendations must be processed along with the results of Rain Semester examinations.

- v. The student must be of good conduct.
- vi. He/She must not have outstanding or carry-over courses and must not be repeating the year.
- vii. No student on Leave of Absence shall enjoy the Annual Roll of Honors Award.
- viii. No student that has a disciplinary problem shall enjoy the Award.
- ix. The Award shall be based on the recommendation of the Departmental Board of Examiners and the Faculty Board of Examiners, while that pertaining to the Vice-Chancellor/University shall be processed through the Committee of Deans.
- x. Names of beneficiaries shall be displayed as follows:
 - xi. Departmental Honors - Departmental Notice Board
 - xii. Provosts/Deans Honors - Faculty Notice Board
 - xiii. Vice-Chancellor's/University Honors - Floor '0' Secretariat Building
- xiv. Each beneficiary shall be given a certificate.

1.4 University Examination Regulations

Some University examination regulations students should note as contained in University Examination Regulations for first degrees, diplomas and certificates are:

1.4.1. Registration for University Examinations

- (a) A candidate for a University examination must have registered the courses in the prescribed format not later than the closing date prescribed for registration for such courses. Any candidate who fails to register for courses at the appropriate time as prescribed by Senate will not be allowed to take an examination in such courses. Any examination taken without course registration shall be null and void.
- (b) Students who register for courses are committed to the number of units registered for and are expected to take examinations in such courses. If a student failed to take an examination, he would be scored '0F' for the number of units

he had registered for and in which he had failed to take the prescribed examination.

- (c) Any student who does not have any course to offer in a particular semester should apply for a leave of absence.
- (d) A candidate who has less than 15 units in a particular semester to graduate should apply to his/her Faculty Board for permission to register for less than 15 units. Failure to do so constitutes a breach of regulation which may result in the non-processing of the candidate's results.
- (e) A candidate, who cannot register for courses during the prescribed period for registration because of an illness, must ensure that medical report on his illness is forwarded by him or his parents/sponsors to reach the Dean of his Faculty not later than four weeks after the end of the normal registration period as scheduled in the University Calendar. Such a medical report should be forwarded for authentication by the Director of Medical and Health Services for it to be considered valid. Such a candidate shall be exempted from the penalties of late registration. All applications should be routed through the Head of Department.
- (f) Students must attend a minimum of 75% of course instructions including lectures, tutorials and practical where required to qualify to sit for the examination in any course.

1.4.2 Absence from Examination

Candidates must present themselves at such University examinations for which they have registered. Candidates who fail to do so for reasons other than illness or accident shall be bound by the following regulations:

1. Any student who fails to register for courses during one semester without permission should be deemed to have scored

“0F” in the minimum number of units required for full-time students (i.e. 15 units).

2. Candidates who registered for courses, attended classes regularly, did all practical and tests but did not take required semester examinations should be given a continuous assessment grade in each of the affected courses and a grade of “0F” in the examination which they should have taken, but which they did not take.
3. Candidates who have less than 15 units to graduate but fail to take the required examinations should be deemed to have scored “0F” in the outstanding course only provided such candidates obtained permission to register for less than 15 units.
4. Any candidate who on account of illness, is absent from a University examination may be permitted by the Senate on the recommendation from the appropriate Faculty Board, to present himself for such examination at the next available opportunity provided that:
 - i. A full-time student in the University shall report any case of illness to the University Health Centre at all times.
 - ii. When a student falls ill during the examination he should report to the Director, Medical and Health Services before attending any hospital outside the University. A report of sickness should be made to the Registrar within a week and a medical certificate of validation of his illness within three weeks.
 - iii. When a student falls ill before an examination he shall be under an obligation to send a medical report countersigned by the Director, Medical and Health Services within one week of such illness. Any time outside this period shall be considered on its merit.

- iv. The Director of Medical and Health Services should within 48 hours, submit a medical report on a candidate who is ill during an examination and is taken to the Health Centre or referred by it to the hospital for treatment.
- v. A candidate applying for leave of absence on medical grounds must forward his application together with a medical report to the Dean of his Faculty through his Head of Department. The medical report must be countersigned by the Director, Medical and Health Services. All applications for Leave of Absence must be taken by the appropriate Faculty Board.

1.4.3 Examination Offences

- (a) A candidate shall not be allowed during an examination to communicate by word or otherwise with any other candidates nor shall he leave his place except with the consent of an invigilator. Should a candidate act in such a way as to disturb or inconvenience other candidates, he shall be warned and if he persists he may, at the discretion of the invigilator be excluded from the examination room. Such action by the invigilator must also be reported in writing through the Head of Department to the Vice-Chancellor within 24 hours.
- (b) It shall be an examination offence for any student, staff or any person whatsoever, to impersonate a candidate in any University examination. Any student or staff of the University found guilty under this regulation shall be subjected to disciplinary action by the appropriate authority of the University.
- (c) No candidate shall take into an examination room or have in his possession during examination any book or paper or printed or written documents, whether relevant to the examination or not unless specifically authorized to do so. Any invigilator has authority to confiscate such documents.

- (d) Mobile phones are not allowed in examination halls.
- (e) A candidate shall not remove from an examination room any papers, used or unused, except the question paper and such book and papers, if any, he is authorized to take into the examination room.
- (f) Candidates shall comply with all “direction to candidates” set out on an examination answer booklet or other examination materials supplied to them. They shall also comply with the duration given to them by an invigilator.
- (g) Candidates shall not write on any paper other than the examination answer booklets. All rough work must be done in the answer booklets and crossed out neatly. Supplementary answer booklets, even if they contain only rough work must be attached to the inside of the back cover of the booklet.
- (h) When leaving the examination room, even if temporarily, a candidate shall not leave his written work on the desk but he shall hand it over to an invigilator. Candidates are responsible for the proper return of their written work.
- (i) Smoking shall not be permitted in the examination room during examination sessions.
- (j) Any candidate or staff who attempts in any way to unlawfully have or give pre-knowledge of an examination question or to influence the marking of scripts or the award of marks by the University examiner shall be subject to disciplinary action by the appropriate authority of the University.
- (k) If any candidate is suspected of cheating, receiving assistance or assisting other candidates or of infringing any other examination regulation, a written report of the circumstance shall be submitted by the invigilator to the Vice-Chancellor

within 24 hours of the examination session. The candidate concerned shall be allowed to continue with the examination.

- (l) Any candidate suspected of examination malpractice shall be required to submit to the invigilator a written report immediately after the paper. Failure to make a report shall be regarded as a breach of discipline. Such a report should be forwarded along with the invigilator's report to the Vice-Chancellor.
- (m) Where a Head of Department fails to forward a report on examination malpractice to the Vice-Chancellor, such an action would be considered as misconduct.

1.5 The Course Unit System and the Computation of Grade Point Average (G.P.A) As Operated in Obafemi Awolowo University

Total Credit Points (TCP): This is the sum of the products of the course units and rating in each course for the entire semester period. For example, if a student who took 4 courses of 5 units each obtains the grades of C, B, F and D respectively in the four courses, the TCP of this student will be $5 \times 3 + 5 \times 4 + 5 \times 0 + 5 \times 2 = 45$.

Cumulative Credit Point (CCP): This is the summation of the Total Credit Points over all semesters from beginning to date.

Grade Point Average (GPA): This is the Total Credit Points (TCP) divided by the Total Number of Units (TNU). For example, the TCP for the student's scores referred to above is 45. His/Her TNU is 20 (i.e. 4×5 being 4 courses at 5 units each) for the semester. The highest GPA that can be earned is 5.0 and that is when a student has earned a grade of 'A' in every course during the semester. The lowest GPA obtained is 0.0 and this would happen if the student has 'F' all round during the semester.

1.5.3 Definition of Terms

i. Student Workload: This is defined in terms of course units. One unit represents one hour of lecture or one hour of tutorial or 2-4 hours of practical work per week throughout a semester. Thus, for example, a course in which there are two hours of lectures and one hour of tutorial per week is a 3-unit course.

ii. Total Number of Units (TNU): This is the total number of course units carried by a student in a particular semester. It is the summation of the units on all courses carried during the semester. For example, a student who is carrying 6 courses of 3 units each has a TNU of 18 for that semester. No student shall be allowed to carry (i.e. register for) or be examined in more than 24 units in any particular semester.

iii. Cumulative Number of Units (CNU): This is the summation of the total number of units in all the semesters from the beginning to date. A student who is prone to repeating courses will finish (if he/she does not drop out) with a higher CNU than non-repeating colleagues and will most likely require a longer time to complete requirements for the award of the degree.

iv. Level of Performance and Rating (Credit Points per Unit): A candidate shall be recorded as having attained in a course a level of achievement grades as follows:

A	=	Excellent	70%-100%	5
B	=	Very Good	60%-69%	4
C	=	Good	50%-59%	3
D	=	Satisfactory	45%-49%	2
E	=	Adequate	40%-44%	1
F	=	Failure	0%-39%	0

Based on the above, a student who obtained a grade of 'A' in a 4-unit course has scored 20 credit points and one who obtained a grade of C in that course has scored 12 credit points.

v. Total Credit Points (TCP): This is the sum of the products of the course units and rating in each course for the entire semester period. For example, if a student who took 4 courses of 5 units each obtains the grades of C, B, F and D respectively in the four courses, the TCP of this student will be $5 \times 3 + 5 \times 4 + 5 \times 0 + 5 \times 2 = 45$.

vi. Cumulative Credit Point (CCP): This is the summation of the Total Credit Points overall semesters from beginning to date.

vii. Grade Point Average (GPA): This is the Total Credit Points (TCP) divided by the Total Number of Units (TNU). For example, the TCP for the student's scores referred to above is 45. His/Her TNU is 20 (i.e. 4×5 being 4 courses at 5 units each) for the semester. The highest GPA that can be earned is 5.0 and that is when a student has earned a grade of 'A' in every course during the semester. The lowest GPA obtained is 0.0 and this would happen if the student has 'F' all-round during the semester.

1.6 Miscellaneous notes on the course unit system

(i) Withdrawal from the University

A student who fails to reach a cumulative grade point average of 1.00 at the end of one semester shall be placed on probation during the second semester. If he fails to achieve a cumulative grade point average of at least 1.00 at the end of the second semester, he shall be required to withdraw from the Faculty.

(ii) Final Assessment and Award of Degrees

A student's workload is defined in terms of course units. One unit represents one hour of lecture or one hour of tutorial or 2-4 hours of practical work per week throughout a semester. All courses shall run for one semester of a full session of two semesters.

The final grade and the class of the degree shall be based on Cumulative Grade Point Average (CGPA) obtained by each candidate in all prescribed courses approved by the University. The final cumulative grade point average shall be calculated on the basis of the total number of credit points and the total number of

course units registered for during the course of the student's program. In the case of a failed course, the candidate must repeat the course at the next available opportunity. If the course is an elective the candidate may substitute another course and shall not be required to pass the failed elective course. If the course is a restricted elective, substitution can only be made from the list of restricted electives. The failed grade would, however, be reflected in the transcript.

A candidate who has satisfactorily completed all requirements for the degree with an overall grade point average of not less than 1.50 shall be awarded the Honors degrees as indicated below:

First Class	4.50	-	5.00
Second Class (Upper Division)	3.50	-	4.49
Second Class (Lower Division)	2.50	-	3.49
Third Class	1.50	-	2.49
Pass	1.00	-	1.49

Passes in 12 units of Special Electives is a requirement for graduation. A candidate who scores a cumulative grade point average (CGPA) of less than 1.00 in two consecutive semesters shall be required to withdraw from the University.

2.0 BACHELOR OF EDUCATION DEGREE PROGRAMMES

The Institute of Education has embarked on Bachelor Degree programmes designed to prepare teacher educators to work in training colleges where school teachers are trained and in secondary schools, especially at the junior secondary level. Such programme, it is believed will serve the teacher demand needs in Nigeria.

The expansion of pre-service teacher education programmes in colleges of Education to prepare school teachers has heightened the need to prepare teacher educators. It is particularly necessary to prepare teacher educators to meet the life and needs of the colleges, and professional teacher to meet the needs and challenges of secondary schools. There is the need to expose to

the curriculum of colleges of Education and secondary schools and to teaching methods and techniques needed for effective and efficient teaching.

The Degree of Bachelor of Education is designed to produce teacher educators and professional teachers who will introduce and maintain a spirit of dedication, creativity and innovation into the teaching profession.

2.1 THE GOALS AND OBJECTIVES OF THE INSTITUTE OF EDUCATION

The goals and objectives of the Institute of education are rooted in those defined for Teacher Education on page 33 of the National Policy on Education (1998). The policy states that:

All teachers in educational institutions shall be professionally trained. Teacher education programmes shall be structured to equip teachers for effective performance of their duties... Teacher education shall continue to take cognizance of changes in methodology and in the curriculum. Teachers shall be regularly exposed to innovations in the curriculum. Teachers shall be regularly exposed to innovations in the profession (p.33-34).

In recent times, as a result of the Universal Basic Education Scheme, the Education for All (EFA) initiatives and the Dakar Framework for Action, the Institute is facing some challenges. Among these are:

- To increase accessibility particularly to women and girls so that higher education is available
- To provide education to the full range of adults who deserve a chance in Teacher Education, irrespective of their location and workplace.
- To ensure that the quality of learning for the 21st century in order to improve the life chances of each of their adult learners as individuals and as members of economic, cultural and political communities.

- To identify relevant and strategic professional partners among teacher education institutions in the country with which to implement innovative teacher education programme through the distance learning system.

2.2 DEGREE OFFERED

B.Ed (Honours) Language and Communication Arts, Mathematics/Integrated Science and Social Studies; Early Childhood and Primary Education

2.3 ENTRY REQUIREMENTS

- (i) For UTME, Candidates for the B.Ed. (Language and Communication Arts, Mathematics/Integrated Science, Social Studies; Early Childhood and Primary Education) must possess the Senior Secondary School Certificate or its equivalent with at least five credits in relevant subject areas.
- (ii) For Direct Entry, candidates with two relevant NCE/'A' Level subjects with at least merit passes plus relevant SSCE requirements are qualified.

2.4 REQUIREMENTS FOR AWARD OF A DEGREE

A. Eligibility

- (1) To be eligible for the award of 'a degree, a candidate must satisfactorily complete the minimum number of units prescribed for the degree.
- (2) Unless otherwise exempted by Senate, a candidate for a first degree in Education must before his final session or at any other time specified or approved by Senate, attend course of instruction and pass the prescribed examinations in 12 units of special electives in any faculty outside education.

B. Student Workload

- (1) All courses shall run for one Semester
- (2) One unit represents one hour of lecture or one hour of tutorial or 2-4 hours of practical work per week throughout a Semester.

- (3) A student shall be registered as a full-time if he enrolls in any one Semester of a minimum of 15 and a maximum of 24 units. Any enrolment for less than 15 units must have special approval of Senate.
- (4) Normally, a student shall not be required to enroll for more than 18 units for course work in an Semester except it is to satisfy requirements.

C. Registration for Courses

1. Before registering for a course, the student must meet the pre-requisites, co-requisites or equivalent courses as prescribed for the course.
2. Each student must complete the registration for each semester within the period prescribed for registration must be made with the consent of the Head of Department. Such alterations must be affected within the approved period and on the prescribed form.

D. Withdrawal from Courses

1. A student may withdraw from a course for which he is registered without incurring the penalty of a grade of F for the course only on the approval of the Dean of the faculty.
2. Permission to withdraw must be sought by completing a withdrawal form, countersigned by the course instructor or the Head of Department.
3. Withdrawal without penalty will be granted up to the end of the fourth week from the commencement of the Semester in which the course is offered.
4. Unauthorized withdrawal will earn the grade of O.

E. Programme Duration

The programme is designed for a period of 3-4 years with each year divided into two semesters

F. Incomplete Grade

- (i) When for valid reasons (e.g. medical, a student is unable to complete all the prescribed requirements for a course in which he is formally enrolled, he may on the

recommendation of the Department be awarded an Incomplete Grade

- (ii) Such incomplete grades will normally be removed when the Department certifies that all prescribed requirements have been met.

G. Level of Performance

A	Excellent	70 - 100%
B	Very Good	60 - 69%
C	Good	50 - 59%
D	Satisfactory	45 - 49%,
E	Adequate	40 - 44%
F	Fail	0 - 39%

H. Final Assessment and Award

- (i) The performance of candidates in all examinations may be moderated in such a manner, as Senate may determine by an assessor appointed by Senate from outside the university.
- (ii) In particular external assessors may be required to review the results of course examinations and such other records as are necessary and appropriate for the determination of the performance of the candidates for the degree. They may also take part in or request for an oral or practical examination of candidates.
- (iii) The final award and the class of the degree shall be based on the cumulative grade point average obtained by each candidate in all prescribed courses and approved electives taken at this or any other approved University provided that repeat course shall not be counted twice.
- (iv) Candidate who has satisfactorily complete requirements for the degree with an overall grade point average of not less than 1.00 shall be awarded the honours degree as indicated below.

First Class	4.50 and above
Second Class Upper Division	3.50 - 4.49

Second Class Lower Division	2.40 - 3.49
Third Class	1.50- 2.39
Pass	1.00- 1.49

- (v) A candidate who does not reach the standard (or the Honours will) be awarded the pass decree provided his overall grade point average is not less than 1.00.

Repetition of Courses

A student may repeat on those courses in which he has obtained a degree of F the grade earned for a repeated course will be recorded and used in the computation of the grade point average in the usual way.

Probation

A student who fails to reach a cumulative grade point average of 1.00 at the end of one semester shall be placed on probation during the next semester. If he fails to achieve a cumulative grade point average of at least 1.00 at the end of the second semester, he shall be required to withdraw from the university.

B.ED. MATHEMATICS/INTEGRATED SCIENCE N.U.C. REVISED PROGRAMME ACADEMIC PROGRAMME GUIDELINES

Philosophy and Objectives

The Institute of Education offers the B.Ed, (Mathematics/Integrated Science) programme in order to produce Integrated Science specialists who can teach effectively in post primary and tertiary schools. Integrated science is one of the compulsory subjects offered by all students at the Junior Secondary School level in Nigeria. It emphasizes those concepts, which are common to all sciences – the processes of science and the skills associated with them. The Junior Secondary Integrated Science is an inquiry-based curriculum. The general plan of the programme de-emphasizes subject boundaries of the familiar basic sciences and enhances a greater integration of the sciences. It is therefore important to train specialists who can handle all the aspects of Integrated Science and Mathematics at this level. The programme focuses the industries and commercial sectors.

The Objectives of the programme are the following:

- (1) To train students to do analytical and critical thinking, scientific and reflective reasoning.
- (2) To confront problems and challenges with confidence and to provide practical and workable solutions to them.
- (3) To enable students to acquire the necessary mathematical, scientific and other skills and competences expected of an educated man, who has balanced viewpoint of his subject and
- (4) To produce teacher educators who possess a spirit of professional dedication and innovation and who can provide scientific and creative leadership in education.

Degree Awarded

The course leads to the award of B. Ed. (Hons) Mathematics/Integrated Science.

Admission Requirements

- (a) Four Year Degree Programme:
The requirements for admission into the four year B.Ed. Degree programme is five ordinary level SSCE passes at credit level. The subjects should include English Language, Mathematics, Biology, Chemistry and one other subject
- (b) Direct Entry
- (c) Candidate with passes at NCE level in any two of the following teaching subject: Physics, Chemistry, Biology, Mathematics and Integrated Science plus three other ordinary level SSCE credits including English and Mathematics.
- (d) OR credit or merit level passes in TC II OR the Associateship Certificate in Education of OAU or its equivalent. G.C.E 'A' Level pass in two science subjects with the O.L. SSCE Credit passes including English and Mathematics G.C.E, O.L or equivalents.

Requirements for the Award of a Degree

The minimum requirement for the award of the degree is the satisfactory completion of not less than 114 units for direct entry students and 150 units for the four year programme.

In addition, all students must register for and pass 12 units of free electives taken from faculties outside the faculties of Education, and science.

Outline of Programme

The following programme outlines are provided to guide the students; students who qualify for direct entry are expected to take both general studies and special electives in their Parts II and III. A full description of Education courses including core courses and electives is attached while a description of some mathematics and science courses to be taken outside the faculty can be found in the Faculty of Science.

**COURSE OUTLINE FOR A SEMESTER
MATHEMATICS/INTEGRATED SCIENCE**

PART I

HARMATTAN SEMESTER

COMPULSORY COURSES

COURSE CODE	COURSE TITLE	L	T	P	U
EDU 101	Introduction to the Teaching Profession	2	0	0	2
MTH 105	Elementary Mathematics for Biological Science 1	3	1	0	4
PHY 105	Physics for Biological Science 1	3	1	0	4
PHY 107	Experimental Physics 1A	0	0	3	1
CHM 101	Introductory Chemistry 1	3	1	3	4
One Special Elective outside Education and Science		2	0	0	2
Total Units		17			

MATHEMATICS/INTEGRATED SCIENCE PART I

RAIN SEMESTER

COMPULSORY COURSES

COURSE CODE	COURSE TITLE	L	T	P	U
EDU 102	Principle and Practice of Education	2	0	0	2
MTH 106	Elementary Mathematics for Biological Science 11	3	1	0	4
CHM 102	Introductory Chemistry 11	3	1	3	4
IED 132	Introductory Biology	3	0	3	4
PHY 108	Experimental Physics 1B	0	0	3	1
One Special Elective outside Education and Science		2	0	0	2
Total Units		17			

**MATHEMATICS/INTEGRATED SCIENCE
PART II
HARMATTAN SEMESTER**

COMPULSORY COURSES

COURSE CODE	COURSE TITLE	L	T	P	U
EFC 201	Historical Foundation of Education	2	0	0	2
EFC 203	Psychological Foundations of Education	2	0	0	2
IED 231	Foundations in Biological science 1	2	1	3	3
IED 233	Issues and Curriculum of Integrated Science	2	1	0	2
IED 235	Algebraic Structures 1	2	2	0	3
CSC 221	Computer Appreciation	2	0	0	2
Restricted Electives Any one of the following:					
ALL 203	Philosophy of Adult Learning	2	0	0	2
ALL 207	Women Learning and Social Sustainability	2	0	0	2
ALL 209	Issues in Vocational/Technical Education	2	0	0	2
One Special Elective outside Education and Science		2	0	0	2
Total Units		18			

**MATHEMATICS/INTEGRATED SCIENCE PART II
RAIN SEMESTER**

COMPULSORY COURSES

COURSE CODE	COURSE TITLE	L	T	P	U
EFC 202	Philosophical Foundation of Education	2	0	0	2
ASE 202	Curriculum and Instruction	2	0	0	2
ETL 202	Introduction to Education Communications and Technology	2	0	0	2
IED 232	Foundation Physics for Teachers 1	2	1	0	3
IED 234	History and Philosophy of Science	2	0	0	2

IED 236	Basic Mathematical Analysis	2	1	0	3
IED 238	Foundation in Biological Science 11	2	0	3	3
One Special Elective outside Education and Science		2	0	0	2
Total Units		19			

**MATHEMATICS/INTEGRATED SCIENCE PART III
HARMATTAN SEMESTER**

COMPULSORY COURSES

COURSE CODE	COURSE TITLE	L	T	P	U
EFC 301	Introduction to Guidance and Counselling	2	0	0	2
EFC 303	Tests and Measurement	2	0	0	2
STE 301	Curriculum Development	2	0	0	2
IED 331	General Chemistry 1	3	0	0	3
IED 333	Mathematical Analysis	2	2	0	3
IED 337	Experimental Chemistry for Secondary School Teachers 1	0	0	3	1
IED 335	General Biology 1	2	1	3	3
EDU 202	Teaching Practice (Reported)	0	0	0	3
One Special Elective outside Education and Science		2	0	0	2
Total Units		21			

**MATHEMATICS/INTEGRATED SCIENCE PART III
RAIN SEMESTER**

COMPULSORY COURSES

COURSE CODE	COURSE TITLE	L	T	P	U
EFC 302	Developmental Psychology	2	0	0	2
IED 320	Research Methods and Statistics	2	0	0	2
STE 308	Teaching Methods in Mathematics/Integrated Science	2	0	0	2
IED 332	General Chemistry 11	3	0	0	3
IED 334	Foundation Physics for Teacher 11	2	1	0	3
IED 336	Advanced Calculus	2	1	0	3
IED 338	Experimental Physics for	0	0	3	1

	Secondary School Teachers 1				
Restricted Electives [Any one of the following]					
ALL302	Research Methods II: Qualitative Research Methods in Adult Education	2	0	0	2
IED 302	Educational Management	2	0	0	2
IED 304	Process and Management of Societal Change	2	0	0	2
One Special Elective outside Education and Science		2	0	0	2
Total Units		20			

**MATHEMATICS/INTEGRATED SCIENCE PART IV
HARMATTAN SEMESTER
COMPULSORY COURSES**

COURSE CODE	COURSE TITLE	L	T	P	U
EFC 413	Sociology of Education	2	0	0	2
IED 401	Education Research Project	2	0	0	2
IED 431	Electro Physics	2	1	0	3
IED 433	General Biology 11	2	1	0	3
IED 435	Experimental Physics for Secondary School Teachers 11	0	0	3	1
EDU 302	Teaching Practice (Reported)	0	0	0	3
Restricted Electives [Any one of the following]					
ALL 413	Rural and Extension Education for Development	2	0	0	2
IED 455	Marriage and Kinship	2	0	0	3
EFC 403	Introduction to Educational and Psychological Testing	2	0	0	2
EFC 405	Technique of Counselling	2	0	0	2
One Special Elective outside Education and Science		2	0	0	2
Total Units		18			

**MATHEMATICS/INTEGRATED SCIENCE PART IV
RAIN SEMESTER**

COMPULSORY COURSES

COURSE CODE	COURSE TITLE	L	T	P	U
DEM 402	School Management	2	0	0	2
IED 432	General Biology 111	2	1	0	3
IED 434	General Chemistry 111	2	1	0	3
IED 436	Probability and Statistics	2	1	0	3
IED 438	Experimental Chemistry for Secondary School Teachers 11	0	0	3	1
IED 430	Algebraic Structure 111	0	0	0	3
IED 401	Education Research Project	0	0	0	2
Restricted Electives [Any one of the following]					
IED 408	Art Education	2	0	0	2
IED 426	Packaged Instructional Materials for Teaching	2	0	0	2
EFC 402	Organization of Guidance Services	2	0	0	2
One Special Elective outside Education and Science		2	0	0	2
Total Units		21			

SUMMARY OF COURSE OUTLINE

MATHEMATICS/INTERGRATED SCIENCE

A. 100 LEVEL COURSES 1ST AND 2ND SEMESTERS COURSES

(i)	Main Subjects	-	26 units
(ii)	Education courses	-	04 units
(iii)	Special Electives	-	04 units
(iv)	Others	-	<u>Nil</u> units
			34 units

B. 200 LEVEL COURSES 1ST AND 2ND SEMESTERS COURSES

(i)	Main Subjects	-	22 units
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(ii)	Education courses	-	12 units
(iii)	Special Electives	-	04 units
(iv)	Others	-	<u>Nil</u> units
			38 units

C. 300 LEVEL COURSES 1ST AND 2ND SEMESTERS COURSES

(i)	Main Subjects	-	20 units
(ii)	Education courses	-	16 units
(iii)	Special Electives	-	04 units
(iv)	Others	-	<u>Nil</u> units
			40 units

D. 400 LEVEL COURSES 1ST AND 2ND SEMESTERS COURSES

(i)	Main Subjects	-	27 units
(ii)	Education courses	-	15 units
(iii)	Special Electives	-	Nil units
(iv)	Others	-	<u>Nil</u> units
			42 units

Description of Courses

EDU 101: An Introduction to the Teaching Profession 2Units

The basic concepts of teaching as a profession. Ethics of the teaching profession, the relationship between the traditional, the non-traditional and the modern teachers. The personal and professional consequences of the teaching profession in the present times and in future. Relationships between teaching and learning; roles of training and practice.

EDU 102: Principle and Practice of Education 2Units

This course aims and acquaint students with the dimensions of teaching, introduce students to the personal and professional consequences of being a teacher, relationship between learning and practice in developing competence in teaching. some of the things to discuss are the meaning of education, aims of education, the origin of modern education Nigeria, principles of learning in the

classroom. Also, assessing learning, the purpose and methods of educational assessment. Principles of motivations, principles of teaching, the teacher and the school. The head teacher and the school.

IED 132: Introductory Biology 4Units

What science is in a modern world. The scientific method. The cell structure and function: cell theory, cell components, differences between plant and animal cells, Eucharistic and prokaryotic cells, mitosis and meiosis, Elementary treatment of genetics, physical and chemical nature of genetic material, the gene, Mendelian genetics, Morphology, Classification of meristematic and permanent tissues –dermal, ground and vascular tissues. External morphology of plants; roots, stems, leaves and flowers. Animal histology: variation in cell size, tissue examination, tissue classification, epithelium, connective muscle and nervous. Taxonomy, brief description of thallophyta, bryophyte and pteridophyta.

IED 231: Foundation in Biological Science 3Units

Living and non-living things, plants and other living things, Nutrition: Sources of metabolites, inorganic nutrition. Active and passive uptake, organic nutrition. Enzymes: Properties, composition, types, mechanism of action Photosynthesis. Animal nutrition: nutrient requirement, methods of obtaining food. Treatment of food, classes of food. Feeding Mechanism Respiration. General organization of the Angiosperm: Variations in the structure of roots, stems, leaves, inflorescence flowers and fruits. Prerequisite IED 132.

IED 232: Foundation Physics for Teachers I 3Units

Vectors and scalar quantities – Definitions, characteristics, properties of vectors-subtraction, addition, multiplication (cross and dot products) resolution of vectors. Langrangian Mechanics- Geralited coordinates, velocity, momentum, and force. Lagrange's equation and its application to solve problems involving motion of

parties. Direct current circuits, Basic solid-state physics, lattice, structures, symmetry operations, types of crystals etc.

IED 233: Issues and Curriculum of Integrated Science 2 Units

The evolution of Integrated Science Nigeria. The concept of science. Characteristics of Unified Science Educator. Integrated Science Curriculum Design and changes. Attitudes towards science. Scientific literacy. Approaches to teaching Integrated Science. Psychological theories and their applications to integrated teaching. The art of scientific investigation preparation experimentation, chance hypothesis, imagination, intuition. The social responsibility of the scientist.

IED 234: History and Philosophy of Science 2 Units

Science, scope and concepts. Methods of science. Experiments and types interplay of experiment and theory. Hypothesis, assumption and presuppositions. Philosophical orientation of science. Philosophical schools of thought i.e. logical position, pragmatism e.t.c. Aristorles' philosophy and the elements of logics. History of science and markers of science.

IED 235: Algebraic Structure 3 Units

Set theory and operation on sets. Relations and equivalence relations. Mappings and types. Related theorems on mappings. Groups and subgroups, semi group and monoid, properties of group.

IED 236: Basic Mathematical Analysis 3 Units

Limits of sequence: Sequence which tends to infinity as tends infinity. Boundedness sequence with oscillatory Behaviour. Monotonic sequence. Neighbourhood. Continuity Inheritance of continuity under composition. Intermediate value theorem. The derivative and some applications.

Rolle's theorem. The mean –value theorem.

- Series, Tests of convergence
- Taylor and Maclaurin Expansion
- Riemann integration

- The exponential, logarithmic, trigonometric and hyperbolic functions.

IED 238: Foundation in Biological Science II 3Units

Ecology: its aims. Methods and scope, units of ecology. Population: definition, estimation, growth. Ecological Factors: light, humidity, temperature, wind, soil. Biotic components of the ecosystem. Biotic interactions, Food-chain and Food-web Biotic factors,. Ecological zones of West Africa. Environmental biology: Conservation, Pollution, global warning. Biodiversity. Prerequisite: IED 132.

IED 320: Research Methods and Statistics 2 Units

The methods of research and reporting: Focus is on identification and examination of contemporary issues and problems in education. An exposition of students to inter-disciplinary approach involving educational psychology, sociology, philosophy and curriculum instruction, which are applicable to research. The course exposes students to library research, data collection, techniques and analysis. Guidelines on technical aspects and layouts of reports, including correct referencing, footnoting, bibliography etc. are emphasized. The course will extend to the next course, IED 401, which prepares students for the production of long essays on selected problems and issues in education.

IED 331: General Chemistry I 3Units

This course includes the basic knowledge of inorganic chemistry. The topics are: The Electronic configuration of atoms – S.P.D. and F orbital i.e. the S –block elements, Group 1 Alkali Metals, P-Block Elements Group,. D-Block Elements General properties, F-Block element the Lanthanides series.

General properties of the Elements, the period tables of elements, groups and Periods ionization. Energy, electron affinity, ionization potential, electro-negativity, atomic radius.

- Bonding and structure: attainment of a stable configuration, types of bonding, ionic bonds, covalent. Co-ordinate bonds, double and triple bonds, metallic bonds, double and metallic structures. Hydrogen bonds. Van-der Waals force.
- Energy levels: quantum numbers, promotion and excitation of electrons
- Acids, Bases and Salt: Arrhenius

IED 332: General Chemistry II 3Units

This course is a general introduction to Physical Chemistry. The topics include:

- Thermodynamics – 1st, 2nd and 3rd Law of Thermodynamics, Processes, State functions
Reversible and Irreversible processes
Spontaneous and Non-spontaneous process.
- Thermo-Chemistry: Free energy change
Enthalpy, Entropy, Internal energy,
- Electrochemistry: Galvanic and Electrolytic cell,
- Reduction potential
- Electromotive force of a cell
- Chemical kinetics – rates of chemical reactions, rate of law and equation, Order of a reaction etc

IED 333: Mathematical Analysis 3Units

Calculus: Partial differentiation, total derivative, implicit functions, changes of variables.

Maximum and Minimum functions. Lagrangian Multiplier.

Complex Numbers: Argand diagram, Polar representation of complex numbers, De'Moivre's theorem. The nth root of complex numbers, Exponential representation. Numerical Methods:

Newton – Raphson's iterative method. Trapezoidal rule. Simpson's rule; Method of the least square approximation.

Lagrangian formula of interpolation.

IED 334: Foundation Physics for Teachers II 3Units

Theory of relativity – galilean transformation and einstein's postulates of special theory of relativity, Lorentz transformation. Planck's theory. Black body radiation. Quantum theory of photoelectric effect; Compton effect and positron. X-rays production and the uncertainty principle. Models of atom. Schrodinger's equation, theory of quantum mechanics (different potentials). Radioactivity – radioactive decay, half-life. Radiation (Energy) from the sun and its budget – short-wave and long wave radiation.

IED 335 : General Biology I 3Units

The course includes plant taxonomy and animal systematic Taxonomy and its significance. Taxonomic characters Plants identification and Nomenclature. Description of selected angiosperm families. Some dicotyledonous families: Sterculiaceae, malvaceae, leguminous plants. Solanaceae and Compositae A brief survey of monocot plants: Pteridophytes and Gymnosperms. Principles of Animal systematic. Outline of Principles of Animal Systematic Classification: Coelomates and Chordates. **Pre-requisite IED 231**

IED 336: Advanced Calculus 3Units

Definition of elementary concepts in differential equation (i.e. order, arbitrary constraints, solutions and general solution, particular solution etc). Special first order equations and solutions. General linear differential equation of order n. existence and uniqueness theorem. Operator notation. Linear operators. Fundamental theorem on linear differential equations. Linear dependence and Wronskians. Solutions of equation with constant coefficients. Non-operator techniques. Method of undetermined coefficient. Operator Techniques Method of reduction order.

IED 337: Experimental Chemistry for Secondary School Teachers I 1Unit

The course is designed to demonstrate the empirical nature of Chemistry and to illustrate the principles covered in lecture courses

of IED 331 and to prepare students to handle secondary school practical. Topics include Acid – Base – titration Oxidation – Reduction Titrations Qualitative Analysis - Tests for anions like Cl^- , NO_3^- , SO_4^{2-} . Also test for cations like Ca^{2+} , Mg^{2+} , Zn^{2+} , Pb^{2+} , Al^{3+} , Cu^{2+} , Ag^+ etc. Experiments on Rates of Reactions. Experiments on Water of Crystallization. **Pre-requisite CHM 101**

IED 338-Experimental Physics for Secondary School Teachers I 1 Unit

This course is designed to demonstrate the principles covered in IED 232 and some parts of IED 334. Practical on mechanics: Simple and compound oscillations. Vectors and Resolution of vectors. Bodies in equilibrium. Electricity: measurement of resistances. Wheat stone bridge and potentiometer. Cooling effect, measurement of specific heat capacity.

IED 401: Research Project 2 Units

The long essay forms an essential part of the award of B. Ed (Mathematics/Integrated Science). Each candidate will work on a selected topic under a supervisor. The candidate is graded on a scale of 100% and the grade will constitute a part of the students' Cumulative Grade Point Average (CGPA).

IED 430: Algebraic Structures II 3Units

Introduction to rings, fields and Integral domains. Isomorphism and homomorphism of rings the fields of rational numbers, complex numbers. The ring of residue classes subrings. The characteristic of an integral domain Ideal and factor rings. Polynomial rings introduction to vector spaces: Pre-requisite: IED 235.

IED 431: Electrophysics 3Units

Generation of charges and electric current. Electrostatics – Colmb's law, force, work, energy and electric field. Conservation of charge and charge distribution. Gauss' Law and Gaussian surface. The electric potential and dipole moment. Magnetism-Maxwell's law of electromagnetism their physical interpretations and applications. Magnetic properties and characteristics of

magnet. Magnetic induction due to straight long wire, circle, a ring of charge, semi circle etc Lorentz force. Solenoid, Faraday's law of induction and lenz's law. Diamagnetism and Ferromagnetism. Cyclotron.

IED432: General Biology III 3Units

The course is a general introduction to vertebrate anatomy and entomology General characteristics of vertebrates classification of vertebrates. Vertebrate skin, exoskeleton, endoskeleton. General characteristics of Arthropods, insects. The success of insects as a group. Methods and Techniques in insect collection. General classification of insects. Insect morphology: The integument. Insect Head. Types of antennae. Mouthpart modifications, Abdomen. Types of Legs: Wings, Laval and Pupal forms. Attack and Defence in insects. **Prerequisite: IED 238.**

IED 433 General Biology II 3Units

The course is an introduction to the principles of genetics and evolution. The subject matter of genetics. Types of variation. Evidence that the nucleus carried hereditary factors. Sexual and asexual reproduction, alternations of generations. Mitoris and Meitosis. Character and character states. Mendelian inheritance. Gene interaction. Sex-determination, sex-link age, pedigrees. Molecular basis of heredity. Gene and genetic code. The concept of evolution. Historical perspectives, evidences of evolution. Theories of evolution, evolutionary mechanisms, sources of variations. Mutations, genetic recombination, changes in chromosome form and number. Reproductive isolation, hydridization, migration, chance, speciation.

IED 434: General Chemistry III 3Units

The course includes the basic knowledge of organic chemistry and the study of common functional group. Topic include: Hydrocarbons – Alkanes, Alkenes, and Alkynes, Carbonyl Group – Akdehydes and Ketones. Hydroxyl Group – Alcohols and Phenole, Amino Group – Aliphatic, Aliphatic Amines and Aromatic Amines, Carboxylic acids derivatives such as Alkanoyl

halides, amides, esters. Dicarboxylic acids such ethane –dioic acid and phthalic acid (Benzene h2-dicarboxylic acids), Benzene and its mono substitution products such as Toluene, Amine, Chlorobenzene

1 Lipids- Major, Minor, simple and Compound lipids, saturated and unsaturated. Carbohydrates – Monosaccharide, Disaccharides, and Polysaccharides. Proteins- Definition, example, properties, functions and effects on body

Pre-requisite. CHM 102.

IED 435: Experimental Physics for Secondary School Teachers II 1Unit

This course is designed to demonstrate the principles covered in IED 431 and latter part of IED 334. Prisms (rectangular and triangular prisms) to measure incidence and reflection of light. Laws of refraction. Magnetism: demonstration and its properties .A.C., and D.D. circuits using resistors and capacitance. Moving coil ammeter and galvanometer. Connections made in series and parallel.

IED 436: Probability and Statistics 3Units

- Samples and populations – Probabilities of compound events
- Discrete random variable – Expectation of a random variable. Continuous random variables – Estimator
- Significance testing- Hypothesis tests using the chi-square distribution
- Correlation and linear regression- The analysis of variance.

IED 438: Experimental Chemistry for Secondary Teachers II 1Unit

This course is designed to illustrate the principles covered in IED 434 and to prepare the students to handle secondary school practical. Topic include: Experiments on reactions of aldehydes and ketones: Oxidation and reduction. Identification of organic compounds from the determination of the melting point of their compounds. Separation and purification of organic compounds, qualitative organic analysis by (chemical methods. Electrification

reactions, oxidation and reduction reactions in specific organic compounds.

Pre-requisite: CHM 102.

BACHELOR OF EDUCATION (SOCIAL STUDIES)
N.U.C REVISED PROGRAMME
ACADEMIC PROGRAMME GUIDELINES

2.1 Philosophy and Objectives

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

The objectives of the programme to which the philosophy is likened are therefore:

- i. To produce highly qualified, motivated, conscientious and efficient classroom teachers who will handle the teaching of social and civic issues (especially Social Studies and Civic Education) at the different levels of our educational system;
- ii. To train teachers towards the furtherance of the spirit of enquiry and creativity so that they can think creatively and work creatively in the school and the society;
- iii. To equip the teachers with social and civic skills that facilitate integration into the social life of the community and the society at large;
- iv. To enhance teachers' sense of commitments towards the achievement of national objectives;
- v. To train teachers that will use their knowledge to create awareness and understanding of the evolving social and physical environment as a whole in its natural, man-made, cultural and spiritual resources together with national issues, and conservation of these resources for national development;
- vi. To train teachers to develop the capacity to learn and to acquire certain basic skills including not only those of listening, speaking, reading and writing and of cultivation of the skills of hand and head, that are essential to the forming of sound social, economic and political judgement.

- These teachers are also expected to do the same to their learners after training;
- vii. To raise personnel who would use the relevant body of knowledge and information which are essential prerequisites to personal knowledge as well as to a positive personal contribution to the betterment of humankind;
 - viii. To train personnel that will develop a sympathetic appreciation of the diversity and interdependence of all members of the local community and the wider national and international communities and would seek to do same not only to the younger generations but also to the wider society;
 - ix. To raise personnel that will guide students and adults to have a positive attitude of togetherness, comradeship and cooperation towards a healthy nation;
 - x. To raise personnel with values of honesty, integrity, hard work, fairness and justice at work and at play as their contributions to the development of the national goals;
 - xi. To train Social Studies graduates who could enlist as Social Studies and General Studies (GNS) Lecturers in Universities, Colleges, Polytechnics and Vocational Training Institutes;
 - xii. To train personnel who would work as educational officers with international agencies and organisations; and
 - xiii. To train personnel that could work in other non-education sectors of the economy such as the local government, gender studies centres, banking, aviation, orientation agencies, international agencies and other industries requiring informed and enlightened social and civic relationships;

2.2 DEGREE OFFERED

Bachelor of Education -B.Ed (Honours) Social Studies

2.3 ENTRY REQUIREMENTS

The admission requirements of the B. Ed. (Social Studies) Programme are:

(A) Four Year Degree Programme:

The requirements for admission into the four-year Bachelor of Education in Social Studies programme are the same for entry into the University, except that the qualifying subjects must include credit in English Language and any four subjects from Government, Economics/Commerce, Civic Education, History, Religious Studies, Geography, Principles of Account, Literature in English, Yoruba and Biology/Animal Husbandry, Home Economics, Visual Arts/Fine Arts/Painting and Decoration. Candidates with TC II should have merit grades in English, Social Studies and any three of History, Government, Home Economics, Fine Art, Music, Religious Studies and Literature in English. The Ordinary Level requirements must be met at not more than two sittings.

(B) Direct Entry

Direct Entry candidates must meet the Ordinary Level requirements and possess at least two NCE merit passes, which combine Social Studies with one of the following subjects: Political Science, Economics, History, Religious Studies, Guidance and Counselling, Special Education subjects, Primary Education Studies/Early Childhood Education and Integrated Science. NCE qualifications that combine any two of the contributory subjects of Social Studies (Economics, History, Political Science, Geography, Home Economics Double Major, Fine Art, Music, Religious Studies, English, French, Hausa, Igbo and Yoruba) and with merits grades in the two courses are also eligible for admission as Direct Entry candidates. Candidates with two Social Science or Art subjects at the Advanced Level/JUPEB may be considered for admission if they satisfy other conditions stated for the NCE candidates (An Aggregate Grade of 7 will qualify a candidate for admission as a Direct Entry Student). Also, Merit grades in Diploma programmes obtained from the Obafemi Awolowo University or any other recognised

University such as Diploma in Education, Diploma in Local Government Studies and Diploma in Conservation and Tourism will be considered as equivalents of A-Level Certificates. Holders of NCE double major qualification with a minimum of merit grades in specialized education areas (Guidance and Counselling, Special Education subjects, Primary Education Studies/Early Childhood Education, Adult Education, and Business Education with Secretariat Studies option are also eligible for admission as direct entry studies

2.4 REQUIREMENTS FOR THE AWARD OF A DEGREE

The minimum requirements for the awards of the B. Ed. Social Studies includes the satisfactory completion of not less than 121 credit units for Direct Entry students and 145 credit units for the four-year programme. In addition, a student must register for and pass 12 units of Special Electives taken from Faculties other than the Faculty of Education.

2.5 GRADUATION REQUIREMENTS

The total minimum number of units to be taken by candidates admitted into the programme by (i) UTME ENTRY = 145 units (ii) Direct Entry =121 units

- (a) Foundation Programme:
 - i. UTME – 38 units
 - ii. Direct Entry – 34 units

- (b) Special Electives:
 - i. UTME – 12 units
 - ii. Direct Entry- 12 units

- (c) Departmental Requirements:
 - i. UTME – 85 units
 - ii. Direct Entry – 61 units

- (d) Restricted Electives:

- i. UTME – 22 units
 - ii. Direct Entry – 16 units
- (e) Free Electives: Nil

2.6 OUTLINE OF PROGRAMME FOR PARTS I-IV COURSES OFFERED FOR THE AWARD OF B.ED. SOCIAL STUDIES

PART I

Harmattan Semester					
Compulsory courses					
Course Code	Course Title	L	T	P	U
EDU 101	Introduction to the Teaching Profession	2	0	0	2
IED 151	Fundamentals of Social Studies	2	1	0	3
IED 153	The School and the Society	2	1	0	3
SSC 107	Man's Physical Environment	3	0	0	3
SSC 111	Introduction to Psychology	3	0	0	3
Restricted Elective Anyone of the following					
HIS 101	Culture and History of Africa up to 1500 AD	3	0	0	3
PHL 101	Problems of Philosophy	3	0	0	3
REL 101	Introduction to Social Anthropology of Religion	3	0	0	3
Special Elective	Any Special Electives outside the Faculty of Education and Social Sciences	2	0	0	2
Total		19			

L= Lectures; T= Tutorials; P=Practical; U=Units

PART I

Rain Semester					
Compulsory Courses					
Course Code	Course Title	L	T	P	U
EDU 102	Principles and Practice of Education	2	0	0	2
IED 152	Socio-Economic Structures and Institutions	2	1	0	3
IED 154	The Family in Traditional and Contemporary Societies	2	1	0	3
IED156	The People and Culture of Nigeria	2	1	0	3
IED158	Pre-colonial Political Systems in Africa	2	1	0	3
Restricted Elective Anyone of the following					
HIS 102	History of Africa up to 1500 AD	3	0	0	3
PHL 104	Introduction to Critical Thinking, Argument and Evidence	3	0	0	3
Special Elective					
Any Special Elective outside faculty of Education and Social Science		2	0	0	2
Total					19

PART II

Harmattan Semester					
Compulsory Courses					
Course Code	Course Title	L	T	P	U
EFC 201	Historical Foundations of Education	2	0	0	2
EFC 203	Psychological Foundations of Education	2	0	0	
CSC 221	Computer Appreciation	2	0	0	2
SOC 201	Introduction to Sociology	3	0	0	3
IED 251	Problems of Social Interactions	2	1	0	3
IED 253	Socio-political Structures and Institutions	2	1	0	3
IED 255	Methods of Social Studies Instruction I	2	0	0	2
Restricted Elective Anyone of the following					
ALL 201	Introduction to Adult Education	2	0	0	2
ALL 205	Socio-Psychological Foundations of Adult Education	2	0	0	2
ALL 207	Functional Literacy	2	0	0	2
Special Elective	Any Special Elective outside the Faculty of Education and Social Sciences	2	0	0	2
Total		23			

PART II

Rain Semester					
Compulsory Courses					
Course Code	Course Title	L	T	P	U
EFC 202	Philosophical Foundations of Education	2	0	0	2
ETL 202	Introduction to Educational Technology	2	0	0	2
ASE 202	Curriculum and Instruction	2	0	0	2
IED 252	Dynamics of Human Behaviour	2	1	0	3
IED 254	Culture and Social Stability	2	1	0	3
IED 256	Concepts in Social Studies and Civic Education	2	1	0	3
PHE 204	Health Protection	2	0	0	2
Restricted Elective Anyone of the following					
IED 204	Administration and Supervision of Instructions in Teacher Education	2	0	0	2
IED 206	Problems of Ethics and Human Values	2	0	0	2
EDU 202	Teaching Practice (Registration)	0	0	3	3*
Special Elective	Any Special Electives outside the Faculty of Education and Social Sciences	2	0	0	2
Total					
21					

*Not added to GPA

PART III

Harmattan Semester					
Compulsory Courses					
Course Code	Course Title	L	T	P	U
STE 301	Curriculum Development	2	0	0	2
EFC 301	Introduction to Guidance and Counselling	2	0	0	2
EFC 303	Tests and Measurement	2	0	0	2
IED 351	Resource Management and Development	2	1	0	3
IED 353	Community Organization and Development	2	1	0	3
IED 355	Environmental Education and Sustainable Development	2	1	0	3
IED 357	Social Studies and Civic Education Curriculum Review I (Primary School)	2	1	0	3
Restricted Elective Anyone of the following					
IED 301	Issues and Trends in the Nigerian Education System	1	1	0	2
EFC 305	Career Information	2	0	0	2
Special Elective	NO SPACE	-	-	-	-
EDU 202	Teaching Practice (Reported)	0	0	3	3
Total	23				

PART III

Rain Semester					
Compulsory courses					
Course Code	Course Titles	L	T	P	U
EFC 302	Developmental Psychology	2	0	0	2
ASE 338	Special Methods in Social Studies	2	0	0	2
IED 320	Research Methods and Statistics	2	0	0	2
IED 352	Bureaucracy and the Problems of Public Utilities	2	1	0	3
IED 354	Leadership, Followership and Nation Building	2	1	0	3
IED 356	Social Studies Curriculum Review II (Secondary School)	2	1	0	3
IED 358	Methods of Social Studies Instruction II	1	0	1	2
IED 360	Community Recreation and Tourism	1	0	1	2
Restricted Elective Anyone of the following					
IED 302	Educational Management	2	0	0	2
IED 304	Processes and Management of Societal Change	2	0	0	2
EDU 302	Teaching Practice (Registration)	0	0	3	3*
Special Elective	NO SPACE	-	-	-	-
Total	21				

*Not added to GPA

PART IV

Harmattan Semester					
Compulsory courses					
Course Code	Course Title	L	T	P	U
IED 401	Research Project	0	0	2	2
EFC 413	Sociology of Education	2	0	0	2
IED 451	Population and Family Life	2	1	0	3
IED 453	Science, Technology and National Development	2	1	0	3
IED 455	Marriage and Kinship	2	1	0	3
EDU 302	Teaching Practice (Reported)	0	0	3	3
Restricted Elective Anyone of the following					
IED 411	Entrepreneurship	1	0	1	2
IED 403	Creativity in Education	1	0	1	2
Special Elective	Any Special Electives outside the Faculty of Education and Social Sciences	2	0	0	2
Total	20				

PART IV

Rain Semester					
Compulsory courses					
Course Code	Course Title	L	T	P	U
DEM 402	School Management	2	0	0	2
IED 452	Government and Political Systems of Developing Countries	2	1	0	3
IED 454	Urban Development and Social Problems	2	1	0	3
IED 456	Gender and National Development	2	1	0	3
IED 458	Problems of International and Multidimensional Interactions	2	1	0	3
Restricted Elective Anyone of the following					
IED 404	Classroom Management and Techniques	2	0	0	2
EFC 412	Comparative Education	2	0	0	2
Special Elective	Any Special Electives outside the Faculty of Education and Social Sciences	2	0	0	2
Total	18				

SUMMARY OF COURSE UNITS FOR B.ED. SOCIAL STUDIES
BREAKDOWN OF COURSES AND UNITS BY SEMESTER

	Level	100	200	300	400		
Category of Courses	Semester	Unit	Unit	Unit	Unit	Total (Units)	Total Units Required for Graduation
Main Education Courses	Harmattan	2	6*	9**	7**+	24	Total units of Main + Core + Restricted Electives offered = 145 – Out of which a Direct Entry student must pass 121 Units, while a UTME student must pass 145 Units.
	Rain	2	6	4	2	14	
Core Courses	Harmattan	12	11	12	9	34	
	Rain	12	11	16	12	51	
Restricted Electives	Harmattan	3	4	2	2	11	
	Rain	3	4	2	2	11	
Sub-total		34	42	45	34	145	Minimum total units of Special Electives required = 12
Special Electives	Harmattan	2	2	2	2	8	
	Rain	2	2	2	2	8	
	TOTAL	38	48	49	38	161	

*CSC 221 (Computer Appreciation) counted as a compulsory course

** EDU 202/EDU302 (Teaching Practice) counted as compulsory Main Education Courses

+ IED401 (Research Project) counted as a compulsory Main Education course

2.7 COURSE CONTENT

COURSE CONTENT FOR THE B.ED. SOCIAL STUDIES PROGRAMME

EDU 101: An Introduction to the Teaching Profession 2 Units

The basic concepts of teaching as a profession. Ethics of the teaching profession, the relationship between the traditional, neo-traditional and modern teachers. The personal and professional competences of the teaching profession in present times and in future are the focus of the course. The relationship between teaching and learning, roles of training and practice and rudiments of developing competence in teaching are discussed. The curriculum and importance of resource materials in teacher training. The use instructional methods in classroom situation are important point to discuss.

EDU 102: Principles and Practice of Education 2 Units

The course aims to acquaint students with the dimensions of teaching to introduce students to the personal and professional consequences of being a teacher, the relationship between learning and practice in developing competence in teaching. Some of the things to discuss are the meaning of education, the origin of modern education in Nigeria, principles of learning in the classroom. Also, assessing learning, the purpose and methods of educational assessment, principles of motivation, principles of teaching, the teacher and the school, the head-teacher and the school are discussed.

IED 151: Fundamentals of Social Studies 3 Units

Definition and general objectives of Social Studies. The integrated and inter-disciplinary nature of Social Studies. History and characteristics of Social Studies as an evolving discipline. The basic principles, scope, sequence and processes of Social Studies. Concepts and generalizations in Social Studies; the purpose of teaching Social Studies are extensively discussed.

IED 152: Socio-Economic Structure and Institutions 3 Units

Man's economic activities. The structure activities and functions of socio-economic systems. A hierarchy of basic human needs and wants in relations to survival. The conflict between needs and wants and man's ability to make viable economic choice. Division of labour in the socio-economic systems. Productive resources: Human (workers, managers, know-how) capital (tools, machines, factories nature (soil, water, climate, minerals, and forests). Money – historical development, types, characteristics and functions in developing societies Economic activities performed by government and firms – the Banks, Financial Houses and capital markets, Insurance Companies, Multinational Corporation etc. Resources-utilization, conservation and problems.

IED 153: The School and the Society 3 Units

This course conceptualizes the school and the societies; the socialization functions of school and the society; the hidden curriculum, the norms taught in school, cultural pluralism, the social structure of the classroom, and school discipline. The political economy of education i.e. a study of the relationship among education, economics and politics in Nigeria. Differences between urban and rural setting. Effects of setting on school establishment and location. Equality, education and opportunity, equalization of opportunity, culture of poverty, social class and school achievement. Culture, family and school success. Issues and problems.

IED 154: The Family in Traditional and Contemporary Societies 3 Units

Comparative cross-cultural, studies of family structure: types of families, their similarities and peculiarities in different ethnic groups in Nigeria. Evaluation of the family system and factors (economic, technological and education) affecting the traditional family structure. The 'modern' family. The family in national developments.

IED 156: The People and Culture of Nigeria 3 Units

Conceptualization of culture. Culture, socialisation and its agencies. Geographic locations in Nigeria - attributes and economic potentials; similarities and differences in culture; issues in unity in diversity, problems of religion, types, functions and diversity, national morale and national character are extensively discussed.

IED 158: Pre-colonial Political Systems in Africa 3 Units

Analysis of precolonial political structures with attendant checks and balances among the Yoruba, Edo, Igbo, Hausa/Fulani and Kanuri people. Examples are also drawn from other West African, North Africa, East and Central Africa as well as Southern African Countries.

EFC 201: Historical Foundations of Education (2 Units)

This is an introduction to the historical factors, which have shaped and influenced the development of modern education. In other words, the course is intended to consider the contributions of the Greco-Roman World, the middle and modern ages to the growth of education. It also discussed the educational opinions and practices in the world in general and in Nigeria in particular. This includes analysis and examination of the development and significance of the thoughts and experiences of people like Plato, Quintilian, Locke, Comenius, Rousseau, Froebel, Dewey and Montessori. An attempt is thus made to link up the past and the present of Nigeria as a member of a growing international community.

ASE 202: Curriculum and Instruction (2 Units)

A. The Teaching Process – 1. Education and Related Concepts; 2. The Teacher in the Classroom.

B. Curriculum Process – 1. Aims, Goals and Objectives; 2. Content Types; 3. Instructional Resources;

4. Methods and Strategies; 5. Evaluation; C. Practice Teaching and Related Concepts.

EDU 202: Teaching Practice I (3 Units)

About six weeks during long vacation following the completion of Part Two courses: Supervised observation of classroom practices; Classroom interaction analysis and discussion.

Evaluation of student-teachers: Appraising the student-teachers' personality; Appraising the student-teachers' ability and intelligences; Appraising the student-teachers' knowledge.

Evaluating teaching: The student-teacher and his/her pupils; The student-teacher himself/herself; The student-teacher and school record; The student-teacher and special problem of teaching.

EFC 202: Philosophical Foundations of Education (2 Units)

The course will focus on the philosophical principles underlying the foundations of education and their applications. In this regard, such philosophical themes as metaphysics, epistemology, logic and axiology will be central to the teaching of the course. In addition, such philosophies like idealism, realism, pragmatism and others will be discussed.

EFC 203: Psychological Foundations of Education (2 Units)

The science of Psychology and Behaviour patterns among adolescents and children. Individual differences. The influence of heredity and environment on human development. Cognitive development. Development Tasks among secondary School students. Human Motivation and the factors affecting mental health and classroom teaching.

CSC 221: Computer Appreciation (2 Units)

Definition and attributes of a computer.

What computers can do: Text manipulation; Calculation; Logical function.

Computer people: Operators; Programmers; System Analysts; etc.

Computer system: **Hardware:** Input devices; Output devices; Internal memory; External memory; and CPU. **Software:** Application programs and application packages system software; Operating system flowcharts.

Types of computer: Analogue; Digital; Hybrid.

Classification/Categorization: Mainframes; Mini-computer; Micro-computer; Super-computer; Office Automation.

Systems: How business firms use information systems; Basic business systems; Manufacturing and production systems; Sales and marketing human resources; Finance and accounting.

Management support systems: Management information systems; Decision support system; etc.

What computer can be used for: Office automation; Word processing; Desktop publishing and optical disk storage; Scanner; Disk-stored document; Facsimile machine (Fax); Groupware; Banking; Airline seat; Seat reservation; Hotel reservation systems; Computers and the police; Health information; Information retrieval; Statistical literacy research; Keywords; Signatures; Identification access control; File access future trends; etc.

The computer threat: Ethical; Social and organizational issues; The computer virus crisis.

Standard packages: Database and management; Spreadsheet; Statistical packages; Windows.

IED 204: Administration of Supervision of Instructions in Teacher Education 2 Units

The relationship between administration and supervisions, the purpose of teacher's education and the roles of teaching practice in preparation of teacher educator. Current programmes of Teaching Practice in Nigeria Schools, Colleges and University. Definition and Scope of Supervision. National policy on Education and the roles of supervisors on programme implementation. The good and bad supervisor. Types and functions of supervision, Professional growth of teachers and supervisors.

IED 206: Problems of Ethics and Human Values 3 Units

An examination of what constitutes ethics and human values. Major themes associated with societal ethos, virtues and norms that purport to protect human values. The human being in contradistinction to other animals. What endangers harmony in

society and what are the remedial measures to be taken; Fundamental Human Rights as an extension of human values are discussed.

IED 251: Problems of Social Interactions 3 Units

The history, sources, factors and aims of social interactions across cultures beginning from are discussed from the pre-colonial to the recent times. Social, political and cultural systems are compared. Issues of race and racism are discussed in the context of harmonious and peaceful co-habitation among people of differences races and colours.

IED 252: Dynamics of Human Behaviour 3 Units

Definitions, principles and theories of collective behaviour. Social stratification and associated behaviour of competing social groups. Characteristics of collective behaviour – their processes and consequences. Riots, mobs, thuggery and crown as types of excitatory and spontaneous collectives, historical analysis of the socio-political roots and implications of collective behaviour. Terrorism, Security, Social order, causes of social disorder, and resolution of conflicts; the judiciary and its functions are discussed.

IED 253: Socio-Political Structures and Institutions 3 Units

Conceptualizing the term Socio-political institutions; Socio-political issues before the colonial era; government; problems and developments. Socio-political events during the Colonial era; Political Parties; Nationalism; Colonial governments etc. Socio-political events in the post-colonial era up to 1966. Political parties; Pressure groups; Constitutional Developments; Major Crises in Nigerian socio-political landscape are discussed.

IED 254: Culture and Social Stability 3 Units

The concepts of culture and identity: Typologies and indices of culture; common heritage and national symbols, cross-cultural influences – culture contact, culture shock, acculturation and enculturation, culture variations, social change, alienation and social stability; Culture as a socializer and agents of socialisation.

Similarities and Differences among races and cultures of the world are discussed.

IED 255: Methods of Social Studies Instruction I 2 Units

Preparation for the teaching of Social Studies (stating objectives, scheme of work, lesson plans and lesson notes). Selection and organisation of content, methods and learning experiences (differences between content and learning experiences criteria for selection of content; pattern of selection and organisation of Social Studies content – thematic approach, the place and use of concept and generalizations; sequence of Social Studies content; and organisation of the learning experiences); resources for teaching (the place of teaching aids, criteria for selecting appropriate teaching resources) and evaluation of Social Studies instructions are discussed.

IED 256: Concepts in Social Studies and Civic Education 3 Units

The fundamentals of Social, Civic and Value Education as contained in the curriculum of the primary, secondary and tertiary institution are critically analysed and extensively discussed. The following specific themes are discussed: National Values, Citizenship, Duties and Responsibilities, National Consciousness, Government and Political Values, Democracy and Human Rights, Constituted Authority, Social Issues, Health Issues and Resource Management etc

EFC 301: Introduction to Guidance and Counselling (2 Units)

Introductory course in the nature, aims, objectives, theories and methods of guidance and counselling in the Nigeria educational system. An examination of students' needs and problems – biological and environmental, and the importance of guidance and counselling as probable measure for coping with them; such aspects of counselling and guidance – vocational, placement, orientation and evaluation, and tools for cumulative records, tests and inventories and their uses.

EDU 302: Teaching Practice II (3 Units)

The course is offered for six weeks during long vacation. Differences between training courses and classroom situations. Adaptation of the National Policy on Education to the classroom situations. Planning and supervising students' visits to schools for interactions with the teaching staff. Adoption of such supervision methods as: Image Behaviour Feedback (IBF); Clinical supervision techniques, to encourage student teachers to become competent in teaching and classroom management skills. Holding conferences with class-teachers and students to assess students' teaching and classroom management skills.

EFC 302: Developmental Psychology (2 Units)

The course is intended to sensitize students to key issues in human growth and development in general, with special emphasis on the early stages of human life cycle. It covers the concepts of growth and development. It also considers the development and child from conception to birth, factors affecting pre-natal on development and various aspects of child development as physical, mental, social, psychosexual, and emotional, moral and language development. General issues in child development such as the effects of nutrition, diseases, self-concept, and family background.

EFC 303: Tests and Measurement (2 Units)

The course deals with the essential testing processes, especially those that relate to the classroom. These processes include definition of course objectives, test construction, (and weighting of topics) concepts of reliability, validity, item analysis, test administration, scoring procedures, and the reporting of test result, to significant others. Factors that can affect the validity of test results cheating, test-wiseness, response changing etc will also be examined.

IED 301: Issues and Trends in Nigerian Education 2 Units

Evolution of formal education in Nigeria. International Policies and programmes influencing educational change e.g. Education for All, Dakar Agreements, Millennium/Sustainable Development

Goals; Standards informal education. Trends in the politics of education. Economic and the changing fortunes of education. Education and the labour market. A critical study of the National Policy on Education – Principles, guidelines and implementation. Funding of Education, Grant Agencies e.g. World Bank, African Development Bank, IMF. The phenomenon of Private Schools and University and equalization of educational opportunities. Current educational policies such as homegrown school feeding, pre-primary education, value education and school and childhood development; issues of discipline in the educational system.

IED 302: Educational Management 2 Units

Differences between management and administration. Management vitality. Instructional staff Management. Functions and Problems of Education Management bodies e.g. the Ministries of Education, NERDC, WAEC, J.C.C. N.T.I. Board of Governors. Communication as a tool in management. Student Affairs office and its roles. Management by objectives (MBO, Scientific Management. Management constraint is discussed.

IED 304: Processes and Management of Societal Change 3 Units

Conflicting ideological agendas, changing dominant discourses in education; holistic versus analytic (changing paradigm); change processes and change agents (change perspectives, applying theory to practice, policy generation and implementation, planning strategies for a change); alliances and shared agenda (converging agendas and socio-educational perspectives) are discussed.

IED 320: Research Methods and Statistics 2 Units

The methods of research and reporting: Focus is on identification and examination of contemporary issues and problems in education. An exposition of students to an inter-disciplinary approach involving educational psychology, sociology, philosophy and curriculum instruction, which are applicable to research. The course exposes students to library research, data collection, techniques and analysis. Guidelines on technical aspects and

layouts of reports, including correct referencing, footnoting, bibliography etc. are emphasized. The course will extend to the next course, IED 401, which prepares students for the production of long essays on selected problems and issues in education.

IED 351: Resource Management and Development 3 Units

The course deals with the scope, nature, methods and principles of organizational/ human resources management. It also covers such areas such as policy and personnel issues such as manpower planning techniques, staffing, human resources, training and development, discipline, motivation theory and promotion of employee welfare. The course will also cover the principles and techniques of job evaluation. Material resources management in the Nigerian context is also discussed in relation to procurement and maintenance culture.

**IED 352: Bureaucracy and the Problems of Public Utilities
3 Units**

A consideration of the history, emergence and functions of bureaucracy in public institution. The civil service and good governance. The labour unions and the challenge of social welfare. An analysis of the structural organization and performance of important public institutions and utilities e.g. educational institutions, customs, immigration, water and electricity supply, problem of privatization and commercialization of public institutions and utilities are discussed

**IED 353: Community Organization and Development
3 Units**

A survey of the basic concept of community organization as it affects the individual and his environment. Attention is given to the social roles of institutions such as the family, school volunteer and government agencies, peer groups etc. and the linkages among these institutions and groups. Community development programmes and activities; roles of NGO and international organisations. The community of fundraising/grantsmanship and self-help projects are discussed.

IED 354: Leadership, Followership and Nation Building

Politics and political institutions. The indigenous political organizations. The growth and development of political parties in Nigeria. Goals and strategies of nationalist in Pre-independence Nigeria. Politics and crisis in nation building in Nigeria – 1960 up to date. Patriotism – It's relationship with national development, social problems and issues of common heritage and national symbols. Citizenship and development of civic competencies. Civic rights, duties and obligations, loyalty and development of a sense of nationalism. The roles of voluntary and non-governmental organizations are discussed.

IED 355: Environmental Education and Sustainable Development 3 Units

An analysis of the nature, value and distribution of events in the atmospheric, hydrospheric and lithospheric environments. The philosophy, history and objectives of Environmental Education, Ecology, Ecosystems and human being – a consideration of the activities of humans and their effects on the environment. Man as an agent of environmental deterioration. The Federal Environmental Protection Agency (FEPA). Its origin and functions. The evolution of other environmental agencies. Roles of government, individuals and education in promoting sustainable environment. Effects of environment on education and development. International protocols on environment and sustainable development.

IED 356: Social Studies and Civic Education Curriculum Review II (Secondary School) 3 Units

A further discussion of themes in the Social, Civic and Value Education as contained in the national curricula of secondary schools. The following specific themes are discussed: Community Organisation and Development, Deviance and Social Control, Peace and Conflicts, Parenthood and Familial Relations, Civil Society and Non-governmental Services, Civil Service and Bureaucracy, Governance and the Rule of Law and human rights, Social and Economic Development, Settlements and Development

Problems, Accident and Safety, and other emerging issues are extensively discussed.

IED 357: Social Studies and Civic Education Curriculum

Review I (Primary School) 3 Units

The fundamentals of Social, Civic and Value Education as contained in the curriculum of the primary institution are critically analysed and extensively discussed. The following specific themes are discussed: National Values, Citizenship, Duties and Responsibilities, National Consciousness, Government and Political Values, Democracy and Human Rights, Constituted Authority, Social Issues, Health Issues and Resource Management etc

IED 358: Methods of Social Studies Instruction II 2 Units

A revision of IED 255 (Methods of Social Studies Instruction I). Preparation for the teaching of Social Studies (stating objectives, scheme of work, lesson plans and lesson notes). Selection and organisation of content, methods and learning experiences (differences between content and learning experiences criteria for selection of content; pattern of selection and organisation of Social Studies content – thematic approach, the place and use of concept and generalizations; sequence of Social Studies Content; and organisation of the learning experiences); resources for teaching (the place of teaching aids, criteria for selecting appropriate teaching resources) and evaluation of Social Studies instructions, with intensive micro-teaching and field trip activities.

IED 360 Community Recreation and Tourism 2 Units

Community Recreation and Tourism are conceptualized. Activities associated with leisure such as traditional and contemporary games, folklores, religious activities, travels, local and foreign sports, picnics, holidaying, parties and clubbing are discussed in their context, requirements, rules and regulations and functions. An excursion to selected recreational and tourist resources is a requirement for this course.

DEM 402: Educational Administration and Management (2 Units)

Basic organization of the school and its functions with emphasis on classroom management and attendant issues such as space, resource allocation, maintenance of adequate records and students' discipline. The interdependent roles of all the different sectors of the school personnel activities should be discussed. Special attention will be given to students' personnel administration. Knowledge of the basic routines and procedures and teacher accountability in the contemporary society. Problem analysis and solution of cases in school management based on tested administrative principles.

EFC 413: Sociology of Education (2 Units)

The school as an agent of socialization and social development. The consequences of social stratification as well as social occupational mobility for educational achievement. The family and the process of education. Maintaining health school climates. The school, the pupil and social pathology. The role of the state in education. The implication for Nigerian education of the community school concept.

IED 401: Research Project (2 Units)

The long essay forms an essential part of the award of B. Ed (Social Studies). Each candidate will work on a selected topic under a supervisor. The candidate is graded on a scale of 100% and the grade will constitute a part of the students' Cumulative Grade Point Average (CGPA).

IED 403: Creativity in Education (2 Units)

The different approaches to problem-solving and current issues in creativity are aspects of this course. Students that take this course are exposed to creativity and the practical aspects of problem-solving, convergent and divergent thinking and tests of creativity. In specific terms, creativity, innovation and imagination; how to encourage a creative classroom with imagination; thinking techniques; pedagogical implications of applying various thinking

models to critical thinking and problem solving, among others shall be reviewed

IED 404: Classroom Management and Techniques 3 Units

The course examines, the need for classroom management, the distinction between classroom management and school administration, academic management of students – admission, registration etc, classification, class welfare services of students, classroom records and purposes of keeping them, management principles that are useful in solving classroom management problems. Social science movement approaches and humanitarian concepts.

IED 411: Entrepreneurship 2 Units

An understanding of the concept of entrepreneurship. Exploring avenues in social and civic areas, especially in education, private sectors and industries. Consideration of different expressions of entrepreneurial activities. Discussion on practical ways to engage in entrepreneurial activities in education. Individual attempts on entrepreneurship projects attempted.

IED 451: Population and Family Life 3 Units

Theories of population, size of the population and its significance, population growth. Factors affecting birth and death rate. Overpopulation and under population. Age distribution and population. Emigration and immigration laws. Geographical and occupational distribution of population. Effects of population on development and education in schools.

IED 452: Government and Politics of Developing Countries 3 Units

Power, Politics and Government, Forms of government. An examination of the history, culture, societies, processes and consequences of political developments in developing countries with particular emphasis on Nigeria. General problems common to most developing countries are examined, including agriculture, urbanization, human-rights, drug abuse and corruption, as well as

the interrelations between the developing and developed world. The military as an impediment to sustainable democracy is also discussed.

IED 453: Science, Technology and National Development **3 Units**

Meaning, differences, norms, paradigms, realities of, roles of science and technology in societal development. The idea of development and national purposes. The structure and role of science and technology in sustainable national development. Developmental processes and resources for development. The cases for relevant and intermediate technology developing societies. Science and technology as sources of social change.

IED 454: Urban Development and Social Problems 3 Units

Inter-disciplinary study of the structure, functions, needs and socio-economic problems of urban area. Analysis of the political, economic, cultural, sociological aspects of cities which reflect the realities of urbanization. The urban life (Evolution of the cities – the pre-industrial city, the industrial city, urban ecology and the models of city structure – concentric zone, multiple nuclei model, sector model and district; types of neighbourhood – commercial districts, industrial area, parks, rivers and lakes, class neighbourhood – upper, middle and lower classes; theories of city life – urban anomie, compositional and subcultural theory. Social problems in the urban areas – deviance and crime, housing, environmental, transportation etc. are discussed.

IED 455: Marriage and Kinship 3 Units

Definition of marriage. Types of marriage, marital lifestyles. Pre-selection criteria. Marriage from international perspectives. Love, sex and conjugal roles in marriage. Marital problems with mother-in-law as the life-line. Dissolution of marriage. Consequent relief upon dissolution of marriage. Administration of the deceased partner's estate. Kinship systems and patterns (marriage patterns, residential patterns, descent patterns, authority patterns); the family tree and lineage tracing are discussed.

IED 456: Gender and National Development 3 Units

Issues of gender and national Development as they affect male and female members of the society - Gender Analysis; Gender Discrimination; Gender Division of Labour; Gender Equality and Equity; Gender Mainstreaming; Gender Needs; Gender Planning; Gender Relations; Gender Training; Gender Violence; Intra-household Resource Distribution; National Machineries for Women; Patriarchy Systemic; Sex and Gender; Social Justice; Women's Empowerment; Women's Human Rights; Models and approaches to men and women in development (Women in Development (WID) approach, Women and Development (WAD) approach, and Gender and Development (GAD) approach); Measuring equality and inequality (HDI measures), Gender-related Development Index, Gender Empowerment Measure etc. are discussed.

IED 458: Problems of International and Multidimensional Interactions 3 Units

Concepts of world power and world power configuration; Nigeria in international politics and economic co-operation with reference to the United Nation, African Union and Economy Community of West African States. Elements of National Power; theories of internationalism (realism, idealism, liberalism, feminism, communism etc); instruments of international interactions (international organisations, diplomacy, collective security, diplomacy and propaganda and war) are discussed.

B.Ed. (LANGUAGE AND COMMUNICATION ARTS) PROGRAMME

NUC REVISED PROGRAMME

1. INTRODUCTION

A. Background

The Bachelor of Education (Language Arts) is a programme that has domiciled in the Institute of Education of Obafemi Awolowo University for some decades. The aim of the programme is to prepare language arts specialists for the primary, post primary and tertiary institutions. The focus of this programme is to prepare students to take up jobs in schools and media houses. To improve on the former programme and facilitate the accreditation process in line with National Universities Commission (NUC) benchmark, the programme is being reviewed to be Language and Communication Arts. As a result of this, the graduate of the programme would have more job prospect.

B. Justification

In line with one of the specific goals of education in the Nigerian National Policy on Education which states, ‘ensure the quality of education delivery at all levels’ (FRN, 2013), effective education delivery may not be possible without proficiency in language either as a language of education or in education. Language and Communication Arts is the field of study that perfectly fit into enhancing language of and in education to aid learners’ proficiency in any languages – foreign and national as it deals with the skills of language. More often than not, teachers of language skills are not enough in schools (elementary to post-basic levels) to handle communicative competence of learners. It is therefore imperative to prepare pre-service teachers that will fill this gap in the education sector, as well as other sectors that would require manpower for communicative competence.

2. PHILOSOPHY AND OBJECTIVES OF THE DEGREE PROGRAMME IN LANGUAGE AND COMMUNICATION ARTS

A. Philosophy and Objectives

The philosophy of the programme is in line with the National Philosophy of Education while the aims and objectives of the programme are geared towards:

- i. The inculcation of communicative competence in spoken and written English Language for adequate self-expression.
- ii. The exposure of students to the four legal skills of listening, speaking, reading and writing as tools for further learning and/or oral and written text production.
- iii. The preparation of learners for future profession in journalism, editing, administration, etc.
- iv. The preparation of teachers of English Language in order to fill the required gaps in the school system.

B. Entry Requirements

i. Admission to Part I

Admission is through the Unified Tertiary Matriculation Examination (UTME) organized by the Joint Admission Matriculation Board (JAMB). To be eligible for admission, candidates must have at least five (5) credits in not more than two sittings in the Senior Secondary School Certificate (SSCE) or its equivalent in English Language, Literature in English and other relevant subject areas (such as, Economics, Geography, Government, Home Economics, History, Arabic, Social Studies, CRS/IRS, Civic Education, Fine Arts, Music, and one Nigerian language).

ii. Direct Entry to Part II

This category of candidates must have obtained

- five (5) credits in SSCE or its equivalent in relevant subject areas including English Language and Literature in English, and

- good grades (Distinction, Credit or Merit) in two (2) relevant subjects at the NCE or Advanced Level of the General Certificate of Education (GCE) Examinations.
- A student admitted to Part II must +complete a minimum of 117 credit units. This comprises 30 units of Main Education courses 75 units of compulsory courses, a minimum of 12 units of Restricted Electives and 12 units of Special Electives.

C. Requirements for the Award of a Degree

To be eligible for an award of the B.Ed. Honours Degree in Language and Communication Arts, the following conditions must be satisfied:

i. Entry through UTME

A student admitted to Part I through the Unified Tertiary Matriculation Examination (UTME) must complete a minimum of 151 credit units. This comprises 34 units of Main Education courses, 99 units of compulsory courses, a minimum of 18 units of Restricted Electives and 12 units of Special Electives.

ii. Direct Entry to Part II

A student admitted to Part II must complete a minimum of 117 credit units. This comprises 30 units of Main Education courses 75 units of compulsory courses, a minimum of 12 units of Restricted Electives and 12 units of Special Electives.

D. Students' Workload

Workload is defined in terms of course units. One unit represents one hour of lecture or one hour of tutorial or 24 hours of practical work per unit throughout a semester. All courses shall run for one semester or a full session of two semesters.

A student shall be registered as a full time student if he enrolls in any one semester for a minimum of 15 and a maximum of 24 units. Any enrolment for less than 15 units

would require a special approval from the Faculty and the Senate.

E. Competencies and Skills

At the end of the B.Ed (Hons.) programme in Language and Communication Arts, students are expected to possess a wide range of abilities and skills, which may be divided into two categories:

- i. **Competency skills:** These are basic intellectual skills covering what the students should know. These include;
 - The relationship between various languages.
 - The intricacies of the nature of human languages.
 - The role language plays as the major means of human communication.
 - The principle of equality of human languages.
 - The applicability of languages in other fields of endeavor.
- iii. **Performance skills:** These are skills related to what individuals can do with their knowledge of linguistics. Performance skills include:
 - Developing writing systems for unwritten languages.
 - Conducting research into (Nigerian) languages.
 - Translating news in the media into various languages.
 - Translating documents from foreign to Nigerian languages and vice-versa.
 - Designing and implementing strategies for language engineering (codification, standardization, modernization, development and reform).
 - Teaching languages and linguistics.
 - Carrying out lexicostatistical analysis of language dialects.
 - Computerizing language programmes.
 - Utilizing linguistic knowledge in information technology.

F. Registration for Courses

Before registering for a course, students must meet the prerequisites prescribed for that course. Each student should complete the registration for each semester within the period prescribed for registration. Any addition to or reduction in the

courses for which a student is formally registered must be with the consent of the Head of Department. Such alterations must be effected within four weeks from the commencement of the registration period, and on the prescribed form.

G. Withdrawal from Course

A student may withdraw from a course for which he is registered without incurring the penalty of a grade of “F” for the course, only on the approval of the appropriate committee. Permission to withdraw must be sought by completing a withdrawal form countersigned by the Class Adviser. Withdrawal without penalty will be granted up to the end of the fourth withdrawal (e.g. registering for a course and not sitting for the examination, failure to submit examination scripts) will earn the grade of “F”.

H. Incomplete Grade

When for valid reasons (e.g. medical), a student is unable to complete all the prescribed requirements for a course in which he is formally enrolled; he may, on the recommendation of the Department be awarded an incomplete Grade (I).

Such incomplete grade will normally be removed when the Department certifies that all prescribed requirements have been met.

I. Levels of Performance

For the purpose of University Examinations, a candidate shall be regarded as having attained in a course, a level of achievement ranging between the grades of A and F. The overall performance of a candidate in an entire examination shall be determined by means of a weighted grade point average (GPA) obtained by awarding credit points in respect of each course multiplied by the numerical value of the grade obtained.

Grade	Achievement Level		Marks
	Credit points per unit		
A	Excellent	70 – 100%	5
B	Very Good	60 – 69%	4
C	Good	50 – 59%	3

D	Satisfactory	45 – 49%	2
E	Adequate	40 – 44%	1
F	Fail	00 – 39%	0

At the end of a semester, the current cumulative status of a student is indicated as follows:

Pass Candidate has passed all courses.

CSO Candidate has courses still outstanding against him/her.

PRO Candidate is on Probation having scored a cumulative grade point average of below 1.00 at the end of that semester.

WDR Candidate is required to withdraw from the University having failed to register for two consecutive semesters OR having scored a cumulative grade point average of below 1.00 in two successive semesters.

A candidate who has satisfactorily completed all requirements for the award of a degree with an overall grade point average of not less than 1.50 shall be awarded the Honours degree as indicated below:

4.50 – 5.00	First Class Honours
3.50 – 4.49	Second Class Honours (Upper Division)
2.40 – 3.49	Second Class Honours (Lower Division)
1.50 – 2.39	Third Class Honours
1.00 – 1.49	Pass

A candidate who does not reach the standard to qualify for a Honours degree may be awarded the Pass degree provided the overall grade point average is not less than 1.00.

J. Repetition of Courses

A student may repeat only those courses in which a grade of “F” is scored.

K. Withdrawal

A student who fails to record a cumulative grade point average of 1.00 at the end of one semester shall be placed

on probation during the second semester. If the student fails to achieve a cumulative grade point average of at least 1.00 at the end of the second semester, he/she shall be required to withdraw from the University.

L. Individual Research Project

Students are expected to conduct research on a small scale and to write project paper on an approved topic in their final year. The paper should be between 10,000 and 15,000 words. Each student is advised by a member of staff. The research paper assumes the status of a

2 – units course in the final examination, marks will be awarded on various skills including research objectives, literature review, sample design, data collection, analysis of data, and report writing.

M. Graduate Requirements

To be eligible for the award of a degree of B.Ed. (Language and Communication Arts), a candidate must satisfactorily complete the minimum of 151 units and 117 units of course work for UTME and Direct Entry, respectively. This would involve successfully completing the approved University Special Electives (12 units), approved Faculty of Education Courses and the approved Departmental Compulsory and Restricted Courses. The candidate must also complete other requirements indicated by the University (Kindly see the Syllabus).

N. Special Electives

- Candidates are required to take and pass 12 units of special electives (SER 001 – Use of English – is compulsory) before they graduate.

100 LEVEL**HARMATTAN SEMESTER****B.Ed. Language and Communication Arts**

Course Code	Course Title	Course Unit			
	Core Courses	L	T	P	U
LIB 001	Use of Library		0	0	0
EDU 101	Introduction to Teaching Profession	2	0	0	2
IED 181	Communication in English I	2	0	0	3
IED 183	Study Skills and ICT	2	0	0	3
IED 185	Introduction to the Study of Reading	2	0	0	3
IED 187	Fundamentals of Speech Communication	2	0	0	3
IED 189	Introduction to the Study of Indigenous Languages	2			3
	Restricted Electives One three-unit course should be taken from the following:				
PHL 101	Problems of Philosophy	3	0	0	3
REL 101	Introduction to Social Anthropology of Religion	3	0	0	3
	Special Electives				
SER 001	Use of English	2	0	0	2
	Any special electives outside the Faculties of Education & Arts				
Total					18
Rain Semester					
EDU102	Principles and Practice of Education	2	0	0	2
IED 182	Communication in English II	2	0	0	2
IED 184	Introduction to the study of writing	2	0	0	2
IED 186	Introduction to the Human Communication System	2	0	0	2
IED 188	Emergent Literacy	2	0	0	2
	Restricted Elective				
PHL 104	Introduction to Philosophy II: Critical Thinking, Argument and Evidence	2	1	0	3

IED 156	The People & Culture of Nigeria	2	1	0	3
	Special Elective				
SER 001	Use of English	2	0	0	2
	Any special Electives outside the Faculties of Education & Arts				
Total					15

Course Code	Course Title	Course Unit			
		L	T	P	U
	200 Level				
Harmattan Semester	Core courses				
EFC 201	Historical Foundations of Education	2	0	0	2
EFC 203	Psychological Foundations of Education	2	0	0	2
IED 281	English Usage in Contemporary Time	2	0	0	2
IED 283	Reading for Academic Purposes	2	0	0	2
IED 285	Language Phonology & Phonotactics	2	0	0	2
IED 287	Writing for Specific Purposes	2	0	0	2
CSC 221	Computer Appreciation	2	0	0	2
	Restricted Electives				
	One two-unit course should be taken from the following:				
IED 253	Socio political structures and Institutions	2	1	0	3
ALL 201	Literary Education for Adult	3	0	0	3
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					19

Course Code	Course Title	Course unit			
		200 Level			
Rain Semester	Core Courses	L	T	P	U
EFC 202	Philosophical Foundations of Education	2	0	0	2
ETL 202	Introduction to Educational Technology	2	0	0	2
ASE 202	Curriculum and Instruction	2	0	0	2
EDU 202	Teaching Practice	3	0	0	3
IED 282	Folktales in Languages	2	0	0	2
IED 284	Integrated Language Arts	2	0	0	2
IED 286	Rapid Reading	2	0	0	2
IED 288	Writing for General Academic Purposes	2	0	0	2
	Restricted Electives				
ALL 208	Vocational Education for Youth & Adults	-	-	-	-
ETL 208	Learning and Communication Skills	2	0	0	2
IED 299	Production of Speech	3	0	0	0
	One special elective outside the Faculty of Education	2	0	0	2
Total					21

Course Code	Course Title	Course Unit			
		300 Level			
Harmattan Semester	Core Courses	L	T	P	U
EDU 202	Teaching Practice I (Practicum in Media Houses)	3	0	0	3
EFC 301	Introduction to Guidance and Counselling	2	0	0	2
EFC 303	Tests and Measurement	2	0	0	2
ASE 301	Curriculum Development	2	0	0	2

IED 381	Psycholinguistic Fundamental of Language	3	0	0	3
IED 383	Diagnosis & Remediation in Reading	3	0	0	3
	Restricted Electives				
	One two-unit course should be taken from the following:				
IED 355	Environmental Education & Sustainable Development	2	0	0	2
ALL 315	Issues in Entrepreneurship	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					19

Course Code	Course Title	Course Unit			
		L	T	P	U
	300 Level				
Rain Semester	Core Courses				
EFC 302	Developmental Psychology	2	0	0	2
IED 320	Research Methods & Statistics	3	0	0	3
IED 382	Special Methods in Language & Communication Arts	3	0	0	3
IED 384	ICT in Education	2	0	0	2
IED 386	Development of Writing Skills	2	0	0	2
IED 388	Diagnosis and Remediation in Speech	2	0	0	2
	Restricted Electives				
IED 304	Processes and management of Societal Change	2	0	0	2
IED 360	Community Recreation and Tourism	2	0	0	2
	One special elective outside the Faculty of Education	2	0	0	2
Total					18

Course Code	Course Title	Course Unit			
		L	T	P	U
	400 Level				
Harmattan Semester	Core Courses				
EDU 302	Teaching Practice II (Practicum in Media Houses)	3	0	0	3
IED 401	Long Essay	2	0	0	2
IED 481	Speech Consultancy Services	3	0	0	3
IED 483	Essentials of Scholarly Writing	3	0	0	3
EFC 413	Sociology of Education	2	0	0	2
	Restricted Electives One two-unit course should be taken from the following:				
IED 403	Creativity in Education	1	0	1	2
IED 485	Cultural Literary Appreciation	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0		2
Total					17
Rain Semester					
DEM 402	Education Administration and Management	2	0	0	2
IED 482	Business and Organisational Communication	3	0	0	3
IED 484	Bilingualism & Bilingual Education	3	0	0	3
IED 486	Pragmatics	3	0	0	3
ETL 402	Radio, Television & Film Utilization	2	0	0	2
	Restricted Elective	2	0	0	2
	One two-unit course should be taken from the following:				
IED 404	Classroom Management and	2	0	0	2

	Techniques				
ETL 410	Publishing and Book Trade	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2			2
Total					19

SUMMARY OF COURSE UNITS FOR B.Ed. LANGUAGE AND COMMUNICATION ARTS

Table 1: Breakdown of Courses and Units by Semester

Category of Courses	Semester	Level				Total (Units)	Grand Total	Total Units Required for Graduation
		100 (Units)	200 (Units)	300 (Units)	400 (Units)			
Main Education Courses	Harmattan	2	4	9	5	20	34	Total units of Main + Core + Restricted Electives offered = 151 Out of which a Direct Entry student must pass 117 units, while a UTME student must pass 148 units
	Rain	2	6	4	2	14		
Core Courses	Harmattan	13	13	9	14	49	99	
	Rain	11	9	13	17	50		
Restricted Electives	Harmattan	3	2	2	2	9	18	
	Rain	3	2	2	2	9		
	Sub-total	34	36	39	42	151		
Special Electives	Harmattan	4	2	2	2	10	20	
	Rain	4	2	2	2	10		
	Total	42	40	43	46	171		

Table 1 shows that students of the B.Ed Language & Communication Arts programme are allowed to take 34 units of Main Education Courses, 99 units of Core Courses, and 18 units of

Restricted Electives Courses, making a total of 151 units for graduation for UTME candidates and 117 units for direct Entry candidates. Added to these is the compulsory offering of a minimum of 12 units of Special Electives.

Course Contents

EDU101: Introduction to Teaching Profession (2 Units)

The basic concept of the teaching as profession, ethics of the teaching profession, the relationship between the traditional, the neo-traditional and the modern teacher. The personal and professional consequences of the teaching profession in present time and in future are the focus of the course. The relationship between teaching and learning, roles of training and practice and rudiments of developing competence in teaching are discussed. The function of the Nigerian Union of Teachers (NUT), the curriculum and importance of resource materials in teacher training. The use of instructional methods in classroom situation is points to discuss.

PHL 101: Introduction to Philosophy I (3 Units)

A general introduction to the various traditions and problems of Philosophy: Philosophy and related fields – Science, Arts and Religion, etc. A brief survey of the main branches, special fields and problems of Philosophy.

EDU 102: Principles and Practice of Education (2 Units)

The course aims to acquaint students with the dimensions of teaching to introduce students to the personal and professional consequences of being a teacher to the relationship between learning and teaching and roles of training and practice in developing competence in teaching. Some of the things to discuss are the meaning of education, aims of education, the origin of Nigerian Education, traditional education, the growth of modern education in Nigeria, principles of learning, teaching and learning in the classroom. Also, assessing learning, the purpose and methods of educational assessment, principles of motivation,

principles of teaching, the teacher and the school, the head-teacher and the school.

PHL 104: Introduction to Philosophy II: Critical Thinking, Argument and Evidence (3 Units)

Arguments and the uses to which they are put in diverse disciplines such as Law, the Arts, the Natural and Social Sciences, Engineering and Business Studies. Argument identification, argument evaluation, classification of arguments, kinds of argument – deductive and inductive arguments. Validity, soundness and truth in deductive arguments. Inductive generalizations, argument from analogy and probabilities, Mill's methods of inquiry, refutation by formal analogy, fallacious reasoning and sophistry argumentation in Law (method of judicial proof), Arts, Ethics, Management and Science.

IED 181: Communication in English I (2 Units)

Definition and importance of communication, forms of communication (the traditional and modern, human and impersonal forms), principles of effective communication, characteristics of communication, components of communication, model(s) of communication. Applications to day to day activities and internship in relevant organizations.

IED 182: Communication in English II (2 Units)

The course builds on the basic knowledge acquired in Communication in English I. Characteristics of a good communicator, public speaking and presentation skills, writing and editing skills. Practical sessions will be incorporated.

IED 183: Study Skills and ICT (2 Units)

The course will employ different study skill techniques, time management strategies, note-taking skills, examination skills, academic writing skills and the place of ICT in enhancing study skills.

IED 184: Introduction to the study of writing (2 Units)

The course is designed to expose students to the nature of the writing process; common writing problems among Nigerian students; strategies for teaching writing skills to students; and procedures for assessing writing.

IED 185: Introduction to the study of reading (2 Units)

Various methods of teaching initial reading skill, phonetics and contextual analysis. Aspects of reading – study skills, literal and interpretative comprehension and reading rate are examined along with the relationship of pictorial matter and phrases.

IED 186: Introduction to human communication system (2 Units)

The course exposes students to human as opposed to other lower animal communication systems.

IED 187: Fundamentals of speech Communication (2 Units)

The course develops students listening and speaking skills and gives them the ability to perceive and pronounce English sound currently. Contents include types of listening and speaking, skills for listening and speaking vowel and consonant sounds; diphthongs, segmental and supra segmental.

IED 188: Emergent Literacy (3 Units)

The course will focus on the general overview of Emergent Literacy- Definition, importance, and key components. The theories of Literacy Development such as Piaget, Vygotsky, and other relevant theories will be discussed. The evolution of literacy education and its impact on current practices should be examined. The course will focus on language development, looking at, among others, phonological awareness, vocabulary development and the strategies for expanding children's vocabulary as well as syntax and semantics. Emphasis will also be on Print Awareness - concepts of print - print directionality, book handling, and parts of a book; alphabet knowledge and emergent writing in form of scribbling, drawing, and early writing attempts. The course will also deal with reading readiness - focusing on Storytelling and

Story reading, dialogic reading, and predictive reading. Culturally responsive literacy practices will be discussed focusing on diverse literature by selecting and using books that reflect diverse cultures and experiences; family engagement; and supporting bilingual and multilingual learners. Assessment and Evaluation will be discussed focusing on formative assessments with emphasis on tools and techniques for ongoing assessment; summative assessments and methods for evaluating literacy development at the end of a period. Using assessment data to inform instruction and support individual learners. Classroom management and Environmental in promoting literacy learning. Behavior management focusing on strategies for maintaining a positive and productive learning environment; collaborative learning with peer interactions and cooperative learning activities will be considered. The course will also focus on technology in literacy education - focus will be on Digital Literacy Tools- Integrating technology to support literacy development. Online Resources -utilizing digital books, apps, and websites for literacy activities. Safety and Ethics - Ensuring safe and ethical use of technology in the classroom.

IED 189: Introduction to The Study of Indigenous Language (3 units)

Origin/historical background of the language, the spread and fragmentation into dialects, threats and survival of indigenous language, eight stages of fisherman's loss and intervention procedure, language attitude and promotion as well as the three M's of indigenous language (Methods, Materials and Motivation) are to be considered.

IED 156: The People and Culture of Nigeria 3 Units

Conceptualization of culture. Culture, socialisation and its agencies. Geographic locations in Nigeria - attributes and economic potentials; similarities and differences in culture; issues in unity in diversity, problems of religion, types, functions and diversity, national morale and national character are extensively discussed.

REL101: Introduction to Socio-anthropology of Religion

SER 001: Use of English

ALL 201: Literacy Education for (2 Units)

The course is designed to familiarise students with the concepts of illiteracy and literacy, strategies for reducing illiteracy, levels of literacy; literacy and development. Attention will be given to the history, aims and goals of literacy education. Students will also be exposed to the organisation, planning, administration, supervision and evaluation techniques of literacy programmes in adult education. Other areas like the design of adult literacy programme and specific modules, approaches to literacy, problems of literacy in a multilingual society, the role and place of adult literacy education in Nigerian society should be discussed.

EFC 201: Historical Foundations of Education (2 Units)

This is an introduction to the historical factors, which have shaped and influenced the development of modern education. In other words, the course is intended to consider the contributions of the Greco-Roman World, the middle and modern ages to the growth of education. It also discussed the educational opinions and practices in the world in general and in Nigeria in particular. This includes analysis and examination of the development and significance of the thoughts and experiences of people like Plato, Quintilian, Locke, Comenius, Rousseau, Froebel, Dewey and Montessori. An attempt is thus made to link up the past and the present of Nigeria as a member of a growing international community.

ASE 202: Curriculum and Instruction (2 Units)

A. The Teaching Process – 1. Education and Related Concepts; 2. The Teacher in the Classroom.
B. Curriculum Process – 1. Aims, Goals and Objectives; 2. Content Types; 3. Instructional Resources;
4. Methods and Strategies; 5. Evaluation; C. Practice Teaching and Related Concepts.

EDU 202: Teaching Practice I (3 Units)

About six weeks during long vacation following the completion of Part Two courses: Supervised observation of classroom practices; Classroom interaction analysis and discussion.

Evaluation of student-teachers: Appraising the student-teachers' personality; Appraising the student-teachers' ability and intelligences; Appraising the student-teachers' knowledge.

Evaluating teaching: The student-teacher and his/her pupils; The student-teacher himself/herself; The student-teacher and school record; The student-teacher and special problem of teaching.

EFC 202: Philosophical Foundations of Education (2 Units)

The course will focus on the philosophical principles underlying the foundations of education and their applications. In this regard, such philosophical themes as metaphysics, epistemology, logic and axiology will be central to the teaching of the course. In addition, such philosophies like idealism, realism, pragmatism and others will be discussed.

EFC 203: Psychological Foundations of Education (2 Units)

The science of Psychology and Behaviour patterns among adolescents and children. Individual differences. The influence of heredity and environment on human development. Cognitive development. Development Tasks among secondary School students. Human Motivation and the factors affecting mental health and classroom teaching.

ALL 208: Vocational Education for Youths and Adults (2 Units)

The course lays emphasis on the rudiments of vocational education. It examines retraining strategies in vocational education; updating and upgrading vocational workers. It also examines the methods and techniques used in teaching and learning of vocational-technical subjects.

CSC 221: Computer Appreciation (2 Units)

Definition and attributes of a computer.

What computers can do: Text manipulation; Calculation; Logical function.

Computer people: Operators; Programmers; System Analysts; etc.

Computer system: **Hardware:** Input devices; Output devices; Internal memory; External memory; and CPU. **Software:** Application programs and application packages system software; Operating system flowcharts.

Types of computer: Analogue; Digital; Hybrid.

Classification/Categorization: Mainframes; Mini-computer; Micro-computer; Super-computer; Office Automation.

Systems: How business firms use information systems; Basic business systems; Manufacturing and production systems; Sales and marketing human resources; Finance and accounting.

Management support systems: Management information systems; Decision support system; etc.

What computer can be used for: Office automation; Word processing; Desktop publishing and optical disk storage; Scanner; Disk-stored document; Facsimile machine (Fax); Groupware; Banking; Airline seat; Seat reservation; Hotel reservation systems; Computers and the police; Health information; Information retrieval; Statistical literacy research; Keywords; Signatures; Identification access control; File access future trends; etc.

The computer threat: Ethnical; Social and organizational issues; The computer virus crisis.

Standard packages: Database and management; Spreadsheet; Statistical packages; Windows.

IED 253: Socio-Political Structures and Institutions 3 Units

Conceptualizing the term Socio-political institutions; Socio-political issues before the colonial era; government; problems and developments. Socio-political events during the Colonial era; Political Parties; Nationalism; Colonial governments etc. Socio-political events in the post-colonial era up to 1966. Political parties; Pressure groups; Constitutional Developments; Major Crises in Nigerian socio-political landscape are discussed.

IED 281: English Usage in the Contemporary Time (3 Units)

The course will focus on the following subtopics: English in the Nigerian Society. Varieties of English based on regions, sociolect, idiolect/macrolect; dialects; registers; contrastive analysis, slangs and jargons.

IED 282: Folktales in Languages (3 Units)

The course will focus on the origin and meaning of folktales. Types of folktales; various genres are considered in relation to different societies. Performance, characters and narrative techniques will be considered. Functions of folktales based on moral, social and educational implications in societal development will be given considerations. Student should carry out community-based survey on folktales.

IED 283: Reading for Academic Purposes (2 Units)

The concept of reading for academic purposes, its origins, the development of English for specific purposes, course design, theories of learning, needs analysis, applications, materials design and evaluation.

IED 284: Integrated Language Arts (2 Units)

The course focuses on literature writing, journalism, grammar, linguistics, theatre, visual literacy and oral communication.

IED 285: Listening comprehension skills (2 Units)

The course teaches how to listen and understand what we hear, types of listening skills (interactive / non – interactive), expose to various listening contents and strategies for developing listening skills.

IED 286: Rapid reading (2 Units)

(Also known as speed reading). The course covers reading methods which attempt to increase rates of reading without greatly reducing comprehension or retention, these methods include chunking and eliminating sub-vocalization.

IED 287: Writing for specific purposes (2 Units)

The course covers specific purposes in which writing can be made: formal/informal writing, academic / journalistic writing, business letters, application letters, grant writing, letters and memos, etc.

IED 288: Writing for general academic purpose (2 Units)

The course teaches how to write standard academic materials. It emphasizes the use of deductive reasoning, semi-formal voice and third person point of view.

IED 289: Production of Speech (2 Units)

Drills in consonants and consonants contrasts, minimal pair/set drills in syllable initial, medial and final position, drills in vowel and vowel contrasts, minimal pair drills, Rhythm practice, intonation (contrast with tone in student's mother tongue(LI), intonation drills for sentence meaning/speakers' attitudes and aural-oral discrimination practice.

EFC 301: Introduction to Guidance and Counselling (2 Units)

Introductory course in the nature, aims, objectives, theories and methods of guidance and counselling in the Nigeria educational system. An examination of students' needs and problems – biological and environmental, and the importance of guidance and counselling as probable measure for coping with them; such aspects of counselling and guidance – vocational, placement, orientation and evaluation, and tools for cumulative records, tests and inventories and their uses.

EDU 302: Teaching Practice II (3 Units)

The course is offered for six weeks during long vacation. Differences between training courses and classroom situations. Adaptation of the National Policy on Education to the classroom situations. Planning and supervising students' visits to schools for interactions with the teaching staff.

Adoption of such supervision methods as: Image Behaviour Feedback (IBF); Clinical supervision techniques, to encourage

student teachers to become competent in teaching and classroom management skills. Holding conferences with class-teachers and students to assess students' teaching and classroom management skills.

EFC 302: Developmental Psychology (2 Units)

The course is intended to sensitize students to key issues in human growth and development in general, with special emphasis on the early stages of human life cycle. It covers the concepts of growth and development. It also considers the development and child from conception to birth, factors affecting pre-natal on development and various aspects of child development as physical, mental, social, psychosexual, and emotional, moral and language development. General issues in child development such as the effects of nutrition, diseases, self-concept, and family background.

EFC 303: Tests and Measurement (2 Units)

The course deals with the essential testing processes, especially those that relate to the classroom. These processes include definition of course objectives, test construction, (and weighting of topics) concepts of reliability, validity, item analysis, test administration, scoring procedures, and the reporting of test result, to significant others. Factors that can affect the validity of test results cheating, test-wiseness, response changing etc will also be examined.

ALL 315: Issues in Entrepreneurship (2 Units)

The focus of this course is small business enterprises and the factors that promote or inhibit entrepreneurship. The course will discuss: the issue of family business; the professional executive versus the entrepreneur, intrapreneur and the extrapreneur in the organization; the issue of partnerships, the resources and risks involved; the 'going alone' phenomenon and the effects.

IED 304: Process and Management of Societal Change (3 Units)

Conflicting ideological agendas, changing dominant discourse in education; holistic versus analytic changing paradigm); change

processes and agents (change perspectives, applying theory to practice, policy generation and implementation, planning strategies for a change); alliances and shared agenda (converging agendas and socio-educational perspectives) are discussed.

IE 320: Research Methods and Statistics (2 Units)

The methods of research and reporting. Focus is on identification and examination of contemporary issues and problems in education. An exposition of students to inter-disciplinary approach involving educational psychology, sociology, philosophy and curriculum instruction, which are applicable to research. The course exposes students to library research, data collection, techniques and analysis. Guidelines on technical aspects and layouts of reports, including correct referencing, footnoting, bibliography etc are emphasized. The course will extend to next course, IED 401, which prepares students for the production of long essays on selected problems and issues in education.

IED 355: Environmental Education and Sustainable Development 3 Units

An analysis of the nature, value and distribution of events in the atmospheric, hydrospheric and lithospheric environments. The philosophy, history and objectives of Environmental Education, Ecology, Ecosystems and human being – a consideration of the activities of humans and their effects on the environment. Man as an agent of environmental deterioration. The Federal Environmental Protection Agency (FEPA). Its origin and functions. The evolution of other environmental agencies. Roles of government, individuals and education in promoting sustainable environment. Effects of environment on education and development. International protocols on environment and sustainable development.

IED 360: Community Recreation and Tourism

Community Recreation and Tourism are conceptualized Activities associated with leisure such as traditional and contemporary games, folklores, religious activities, travels, local and foreign

sports, picnics, holidaying, parties and clubbing are discussed in their context, requirements, rules and regulations and functions. An excursion to select recreational and tourist resources is a requirement for this course.

IED 381: Psycholinguistic Fundamentals of Language (3 Units)

The course examines the definition of concepts, nature of linguistic competence, biological basis of language, acquisition of language and models of psycho-linguistic should be examined. It further examines the intricate relationship between language and the mind. It explores how humans acquire, produce, comprehend, and use language focusing on: Language Acquisition- first and second languages, including the stages of language development and the factors that influence this process.

Language Comprehension- how spoken, written, and signed languages are understood, as well as the context and cognitive processes that affect comprehension.

Language Production- examining the generation of language, from selecting words to constructing sentences and organizing larger discourse.

The course also focuses on neurolinguistics, by studying the neural mechanisms supporting language processing and how brain changes impact language abilities. Speech perception and production will also be focused by analyzing how speech sounds are perceived and produced as well as the mental processes involved in these tasks.

The Mental Lexicon will be examined by exploring how words are stored, accessed, and retrieved in the mind.

IED 382: Special Methods in Language and Communication Arts (2 Units)

Language skills. Teaching of Language and Communication Arts., the Language and Communication Teacher. Significance of Language and Communication Arts in Nigeria problems of teaching LCA. Curriculum development of LCA. Resources for teaching LCA. Lesson planning and micro teaching sessions.

IED 383: Diagnosis and remediation in reading (3 Units)

The course will focus on the nature and causes of reading disability, including the physical, psychological, socio-economic, and educational factors involved in reading disability; Identify and administer appropriate evaluation instruments, such as Basic Reading Inventory for the Classroom, interest and attitude surveys, informal phonics inventory, performance based-assessments, and other evaluative instruments to foster supportive evaluation and interaction in the teacher-student learning environment, interpret test results and prepare an overall plan of remediation and enrichment through development of lesson plans based on diagnostic data and current research using techniques of diagnostic and prescriptive teaching; Develop instructional lesson plans demonstrating how goals, instruction, research, and assessment are aligned to meet the student's needs; Understanding reading as an interactive process while defining and teaching sight and concept vocabulary, utilizing the cueing systems of graphophonics, syntax, semantics, and schematics, defining and teaching literal, inferential, evaluative, and appreciative comprehension, and utilizing a variety of strategies for instruction in all of these aspects. Develop proficiency in the use of various methods, materials, approaches, strategies, techniques, and discussions of the teaching of reading to foster learning and instruction, methods, materials, approaches, and discussions include the DRTA/DRA, the reconciled reading lesson, the LEA, literature-based instruction, various media and technology; Develop a case study of a student with data from the diagnostic tests and develop a student portfolio; Foster relationships and communicate knowledge with members of the community, including parents, caregivers, paraprofessionals, professionals, allied professionals, and others, this learning outcome is completed (in part) through a parent conference.

IED 384: ICT in Education (2 Units)

The roles and functions of computer in education, identify the issues and trends in the use of computer in classroom teaching, familiarity with different software tools, develop skills in preparing

instructional materials using the different software tools, gain skills in developing instructional plan applying an instructional system design, creating instructional materials using different software tools, and develop instructional plan.

IED 385: Digital Content Creation and Strategy

This course focuses on creating digital content and developing a content strategy. It should cover the essentials of writing for digital platforms, understanding audience needs, and planning content that aligns with business goals. Hence, students should learn the principles of writing engaging digital content, understand how to identify and analyze target audiences; develop a content strategy that supports organizational objectives and explore various digital platforms and their content requirements. The following topics should be considered: Introduction to Digital Content - Characteristics of digital content, - Differences between digital and traditional content. Writing for Digital Platforms - Best practices for web writing, - Search Engine Optimisation basics and keyword research - Writing for social media, blogs, and email marketing. Understanding the Audience - Identifying target audiences - Creating audience personas - Analysing audience behaviour and preferences. Developing a Content Strategy - Setting content goals and objectives, - Content planning and editorial calendars - Measuring content performance and Return on Investment (ROI).

IED 386: Development of writing skills (3 Units)

The course covers strategies for writing meaningful materials, (see Faculty of Education Brief pg. 25 writing instruction in schools)

IED 387: Effective Business Communication and Writing

This course emphasizes the importance of effective communication in a business context. It covers various forms of business writing, communication strategies, and the role of communication in organizational success. In this course, the students should discuss the principles of effective business communication, identify different types of business writing and their purposes, develop skills to write clear, concise, and persuasive business documents and explore communication

strategies for different business scenarios. The contents are as follows: Introduction to Business Communication; Importance of communication in business; Communication models and theories. Types of Business Writing - Emails and memos - Reports and proposals - Business letters and press releases. Writing Skills for Business- Clarity and conciseness - Tone and style - Persuasive writing techniques. Communication Strategies - Internal communication: meetings, newsletters, and intranet - External communication: public relations, marketing, and customer service - Crisis communication and conflict resolution and other related topics.

IED 388: Diagnosis and remediation in speech (3 Units)

The course covers determination of speech disorders/speech pathology, speech and language delays, stuttering, aphasia, secondary speech and language disorders including how these are remedied.

IED 401: Long Essay (2 Units)

Discussions on selected topics to make sure the students understand the implications of their respective topics. Giving guides on the use of library materials, for example, text-books, journals and other resource materials. Discussions of the difference between literature review and literature ethics. Supervision and critique of the research project chapter by chapter i.e. Introduction, Review of Literature, Methodology, etc. Assessment of the project before the binding to see that the recommended standards are achieved.

DEM 402: Educational Administration and Management (2 Units)

Basic organization of the school and its functions with emphasis on classroom management and attendant issues such as space, resource allocation, maintenance of adequate records and students' discipline. The interdependent roles of all the different sectors of the school personnel activities should be discussed. Special attention will be given to students' personnel administration. Knowledge of the basic routines and procedures and teacher

accountability in the contemporary society. Problem analysis and solution of cases in school management based on tested administrative principles.

IED 403: Creativity in Education (2 Units)

The different approaches to problem-solving and current issues in creativity are aspects of this course. Students that take this course are exposed to creativity and the practical aspects of problem-solving, convergent and divergent thinking and tests of creativity. In specific terms, creativity, innovation and imagination; how to encourage a creative classroom with imagination; thinking techniques; pedagogical implications of applying various thinking models to critical thinking and problem solving, among others shall be reviewed

IED 485: Cultural Literacy Education

IED 486: Pragmatics (3 Units)

Grice's theory of Conversational Implicatures, conversational Maxims of Quality, of Relevance and of Manner; Cooperative Principles; Presuppositions and Speech acts; analysis of various types of naturally occurring texts, particularly English language texts.

ETL 402: Radio, Television and Film Utilization (2 Units)

Mass Media: Definition and concept; Categories of media; Mass media and National development; Role of media. **Broadcasting:** History of broadcasting in developed countries with special reference to Nigeria; Types of broadcasting; Educational broadcasting; Instructional broadcasting; Public community. **Radio Broadcasting:** Educational radio; Instructional radio; Pedagogical radio; Brief history of the use of radio in instruction (Niger, Kenya, Nigeria for examples). **Television:** Differences between radio and television; Examples of use of television in instruction; History of television in Nigeria; Principles and strategies of communication; Factors affecting utilization of television in the classroom. **History of Film:** Theories of film making; Pedagogical values of film;

Problems and prospects of educational films. **ASSURE Model:** Implications for television, radio and film utilization in the classroom.

ETL 410: Publishing and Book Trade

ALL 410: Teaching, Learning and Communication (2 Units)

The course will explore: the concept of teaching including the technical, personal and philosophical aspects of teaching adults, the concepts and types of learning, non-learning, and communication, and the relationship between adult learners and their socio-cultural milieu. Learners will be exposed to: the theories of adult teaching-learning; the interface of language, communication and learning, the interface of technology, communication and learning, and group versus individual learning techniques.

EFC 413: Sociology of Education (2 Units)

The school as an agent of socialization and social development. The consequences of social stratification as well as social occupational mobility for educational achievement. The family and the process of education. Maintaining health school climates. The school, the pupil and social pathology. The role of the state in education. The implication for Nigerian education of the community school concept.

IED 481: Speech Consultancy Services (3 Units)

The course is about establishment of an outfit solely for the purpose of correcting speech defects/disorders.

IED 482: Business and Organizational Communication (3 Units)

This is an aspect of English for specific purposes and it is for business and organizational usage (Prerequisite of IED387).

IED 483: Essentials of scholarly writing (3 Units)

The course covers the critical goal of writing which is clear and effective communication. This involves clear essentials: introductory paragraph, Thesis statement, background information, points of discussion, general statement and concrete details, concluding paragraph.

IED 484: Bilingualism and Bilingual Education (3 Units)

The course examines definitions, distinctions, measurement of bilingualism, theories of bilingualism, languages in society and endangered languages. Further consideration should be given to early and later development of bilingualism and introduction to bilingual education. Types of bilingual education, effectiveness of bilingual education, ideology, identity and empowerment should be considered. Bilingualism in the contemporary society and curriculum, assessment and testing of bilinguals should be considered.

BACHELOR DEGREE PROGRAMME IN EARLY CHILDHOOD AND PRIMARY EDUCATION

Introduction

At the formulation of Universal Basic Education Act (2003), the government of the Federal Republic of Nigeria stressed the need for training of specialized teachers for effective operation in schools. In other words, instead of the general training received by many on-the-job teachers who could not function adequately at both the pre-primary and primary levels, the graduates of Early Childhood and Primary Education programmes would be able to function efficiently based on this new training. For these reasons, it is imperative to embark on this programme, so as to be relevant in the preparation of Basic Education teachers.

Philosophy and Objectives

The philosophy of early childhood education is to prepare quality pre-primary school teachers with adequate knowledge of the characteristics of the category of children. Furthermore, to prepare these categories of teachers for the application of early childhood education for pedagogue at early childhood level and to create a strong foundation for other levels of education.

The Bachelor degree in Early Childhood and Primary Education is designed to:

1. Acquaint learners with appropriate skills, knowledge, attitude, values and competencies.
2. produce graduates that will serve as personnel/leaders (caregivers/teachers, administration/ directors or proprietors) in Early Childhood Centres and Primary Schools required to function appropriately as Early Childhood Primary Education.
3. Empower graduates with knowledge, skill, attitudes, values and competencies that will make them creative and innovative as Early Childhood and Primary Education practitioners.

4. develop in the students the ability for teaching the rudiments of numbers, letters, colours, shape forms through play.
5. Inculcate in the child the spirit of enquiry and creativity through the exploration of nature and environment, art, music and play toys.

Programme Specialities

The programme will be of seven specialties as listed below:

- i. B.Ed. Early Childhood and Primary Education (Language and Communication Arts)
- ii. B.Ed. Early Childhood and Primary Education (Integrated Science)
- iii. B.Ed. Early Childhood and Primary Education (Social Studies)
- iv. B.Ed. Early Childhood and Primary Education (Computer & Mathematics)
- v. B.Ed. Early Childhood and Primary Education (Cultural & Creative Arts)
- vi. B.Ed. Early Childhood and Primary Education (Physical & Health Education)
- vii. B.Ed. Early Childhood and Primary Education (Special & Additional Needs)

ADMISSION REQUIREMENTS FOR BACHELOR DEGREE IN EARLY CHILDHOOD AND PRIMARY EDUCATION

COURSES	UTME	DIRECT ENTRY
1. B.Ed. Early Childhood and Primary (Language and Communication Arts)	5 'O' Level Credits should include English Language, (Yoruba, Igbo / Hausa), Literature, Christian/Islamic Religious Knowledge or any other Art Subject.	Candidate must possess a minimum credit pass at NCE Level, OR a minimum of credit at Diploma in Education plus the 5 'O' Level Credits in relevant subjects.
2. B.Ed. Early Childhood and Primary Education	5 'O' Level Credits should include English Language, Mathematics and any three from the	Candidate must possess a minimum credit pass at NCE Level, OR a minimum of credit at Diploma in

(Integrated Sciences)	following: Biology, Chemistry, Physics, Agricultural Science, Geography and Health Science.	Education plus the 5 'O' Level Credits in relevant subjects.
3. B.Ed. Early Childhood and Primary Education (Social Studies)	5 'O' Level Credits should include English Language, Mathematics and at least one of the following: Economics, Geography, Government, Commerce, History, Civic Education or any other two subjects	Candidate must possess a minimum credit pass at NCE Level, OR a minimum of credit at Diploma in Education plus the 5 'O' Level Credits in relevant subjects.
4. B.Ed. Early Childhood and Primary Education (Computer and Mathematics Education)	5 'O' Level Credits should include English Language, Mathematics, Physics, and any two from the following: Biology, Agricultural Science, Chemistry, Further Mathematics	Candidate must possess a minimum credit pass at NCE Level, OR a minimum of credit at Diploma in Education plus the 5 'O' Level Credits in relevant subjects.
5. B.Ed. Early Childhood and Primary Education (Cultural & Creative Arts)	5 'O' Level Credits should include English Language, Fine Arts and any three of the following: One indigenous Language (Yoruba, Igbo / Hausa), Literature, CRS/IRS, Yoruba, Government, Civic Education, History and Music.	Candidate must possess a minimum credit pass at NCE Level, OR a minimum of credit at Diploma in Education plus the 5 'O' Level Credits in relevant subjects.
6. B.Ed. Early Childhood and Primary (Physical & Health Education).	5 'O' Level Credits should include English Language, Mathematics and any 3 sciences subject	Candidate must possess a minimum credit pass at NCE Level, OR a minimum of credit at Diploma in Education plus the 5 'O' Level Credits in relevant subjects.
7. B.Ed. Early Childhood and Primary Education	5 'O' Level Credits should include English Language, Mathematics any three subjects	Candidate must possess a minimum credit pass at NCE Level, OR a minimum of credit at Diploma in Education plus the 5 'O'

(Special & Additional Needs)		Level Credits in relevant subjects.
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Requirements for Award of A Degree

B.Ed. (Early Childhood and Primary Education)

A. Eligibility

- (1) To be eligible for the award of a degree, a candidate must satisfactorily complete the minimum number of units prescribed for the degree.
- (2) Unless otherwise exempted by Senate, a candidate for a first degree in Education must before the final session or at any other time specified or approved by Senate, attend course of instruction and pass the prescribed examinations in 12 units of Special Electives in any Faculty outside Education.

B. Student Workload

- (1) All courses shall run for four Semesters.
- (2) One unit represents one hour of lecture, or one hour of tutorial or practical work per week throughout a Semester.
- (3) A student shall be registered as a full-time if he / she enrolls in any one Semester of a minimum of 15 units and a maximum of 24 units. Any enrolment for less than 15 units must have special approval of Senate.
- (4) Normally, a student shall not be required to enroll for more than 24 units for course work in a Semester except it is to satisfy requirements.

C. Programme Duration

- (i) 4-year Programme: Candidates who are admitted through the Unified Tertiary Matriculation Examination (UTME) shall run the 4-year B.Ed. Programmed of two semesters per year.
- (ii) 3-year Programme: Candidates admitted through the Direct Entry mode shall run the 3-year B.Ed. Programme of two semesters per year.

The programme is designed for a period of 3 – 4 years with each year divided into two semesters. University Matriculation Examination students will be admitted into the 4- year programme while holders of NCE, A/ Level certificates, Diploma or Associateship Certificate in Education are admitted as Direct Entry students for the 3- year degree programme.

Degree Awarded

The course leads to the award of Honours degree of the Bachelor of Education (B. Ed.) in Early Childhood and Primary Education with course of study in parenthesis as Bachelor of Education (B. Ed.) in Early Childhood and Primary Education (Language and Communication Arts /Integrated Science/ Social Studies/Computer & Mathematics/Cultural & Creative Arts/ Physical & Health Education/ Special & Additional Needs)

Requirements for the Award of a Degree

The minimum credit unit for the award of the degree in each category is the satisfactory completion of requirements as indicated in the table below

Programme	Core Course Credit Unit Required	Restricted Elective Credit Unit Required	Total	Special Electives Credit Unit Requirements	Total Credit Unit Requirements
B. Ed. Language and Communication Arts	131	18	140	12	152
B. Ed. Integrated Science	147	16	140	12	155
B. Ed. Social Studies	132	19	140	12	143
B. Ed. Computer & Mathematics	136	16	140	12	144
B. Ed. Cultural &	137	16	140	12	145

Creative Arts					
B. Ed. Physical & Health Education	142	16	140	12	150
B. Ed. Special & Additional Needs	133	16	140	12	141

Facilities Required and Cost Implications

The programme will use the existing structures of the University. There will be no need for immediate recruitment of lecturers as lecturers on ground cover all the seven specialties of the programme. However, there may be need in the future to increase the establishment based on students' enrolment.

Fees

As approved for all Degree programmes in the Faculty of Education, Obafemi Awolowo University.

Breakdown of Courses for the Programmes

The degree programme Early Childhood and Primary Education will be based on the following courses throughout the four years. Compulsory Early Childhood and Primary Education Courses for all

100 Level Harmattan Semester

IED 161: Philosophy of Early Childhood Education (2 Units)

IED 163: History & Development of Early Childhood Education/Primary Education (2 Units)

IED 165: Puppetry, Mine and Drama in Childhood Education (2 Units)

100 Level Rain Semester

IED 162: Teaching Inclusive Classroom (2 Units)

IED 164: Legal, Ethics Social Justice & Children (2 Units)

200 Level Harmattan Semester

IED 261: Methods of Teaching in Early Years (2 Units)

IED 263: Child Development: Theory to Practice (2 Units)

IED 265: Writing Children's Literature (2 Units)

200 Level Rain Semester

IED 262: **I.T. and Application for ECE & Primary School Teachers** (2 Units)

IED 264: Sociological Perspective of Child Development (2 Units)

300 Level Harmattan Semester

IED 361: Designing Learning Environment for Early Childhood (2 Units)

IED 363: Global Issues in Early Childhood Development: The Nigeria Perspectives (2 Units)

IED 365: Music and Dance for Childhood Education Basic (2 Units)

300 Level Rain Semester

IED 362: Principle and Practice of Classroom Management in Early Childhood and Primary Education (2 Units)

IED 364: Current Issues and Research in Preschool and Primary Education (2 Units)

400 Level Harmattan Semester

IED 461: Developmentally Appropriate Curriculum and Practices in Early Childhood and Primary Education (2 Units)

IED 463: Comparative Studies of Early Childhood and Primary Education in Diverse Culture (2 Units)

400 Level Rain Semester

IED 462: Supervision and Leadership in Early Childhood and Primary Education Settings (2 Units)

IED 464: Entrepreneurship in Early Childhood Development (2 Units)

IED 466: Organizational and Human Resource Behavior in Childhood Education (2 Units)

B. Ed. Early Childhood and Primary Education (Language and Communication Arts)

Course Code	Course Title	Course Unit			
		L	T	P	U
100 Level					
Harmattan Semester	Core Courses	L	T	P	U
EDU 101	Introduction to Teaching Profession	2	0	0	2
IED 181	Communication in English I	2	1	0	3
IED 183	Study Skills and ICT	2	1	0	3
IED 185	Introduction to the Study of Reading	2	1	0	3
IED 161	Philosophy of Early Childhood Education	2	0	0	2
IED 163	History & Development of Early Childhood Education/Primary Education	2	0	0	2
IED 165	Puppetry, Mine and Drama in Childhood Education	2	0	0	0
	Restricted Electives One three-unit courses should be taken from the following:			0	
HIS 101	Culture and History of Africa to C. 1500	2	1	0	3
PHL 101	Introduction to Philosophy 1	-	-	-	-
REL 101	Introduction to Social Anthropology of Religion	-	-	-	-
	Special Elective One special elective outside the Faculty of Education	2	0	0	2
Total					20
Rain Semester					
EDU102	Principles and Practice of Education	2	0	0	2
IED 182	Communication in English II	2	1	0	3
IED 184	Emergent Literacy	2	1	0	3
IED 186	Introduction to Human Communication System	2	1	0	3

IED 162	Teaching Inclusive Classroom	2	0	0	3
IED 164	Legal, Ethics Social Justice & Children	2	0	0	3
	Restricted Elective			0	
PHL 104	Introduction to Philosophy II: Critical Thinking,	2	1	0	3
REL 102	Argument and Evidence Introduction to African Traditional Religion				
	Special Elective			0	
	One special elective outside the Faculty of Education	2	0	0	2
Total					22

Course Code	Course Title	Course Unit			
		L	T	P	U
200 Level					
Harmattan Semester	Core Courses	L	T	P	U
EFC 201	Historical Foundations of Education	2	0	0	2
EFC 203	Psychological Foundations of Education	2	0	0	2
IED 281	English Usage in Contemporary Time	2	1	0	3
IED 261	Methods of Teaching in Early Years	2	0	0	2
IED 263	Child Development: Theory to Practice	2	0	0	2
IED 265	Writing Children's Literature				
IED 283	Reading for Academic Purposes	2	0	0	2
CSC 221	Computer Appreciation	2	0	0	2
	Restricted Electives				
	One two-unit courses should be			0	

	taken from the following:				
IED 285	Listening Comprehension Skills	2	0	0	2
ALL 205	Introduction to Community Development	-	-	-	-
ALL 207	Functional Literacy	-	-	-	-
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					19
Rain Semester					
EFC 202	Philosophical Foundations of Education	2	0	0	2
ETL 202	Introduction to Educational Technology	2	0	0	2
ASE 202	Curriculum and Instruction	2	0	0	2
EDU 202	Teaching Practice	3	0	0	3
IED 262	I.T. and Application for ECE & Primary School Teachers	2	0	0	2
IED 264	Sociological Perspective of Child Development	2	0	0	2
IED 282	Folktales in Languages	3	0	0	3
IED 284	Integrated Language Arts	2	0	0	3
IED 286	Rapid Reading	2	0	0	2
	Restricted Electives				
	One two-unit Restricted Electives should be taken				
	Special Elective				
	One special elective outside the Faculty of Education	2	0		2
Total					23
Course Code	Course Title				Course Unit
	300 Level				
Harmattan Semester	Core Courses	L	T	P	U
EFC 301	Introduction to Guidance and Counseling	2	0	0	2

EFC 303	Tests and Measurement	2	0	0	2
ASE 301	Curriculum Development	2	0	0	2
IED 361	Designing Learning Environment for Early Childhood	2	0	0	2
IED 363	Global Issues in Early Childhood Development: The Nigeria Perspectives	2	0	0	2
IED 365	Music and Dance for Childhood Education	2	0	1	3
IED 381	Development of Reading Skills	3	0	0	3
IED 383	Diagnosis and Remediation in Reading				
	Restricted Electives				
	One two-unit course should be taken from the following:				
IED 301	Emergent Problems in the Nigerian Education System	2	0	0	2
EFC 305	Career Information	2	0	0	2
	Special Elective			0	
	One special elective outside the Faculty of Education	2	0	0	2
Total					20
Rain Semester					
EDU 202	Teaching Practice	0	0	0	3
EFC 302	Developmental Psychology	2	0	0	2
IED 314	Special Methods in Early Childhood and Primary Language Arts	2	0	0	2
IED 362	Principle and Practice of Classroom Management in Early Childhood and Primary Education	3	0	0	3
IED 364	Current Issues and Research in Preschool and Primary Education	3	0	0	3
IED 320	Introduction to Long Essay	2	0	0	2
IED 382	Special Methods in Language and Communication Arts	3	0	0	3
IED 384	Development of Writing Skills	2	0	0	2
	Restricted Elective				

	One three-unit Restricted Elective should be taken				
IED 386		2	0		2
	Special Elective				
	One special elective outside the Faculty of Education	2	0		2
Total					22
Course Code	Course Title				Course Unit
	400 Level				
Harmattan Semester	Core Courses	L	T	P	U
IED 401	Long Essay in Early Childhood and Primary Education	2	0		2
IED 481	Speech Consultancy Services	3	0		3
IED 483	Essentials of Scholarly Writing	3	0		3
IED 461	Developmentally Appropriate Curriculum and Practices in Early Childhood and Primary Education	3	0		3
IED 463	Comparative Studies of Early Childhood and Primary Education in Diverse Culture	3	0		3
EFC 413	Sociology of Education	2	0		2
	Restricted Electives				
	One two-unit course should be taken from the following:				
IED 403	Creativity in Education	2	0		2
IED 467	Cultural Literary Appreciation	2	0		2
	Special Elective				
	One special elective outside the Faculty of Education	2	0		2
Total					20
Rain Semester					
EAP 402	Education Administration and Management	2	0		2

IED 462	Supervision and Leadership in Early Childhood and Primary Education Settings	2	0		2
IED 464	Entrepreneurship in Early Childhood Development	2	0	0	2
IED 466	Organizational and Human Resource Behavior in Childhood Education	2	0		2
IED 482	Business and Organisational Communication	2	0		3
IED 484	Bilingualism and Bilingual Education	2	0		3
	Restricted Elective				
	One two-unit course should be taken from the following:				
IED 404	Product Design and Advertising	2	0		2
IED 408	Art Education	2	0		2
	Special Elective				
	One special elective outside the Faculty of Education	2			2
Total					19

COURSE DESCRIPTION

B. Ed. Early Childhood and Primary Education (Language and Communication Arts)

IED 181: Communication in English I: See Language and Communication Arts Section for Details

IED 182: Study Skills and ICT: See Language and Communication Arts Section for Details

IED 183: Introduction to the Study of Reading: See Language and Communication Arts Section for Details

IED 161: Philosophy of Early Childhood Education (2 Units)

This course seeks to establish the principles underlying this level of education, aims, purposes and methods which scientific knowledge and philosophers within that level. It also adopts a holistic approach to the education of the child embracing four branches of philosophy, epistemology, ethics, logic and metaphysics.

IED 163: History & Development of Early Childhood and Primary Education (2 Units)

The course will focus on the historical foundations of early childhood education. Preschool provision in selected countries and the development of pre-primary and primary in Nigeria should be discussed.

IED 165: Puppetry, Mine and Drama in Childhood Education (2 Units)

The course examines the meaning of concepts, historical background; contemporary issues with puppet, mime and drama, implications on the holistic development of children. Procedure for making puppets should be considered.

IED 162: Teaching Inclusive Classroom in the Early Years (3 Units)

This course will cover the justification for meeting the needs of every child whether talented or challenged in any way. Focus is given to the concept, the scope and the rationale for inclusive classroom. Policies and inclusive education should be critiqued with the implications in Nigerian schools considered. It will also critically examine the inter relationship between the society, education and the special child in the early childhood.

IED 164: Legal, Ethics, Social Justice & Children (3 Units)

The terms – Legal, ethics and social justice, identification of legal and ethical issues at home, school and the community as they relate to the child, reference should be made to national and international documents such as Convention on the Rights of the Child, Child Rights Act (2003) and the influence on the child.

IED 182: Communication in English II (2 Units)

The course builds on the basic knowledge acquired in Communication in English I. Characteristics of a good communicator, public speaking and presentation skills, writing and editing skills. Practical sessions will be incorporated.

IED 184: Emergent Literacy (2 Units)

IED 186: Introduction to Human Communication System (2 Units)

See Language and Communication Section for Details

IED 281: English Usage in The Contemporary Time (3 Units)

The course will focus on the following subtopics: English in the Nigerian society; varieties of English based on regions, sociolect, idiolect/macrolect; dialects; registeras; contrastive analysis; slang and jargon.

IED 283: Reading for Academic Purposes See Language and Communication Section for Details

IED 285: Listening Comprehension Skills See Language and Communication Section for Details

IED 282: Folktales in Languages (3 Units)

The course will focus on the meaning and types of folk tales. Various genres are considered in relations to different societies. The moral, social and educational implications of folktales in societal development will be given considerations. Students should carry out community- based survey on folktales.

IED 261: Methods of Teaching in the Early Years (2 Units)

This course will focus on various methods to be adopted in teaching young children in various school subjects. Planning of instructions for young children should be examined and

demonstrations should be carried out. Students should be made to carry out observation and reports should be written.

IED 263: Child Development: Theory to Practice (2 Units)

Emphasis will be on the developmental stages and milestones for children between zero to eight years. Principles of development, major theories in Child development shall be considered. Best practices for the development of the child. Field work should be carried out.

IED 265: Writing Children's Literature (3 Units)

Elements in effective children story, qualities of good books for children should be examined. Various genres of literature with their characteristics should be treated. Procedure for writing children's literature to be focused.

IED 262: I.T. and Application for ECE & Primary School Teachers (2 Units)

The course presents an overview of computer-related gadgets and the importance of I.T at the early childhood and primary education level. The procedure of application at these levels of education should be considered.

IED 264: Sociological Perspectives of Early Childhood Development (2 Units)

The course examines the context of child and childhood in diverse societies using Bronfenbrenner's socio-cultural model of development. Reference should also be made to Lev. Vygotsky's socio-cultural issues. The 'niche' in the model is to be given extensive consideration with the implications on the holistic development of the child. Eroding values to be identified and re-conceptualization of Early Childhood should be examined.

300 Level Harmattan Semester

IED 381: Development of Reading Skills (3 Units)

See Language and Communication Arts for Details

IED 183: Diagnosis and Remediation in Reading: See Language and Communication Arts for Details

IED 361: Designing Learning Environment for Early Childhood (3 Units)

The course provides a comprehensive overview on designing conducive, healthy and safe environment for children. Philosopher's perspectives of children's learning environment, basic elements of quality learning environment for ages 0 -8 will be considered. Analysis of different classroom layout, types of space and implications for children's holistic development, how to create child-friendly learning environment to be given consideration. Field work.

IED 363: Global Issues in Early Childhood Development: The Nigerian Perspective (2 Units)

The national and international policies and early childhood development will be examined focusing on issues such as increasing commitment to children's rights; application of child rights in the classroom, value –based theory and practice; holistic versus fragmented approach; open educational system in ECCE.

IED 365: Music and Dance for Early Childhood Education (2 Units)

The course examines the definition of concepts, historical perspectives and cultural significance and benefits of music and dance for children's cognitive, emotional and physical development. The course focuses on types of dance; incorporation of music and dance into daily routines and curriculum, developmentally appropriate music and dance activities for children, using music to support language development and social skills, techniques for engaging children in music and dance.

300 Level Rain Semester

IED 382: Special Methods in Language and Communication Arts: See Language and Communication Section For Details

IED 324: Development of Writing Skills: See Language and Communication Section For Details (2 Units)

IED 362: Principles & Practice of Classroom Management (2 Units)

The course examines the concept of classroom management, the characteristics, theories and factors influencing classroom management, characteristics of effective classroom management, styles in classroom management, social climate, classroom behaviour problems and strategies in tackling classroom behaviour problem.

IED 364: Current Issues & Research in Preschool Education (2 Units)

The course focuses on various learning theories and their application. Characteristics of the learners in line with learning theories are considered. The issue of assessment of children is to be given consideration. The course focuses on current research issues in ECE. Developmentally appropriate research procedure among children should be examined. Meta-analyses of research in the early years and the implication of findings in the classroom practices for children to be considered.

400 Level

Harmattan

IED 481: Speech Consultancy Services: See Language and Communication Section for Details

IED 483: Essentials of Scholarly Writing: See Language and Communication Section for Details

IED 482: Business and Organisational Communication see language and communication section for details

IED 484: Bilingualism and Bilingual Education (3 Units)

The course examines definitions, distinctions, measurement of bilingualism, theories of bilingualism, languages in society and endangered languages. Further consideration should be given to early and later development of bilingualism and introduction to bilingual education. Types of bilingual education, effectiveness of bilingual education, ideology, identity and empowerment should be considered. Bilingualism in the contemporary society and curriculum, assessment and testing of bilinguals should be examined.

IED 461: Developmentally Appropriate Curriculum and Practices in Early Childhood and Primary Education (3 Units)

The course focuses on the definition of concept, key principles of DAP in ECE, Components of DAP curriculum, Strategies for implementing a DAP curriculum, assessment in DAP curriculum, benefits of DAP curriculum, designing a DAP – oriented curriculum and any other areas necessary.

IED 463: Comparative Studies of Early Childhood Education in Diverse Cultures (3 Units)

The course examines an overview of Early Childhood Development programmes and policies in different nations in relation to Nigeria with the focus on access, equity, retention, funding and quality. Analysis of parent/family education programmes in various countries should also be examined with the nature, scope and implications on early childhood development. Men in early childhood development should be considered as well.

IED 465: Cultural Literary Appreciation

The course focuses on the understanding and valuing the diverse cultural contexts and perspectives presented in literature with the aim of developing empathy, broadening of their worldviews and appreciating the richness of different cultures through literary

works. Focus should also be on cultural context, diverse voices, themes and motifs and literary devices.

IED 462: Supervision and Leadership in the Early Childhood Settings (2 Units)

The course examines the definitions, scope and nature of the concepts. Theories, various forms of leadership and the implications on children in early childhood settings and schools to be considered.

IED 464: Entrepreneurship in Early Childhood Development (2 Units)

The course will cover ethics and politics in Early Childhood Education, as well as the choice for entrepreneurship, role of entrepreneurship in developing and care of the child as well as qualities of good entrepreneurship.

IED 466: Organizational/Human Resource Behaviour in Early Childhood Education 2 Units

The focus in this course is on the human management process in the preschool settings, knowledge of basic principles of administration, organization and operation of quality ECE programme, professionals/paraprofessional, the organogram, group behaviour, decision-making process and the interplay with children in the settings. Field work should be carried out.

B. Ed. Early Childhood and Primary Education (Integrated Science)

100 LEVEL

Course Code	Course Title	Course Unit			
		L	T	P	U
	Core Courses				
EDU 101	Introduction to the Teaching Profession	2	0	0	2
IED 161	Philosophy of Early Childhood Education	3	0	0	3
IED 163	History and Development of Early Childhood/Primary Education	3	0	0	3

IED 165	Puppetry, Mine and Drama in Childhood Education	2	0	0	2
MTH 105	Elementary Mathematics for Biological Science 1	3	1	0	4
	Restricted Electives				
	One two credit unit course should be taken from the following:				
ALL103	Introduction to Vocational /Technical Education	2	0	0	2
ALL 107	Introduction to Entrepreneurship Education	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					18
Rain Semester					
Core Courses					
EDU 102	Principle and Practice of Education	2	0	0	2
IED 162	Teaching Inclusive Classroom	3	0	0	3
IED 164	Legal Ethics, Social Justice and Children	3	0	0	3
IED 132	Introduction to Biology	4	0	0	4
MTH 106	Elementary Mathematics for Biological Science II	3	1	0	4
	Restricted Electives				
	One two credit unit course should be taken from the following:				
ALL 104	Adult Education Agencies and Institutions	2	0	0	2
MUS 102	Music as Art and Science	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					21

200 Level

Course Code	Course Title	Course Unit			
		L	T	P	U
	Core Courses				
IED 261	Methods of Teaching in the Early Years	2	0	0	2
IED 263	Child Development : Theory to Practice	2	0	0	2
IED 265	Writing Children’s Literature	2	0	0	2
EFC 203	Psychological Foundations of Education	2	0	0	2
CSC 221	Computer Appreciation	2	0	0	2
IED 231	Foundations in Biological Science I	2	0	1	3
IED 233	Issues and Curriculum of Integrated Science	3	0	0	3
	Restricted Electives				
	One two credit unit course should be taken from the following:				
ALL 209	Problems in Vocational/Technical Education	2	0	0	2
PHE 201	Safety Education and Fitness	2	0	0	2
	Special Elective				
	Four units of special elective outside the Faculty of Education	4	0	0	4
					22
	Rain Semester				
	Compulsory Courses				
IED 262	I.T. and Application for ECE & Primary School Teachers	2	0	0	2
IED 264	Sociological Perspectives of Childhood Development	2	0	0	2
IED 232	Foundation Physics for Teachers I	2	1	0	3
IED 234	History and Philosophy of Science	2	0	0	2
IED 210	Experimental Biology for Teachers	0	0	1	1
ASE 202	Curriculum and Instruction	2	0	0	2
ETL 202	Introduction to Educational Technology	2	0	0	2

EDU 202	Teaching Practice	0	0	3	3
	Restricted Elective				
	One two credit unit course should be taken from the following:				
ALL 210	Entrepreneurial Skill Development	2	0	0	2
IED 244	Psychology of Exceptional Child	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					23

300 LEVEL

Course Code	Course Title	Course Unit			
		L	T	P	U
	Core Courses				
IED 361	Designing Learning Environment for Early Childhood Development	3	0	0	3
IED 363	Global Issues in Early Childhood Development: The Nigeria Perspectives	3	0	0	3
IED 365	Music and Dance for Childhood Education	2	0	1	3
IED 331	General Chemistry I	3	0	0	3
IED 335	General Biology	2	0	1	3
IED 337	Experimental Chemistry for Teachers I	0	0	1	1
EFC 301	Introduction to Guidance and Counselling	2	0	0	2
EFC 303	Tests and Measurement	2	0	0	2
STE 301	Curriculum Development	2	0	0	2
	Restricted Elective				
		-	-	-	-
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					22
	Rain Semester				

Core Courses					
IED 362	Principle and Practice of Classroom Management in the Early Childhood /Primary Education	3	0	0	3
IED 364	Current Issues and Research in Preschool and Primary Education	3	0	0	3
EFC 302	Developmental Psychology	2	0	0	2
IED 332	General Chemistry II	3	0	0	3
IED 320	Introduction to Long Essay	2	0	0	2
IED 334	Foundation Physics for Teachers II	2	1	0	3
IED 338	Experimental Physics for Teachers	0	0	1	1
STE 308	Teaching Methods in Integrated Science	1	0	1	2
EDU302	Teaching Practice	0	0	3	3
Restricted Elective					
One two credit unit course should be taken from the following:					
IED 304	Process and Management of Societal Change	2	0	0	2
EAP 304	Educational Administration	2	0	0	2
Special Elective					
One special elective outside the Faculty of Education		-	-	-	-
TOTAL					24

400 LEVEL

Course Code	Course Title	Course Unit			
		L	T	P	U
Core Courses					
IED 461	Developmentally Appropriate Curriculum and Practices in Early Childhood and Primary Education	3	0	0	3
IED 463	Comparative Studies of Early Childhood and Primary Education	3	0	0	3
IED 431	Electo Physics	2	1	0	3
IED 433	General Biology II	2	1	0	3

EFC 413	Sociology of Education	2	0	0	2
	Restricted Electives				
	One two credit unit course should be taken from the following:				
EFC 403	Introduction to Educational Psychological and Testing	2	0	0	2
IED 403	Creativity in Education	2	0	0	2
IED 455	Marriage and Kinship	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					22
	Rain Semester				
	Core Courses				
IED 401	Research Project	2	0	0	2
IED 462	Supervision and Leadership in the Early Childhood Development	3	0	0	3
IED 464	Entrepreneurship in Early Childhood Development	3	0	0	3
IED 466	Organisational and Human Resource Behaviour in Childhood Education	3	0	0	3
IED 432	General Biology III	2	1	0	3
IED 434	General Chemistry III	2	1	0	3
DEM 402	School Management	2	0	0	2
	Restricted Elective				
	One two credit unit course should be taken from the following:				
EFC 402	Organisation of Guidance Services	2	0	0	2
ALL 410	Teaching, Learning and Communication	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
	TOTAL				23

COURSE DESCRIPTION

B. Ed. Early Childhood and Primary Education (Integrated Science)

IED 132: Introductory Biology 4Units

What science is in a modern world. The scientific method. The cell structure and function: cell theory, cell components, differences between plant and animal cells, Eukaryotic and prokaryotic cells, mitosis and meiosis, Elementary treatment of genetics, physical and chemical nature of genetic material, the gene, Mendelian genetics, Morphology, Classification of meristematic and permanent tissues –dermal, ground and vascular tissues. External morphology of plants; roots, stems, leaves and flowers. Animal histology: variation in cell size, tissue examination, tissue classification, epithelium, connective muscle and nervous. Taxonomy, brief description of thallophyta, bryophyte and pteridophyta.

Part II (Harmattan Semester)

IED 231: Foundation in Biological Science 3Units

Living and non-living things, plants and other living things, Nutrition: Sources of metabolites, inorganic nutrition. Active and passive uptake, organic nutrition. Enzymes: Properties, composition, types, mechanism of action Photosynthesis. Animal nutrition: nutrient requirement, methods of obtaining food. Treatment of food, classes of food. Feeding Mechanism Respiration. General organization of the Angiosperm: Variations in the structure of roots, stems, leaves, inflorescence flowers and fruits. Prerequisite IED 132.

IED 233 -Issues and Curriculum in Integrated Science (3 Units)

History and evolution of Integrated Science in Nigeria. Definition of Integrated Science. Reasons for integrated approach of teaching science. Characteristics of unified (integrated) science education. Integrated Science Curriculum design. Attitudes toward science. Scientific Literacy. Approaches to teaching Integrated Science in

Schools. Psychological theories and their applications to Integrated Science Teaching.

Part II (Rain)

IED 210 – Experimental Biology for Teachers (1 Unit)

Examination of cell types under microscopes. Practical on various types of plant leaves and roots. Practical on various classes of vertebrates, arthropods and other invertebrates

IED 232: Foundation Physics for Teachers I 3Units

Vectors and scalar quantities – Definitions, characteristics, properties of vectors-subtraction, addition, multiplication (cross and dot products) resolution of vectors. Lagrangian Mechanics- Generalized coordinates, velocity, momentum, and force. Lagrange's equation and its application to solve problems involving motion of particles. Direct current circuits, Basic solid-state physics, lattice, structures, symmetry operations, types of crystals etc.

IED 234 – History and Philosophy of Primary School Science (3 units)

Science, scope and concepts. Methods of science – process experiment and types. Interplay of experiment and theory. Hypothesis, assumptions and presuppositions. Philosophical orientation of science. Philosophical school of thoughts i.e. logical position pragmatism e.t.c. History of Science and makers of science.

Part III (Harmattan Semester)

IED 331: General Chemistry I 3Units

This course includes the basic knowledge of inorganic chemistry. The topics are: The Electronic configuration of atoms – S.P.D. and F orbital i.e. the S –block elements, Group 1 Alkali Metals, P-Block Elements Group, D-Block Elements General properties, F-Block element the Lanthanides series.

General properties of the Elements, the period tables of elements, groups and Periods ionization. Energy, electron affinity, ionization potential, electro-negativity, atomic radius.

- Bonding and structure: attainment of a stable configuration, types of bonding, ionic bonds, covalent.
- Co-ordinate bonds, double and triple bonds, metallic bonds, double and metallic structures. Hydrogen bonds. Van-der Waals force.
- Energy levels: quantum numbers, promotion and excitation of electrons
- Acids, Bases and Salt: Arrhenius

IED 335 : General Biology I 3Units

The course includes plant taxonomy and animal systematic Taxonomy and its significance. Taxonomic characters Plants identification and Nomenclature. Description of selected angiosperm families. Some dicotyledonous families: Sterculiaceae, malvaceae, leguminous plants. Solanaceae and Compositae A brief survey of monocot plants: Pteridophytes and Gymnosperms. Principles of Animal systematic. Outline of Principles of Animal Systematic Classification: Coelomates and Chordates.

Pre-requisite IED 231

Part III (Rain Semester)

IED 304: Processes and Management of Societal Change 3 Units

Conflicting ideological agendas, changing dominant discourses in education; holistic versus analytic (changing paradigm); change processes and change agents (change perspectives, applying theory to practice, policy generation and implementation, planning strategies for a change); alliances and shared agenda (converging agendas and socio-educational perspectives) are discussed.

IED 310 – Integrated Science Practical III (3 Units)

Practical on acids and base reactions (titration/ Quantitative analysis). Qualitative analysis. Test for anions and cations.

Practicals on aldehydes and ketones. Oxidation and reduction. Identification of organic compounds.

IED 332: General Chemistry II 3Units

This course is a general introduction to Physical Chemistry. The topics include:

- Thermodynamics – 1st, 2nd and 3rd Law of Thermodynamics, Processes, State functions
Reversible and Irreversible processes
Spontaneous and Non-spontaneous process.
- Thermo-Chemistry: Free energy change
Enthalpy, Entropy, Internal energy,
- Electrochemistry: Galvanic and Electrolytic cell,
- Reduction potential
- Electromotive force of a cell
- Chemical kinetics – rates of chemical reactions, rate of law and equation, Order of a reaction etc

IED 337: Experimental Chemistry for Secondary School Teachers I 1 Unit

The course is designed to demonstrate the empirical nature of Chemistry and to illustrate the principles covered in lecture courses of IED 331 and to prepare students to handle secondary school practical. Topics include Acid – Base – titration Oxidation – Reduction Titrations Qualitative Analysis - Tests for anions like Cl⁻, NO₃⁻, SO₄²⁻. Also test for cations like Ca²⁺, Mg²⁺, Zn²⁺, Pb²⁺, Al³⁺, Cu, Ag etc. Experiments on Rates of Reactions. Experiments on Water of Crystallization. **Pre-requisite CHM 101**

Part IV (Harmattan Semester)

IED 403: Creativity in Education (2 Units)

The different approaches to problem-solving and current issues in creativity are aspects of this course. Students that take this course are exposed to creativity and the practical aspects of problem-solving, convergent and divergent thinking and tests of creativity. In specific terms, creativity, innovation and imagination; how to

encourage a creative classroom with imagination; thinking techniques; pedagogical implications of applying various thinking models to critical thinking and problem solving, among others shall be reviewed

IED 431: Electrophysics 3Units

Generation of changes and electric current. Electrostatics – Colmbn’s law, force, work, energy and electric field. Conservation of change and charge distribution. Gauss’ Law and Gaussian surface. The electric potential and dipole moment. Magnetism-Maxwell’s law of electromagnetism their physical interpretations and applications. Magnetic properties and characteristics of magnet. Magnetic induction due to straight long wire, circle, a ring of charge, semi circle etc Lorentz force. Solenoid, Faraday’s law of induction and lenz’s law. Diamagnetism and Ferromagnetism. Cyclotron.

IED 433 General Biology II 3 Units

The course is an introduction to the principles of genetics and evolution. The subject matter of genetics. Types of variation. Evidence that the nucleus carried hereditary factors. Sexual and asexual reproduction, alternations of generations. Mitoris and Meitosis. Character and character states. Mendelian inheritance. Gene interaction. Sex-determination, sex-link age, pedigrees. Molecular basis of heredity. Gene and genetic code. The concept of evolution. Historical perspectives, evidences of evolution. Theories of evolution, evolutionary mechanisms, sources of variations. Mutations, genetic recombination, changes in chromosome form and number. Reproductive isolation, hydridization, migration, chance, speciation.

Part IV (Rain Semester)

IED 432: General Biology III 3Units

The course is a general introduction to vertebrate anatomy and entomology General characteristics of vertebrates classification of vertebrates. Vertebrate skin, exoskeleton, endoskeleton. General characteristics of Arthropods, insects. The success of insects as a

group. Methods and Techniques in insect collection. General classification of insects. Insect morphology: The integument. Insect Head. Types of antennae. Mouthpart modifications, Abdomen. Types of Legs: Wings, Laval and Pupal forms. Attack and Defence in insects. **Prerequisite: IED 238.**

IED 434: General Chemistry III 3Units

The course includes the basic knowledge of organic chemistry and the study of common functional group. Topic include: Hydrocarbons – Alkanes, Alkenes, and Alkynes, Carbonyl Group – Aldehydes and Ketones. Hydroxyl Group – Alcohols and Phenole, Amino Group – Aliphatic, Aliphatic Amines and Aromatic Amines, Carboxylic acids derivatives such as Alkanoyl halides, amides, esters. Dicarboxylic acids such ethane –dioic acid and phthalic acid (Benzene h2-dicarboxylic acids), Benzene and its mono substitution products such as Toluene, Amine, Chlorobenzene 1 Lipids- Major, Minor, simple and Compound lipids, saturated and unsaturated. Carbohydrates – Monosaccharide, Disaccharides, and Polysaccharides. Proteins- Definition, example, properties, functions and effects on body

Pre-requisite. CHM 102.

B.Ed. Early Childhood and Primary Education (Social Studies)

Course Code	Course Title	Course Unit			
		L	T	P	U
Harmattan Semester	Core Courses				
IED 161	Philosophy of Early Childhood Education	3	0	0	3
IED 163	History and Development of Early Childhood Education/Primary Education	3	0	0	3
IED 165	Puppetry, Mine and Drama in Childhood Education	2	0	0	2
EDU101	Introduction to Teaching Profession	2	0	0	2
IED 151	Fundamental of Social Studies	2	1	0	3

SSC 107	Man's Physical Environment	2	1	0	3
	Restricted Electives			0	
	One three-unit course should be taken from the following:				
HIS 101	Culture and History of Africa to C. 1500	3	0	0	3
PHL 101	Introduction to Philosophy 1				
REL 101	Introduction to Social Anthropology of Religion				
	Special Elective One special elective outside the Faculty of Education	2	0		2
Total					19
Rain Semester					
IED 162	Teaching Inclusive Classroom	3	0	0	3
IED 164	Legal, Ethics Social Justice & Children	3	0	0	3
EDU 102	Principles and Practice of Education	2	0	0	2
IED 152	Socio-Economic Structures and Institutions	2	1	0	3
IED 156	The People and Culture of Nigeria	2	1	0	3
	Restricted Electives			0	
	One three -unit course should be taken from the following:				
PHL 104	Introduction to Philosophy II: Critical thinking, Argument and Evidence	2	0	0	3
REL 102	Introduction to African Traditional Religion				
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Course Code	Course Title	Course Unit			
Harmattan Semester	Core Courses	L	T	P	U
IED 261	Methods of Teaching in Early Years	3	0	0	2
IED 263	Child Development: Theory to Practice	2	0	0	2
IED 265	Writing Children's Literature	2	0	0	2
EFC 203	Psychological Foundations of	2	0	0	2

	Education				
CSC 221	Computer Appreciation	2	0	0	3
IED 251	Problems of Social Interactions	2	1	0	3
IED 253	Socio-political Structures and Institutions	2	1	0	3
	Restricted Electives				
	One two -unit course should be taken from the following:				
ALL 205	Socio-psychological Foundations of Adult Education	2	0	0	2
ALL 207	Functional Literacy				
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					21
RAIN SEMESTER					
IED 262	I.T. and Application for ECE & Primary School Teachers	3	0	0	3
IED 264	Sociological Perspective of Child Development	3	0	0	3
EFC 202	Philosophical Foundations of Education	2	0	0	2
ETL 202	Introduction to Educational Technology	2	0	0	2
ASE 202	Curriculum and Instruction	2	0	0	2
EDU 202	Teaching Practice	2	0	0	3
IED 254	Culture and Social Stability	2	1	0	3
	Restricted Elective				
	One restricted elective should be taken				
IED 206	Problems of Ethics and Human Values	2	0	0	2
IED 204	Administration and Supervision of Instructions in Teacher Education				
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					22

Course Code	Course Title	Course Unit			
		L	T	P	U
Harmattan Semester	Core Courses				
IED 355	Environmental Education and Sustainable Development	2	1	0	3
IED 361	Designing Learning Environment for Early Childhood	3	0	0	3
IED 363	Global Issues in Early Childhood Development: The Nigeria Perspective	3	0	0	3
IED 365	Music and Dance for Childhood Education	2	0	0	2
EFC 301	Introduction to Guidance and Counselling	2	0	0	2
EFC 303	Tests and Measurement	2	0	0	2
ASE 301	Curriculum Development	2	0	0	2
	Restricted Elective				
	One restricted elective should be taken				
PHE307	Consumer Health Education				
IED 301	Issues and Trends in Nigerian Education System	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					21
Rain Semester	Course Title	Course Unit			
IED 362	Principle and Practice of Classroom Management in Early Childhood and Primary Education	3	0	0	3
IED 364	Current Issues and Research in Preschool and Primary Education	3	0	0	3
IED 320	Introduction to Long Essay	2	0	0	2
EFC 302	Developmental Psychology	2	0	0	2
IED 316	Special Methods in Early and Primary Social Studies	2	0	0	2

EDU 302	Teaching Practice (Registered)	2	0	0	2
IED 360	Community Recreation and Tourism	2	0	0	2
	Restricted Elective				
	One two units restricted elective should be taken				
IED 304	Processes and Management of Societal Change	2	0	0	2
IED 302	Educational Management				
	Special Elective				
	One special elective outside the Faculty of Education	2	0		2
Total					21

Course Code	Course Title	Course Unit			
		L	T	P	U
Harmattan Semester	Core Courses				
IED 461	Developmentally Appropriate Curriculum and Practices in Early Childhood and Primary Education	3	0	0	3
IED 463	Comparative Studies of Early Childhood and Primary Education in Diverse Culture	3	0	0	3
IED 401	Long Essay in Early Childhood and Primary Education	0	0	0	2
EFC 413	Sociology of Education	2	0	0	2
EDU 302	Teaching Practice	0	0	0	3
IED 451	Population and Women Education	2	1	0	3
IED 455	Marriage and Kinship	2	1	0	3
	Restricted Elective				
	One two units restricted elective should be taken				
IED 403	Creativity in Education	2	0	0	2
EFC 405	Techniques of Counselling				
	Special Elective			0	
	One special elective outside the	2	0		2

	Faculty of Education				
Total					23
Rain Semester	Course Title	Course Unit			
IED 462	Supervision and Leadership in Early Childhood and Primary Education Settings	3	0	0	3
IED 464	Entrepreneurship in Early Childhood Development	3	0	0	3
IED 466	Organizational and Human Resource Behavior in Childhood Education	3	0	0	3
EAP 402	School Management	2	0	0	2
IED 452	Government and Political system of Developing Country	2	1	0	3
IED 458	Problems of International and Multi-dimensional Interaction	2	1	0	3
Restricted Elective					
	One two- unit course should be taken from the following:				
IED 404	Classroom Management and Techniques	2	0	0	2
IED 408	Art Education				
	One special elective outside the Faculty of Education	2	0	0	2
Total					21

COURSE DESCRIPTION

B. Ed. Early Childhood and Primary Education (Social Studies)

100 Level

IED 151: Fundamentals of Social Studies 3 Units

Definition and general objectives of Social Studies. The integrated and inter-disciplinary nature of Social Studies. History and characteristics of Social Studies as an evolving discipline. The basic principles, scope, sequence and processes of Social Studies. Concepts and generalizations in Social Studies; the purpose of teaching Social Studies are extensively discussed.

IED 152: Socio-Economic Structure and Institutions 3 Units

Man's economic activities. The structure activities and functions of socio-economic systems. A hierarchy of basic human needs and wants in relations to survival. The conflict between needs and wants and man's ability to make viable economic choice. Division of labour in the socio-economic systems. Productive resources: Human (workers, managers, know-how) capital (tools, machines, factories nature (soil, water, climate, minerals, and forests). Money – historical development, types, characteristics and functions in developing societies Economic activities performed by government and firms – the Banks, Financial Houses and capital markets, Insurance Companies, Multinational Corporation etc. Resources-utilization, conservation and problems.

IED 156: The People and Culture of Nigeria 3 Units

Conceptualization of culture. Culture, socialisation and its agencies. Geographic locations in Nigeria – attributes and economic potentials; similarities and differences in culture; issues in unity in diversity, problems of religion, types, functions and diversity, national morale and national character are extensively discussed.

200 Level**IED 251: Problems of Social Interactions 3 Units**

The history, sources, factors and aims of social interactions across cultures beginning from are discussed from the pre-colonial to the recent times. Social, political and cultural systems are compared. Issues of race and racism are discussed in the context of harmonious and peaceful co-habitation among people of differences races and colours.

IED 253: Socio-Political Structures and Institutions 3 Units

Conceptualizing the term Socio-political institutions; Socio-political issues before the colonial era; government; problems and developments. Socio-political events during the Colonial era; Political Parties; Nationalism; Colonial governments etc. Socio-political events in the post-colonial era up to 1966. Political

parties; Pressure groups; Constitutional Developments; Major Crises in Nigerian socio-political landscape are discussed.

IED 204: Administration of Supervision of Instructions in Teacher Education 2 Units

The relationship between administration and supervisions, the purpose of teacher's education and the roles of teaching practice in preparation of teacher educator. Current programmes of Teaching Practice in Nigeria Schools, Colleges and University. Definition and Scope of Supervision. National policy on Education and the roles of supervisors on programme implementation. The good and bad supervisor. Types and functions of supervision, Professional growth of teachers and supervisors.

IED 206: Problems of Ethics and Human Values 3 Units

An examination of what constitutes ethics and human values. Major themes associated with societal ethos, virtues and norms that purport to protect human values. The human being in contradistinction to other animals. What endangers harmony in society and what are the remedial measures to be taken; Fundamental Human Rights as an extension of human values are discussed.

IED 254: Culture and Social Stability 3 Units

The concepts of culture and identity: Typologies and indices of culture; common heritage and national symbols, cross-cultural influences – culture contact, culture shock, acculturation and enculturation, culture variations, social change, alienation and social stability; Culture as a socializer and agents of socialisation. Similarities and Differences among races and cultures of the world are discussed.

IED 301: Issues and Trends in Nigerian Education 2 Units

Evolution of formal education in Nigeria. International Policies and programmes influencing educational change e.g. Education for All, Dakar Agreements, Millennium/Sustainable Development Goals; Standards informal education. Trends in the politics of

education. Economic and the changing fortunes of education. Education and the labour market. A critical study of the National Policy on Education – Principles, guidelines and implementation. Funding of Education, Grant Agencies e.g. World Bank, African Development Bank, IMF. The phenomenon of Private Schools and University and equalization of educational opportunities. Current educational policies such as homegrown school feeding, pre-primary education, value education and school and childhood development; issues of discipline in the educational system.

IED 355: Environmental Education and Sustainable Development **3 Units**

An analysis of the nature, value and distribution of events in the atmospheric, hydrospheric and lithospheric environments. The philosophy, history and objectives of Environmental Education, Ecology, Ecosystems and human being – a consideration of the activities of humans and their effects on the environment. Man as an agent of environmental deterioration. The Federal Environmental Protection Agency (FEPA). Its origin and functions. The evolution of other environmental agencies. Roles of government, individuals and education in promoting sustainable environment. Effects of environment on education and development. International protocols on environment and sustainable development.

IED 302: Educational Management **2 Units**

Differences between management and administration. Management vitality. Instructional staff Management. Functions and Problems of Education Management bodies e.g. the Ministries of Education, NERDC, WAEC, J.C.C. N.T.I. Board of Governors. Communication as a tool in management. Student Affairs office and its roles. Management by objectives (MBO, Scientific Management. Management constraint is discussed.

IED 304: Processes and Management of Societal Change **3 Units**

Conflicting ideological agendas, changing dominant discourses in education; holistic versus analytic (changing paradigm); change

processes and change agents (change perspectives, applying theory to practice, policy generation and implementation, planning strategies for a change); alliances and shared agenda (converging agendas and socio-educational perspectives) are discussed.

IED 320: Research Methods and Statistics **2 Units**

The methods of research and reporting: Focus is on identification and examination of contemporary issues and problems in education. An exposition of students to an inter-disciplinary approach involving educational psychology, sociology, philosophy and curriculum instruction, which are applicable to research. The course exposes students to library research, data collection, techniques and analysis. Guidelines on technical aspects and layouts of reports, including correct referencing, footnoting, bibliography etc. are emphasized. The course will extend to the next course, IED 401, which prepares students for the production of long essays on selected problems and issues in education.

IED 360 Community Recreation and Tourism **2 Units**

Community Recreation and Tourism are conceptualized. Activities associated with leisure such as traditional and contemporary games, folklores, religious activities, travels, local and foreign sports, picnics, holidaying, parties and clubbing are discussed in their context, requirements, rules and regulations and functions. An excursion to selected recreational and tourist resources is a requirement for this course.

400 Level

IED 401: Research Project **2 Units**

The long essay forms an essential part of the award of B. Ed (Social Studies). Each candidate will work on a selected topic under a supervisor. The candidate is graded on a scale of 100% and the grade will constitute a part of the students' Cumulative Grade Point Average (CGPA).

IED 403: Creativity in Education **2 Units**

The different approaches to problem-solving and current issues in creativity are aspects of this course. Students that take this course

are exposed to creativity and the practical aspects of problem-solving, convergent and divergent thinking and tests of creativity. In specific terms, creativity, innovation and imagination; how to encourage a creative classroom with imagination; thinking techniques; pedagogical implications of applying various thinking models to critical thinking and problem solving, among others shall be reviewed

IED 404: Classroom Management and Techniques 3 Units

The course examines, the need for classroom management, the distinction between classroom management and school administration, academic management of students – admission, registration etc, classification, class welfare services of students, classroom records and purposes of keeping them, management principles that are useful in solving classroom management problems. Social science movement approaches and humanitarian concepts.

IED 451: Population and Family Life 3 Units

Theories of population, size of the population and its significance, population growth. Factors affecting birth and death rate. Overpopulation and under population. Age distribution and population. Emigration and immigration laws. Geographical and occupational distribution of population. Effects of population on development and education in schools.

IED 452: Government and Politics of Developing Countries 3 Units

Power, Politics and Government, Forms of government. An examination of the history, culture, societies, processes and consequences of political developments in developing countries with particular emphasis on Nigeria. General problems common to most developing countries are examined, including agriculture, urbanization, human-rights, drug abuse and corruption, as well as the interrelations between the developing and developed world. The military as an impediment to sustainable democracy is also discussed.

IED 455: Marriage and Kinship 3 Units

Definition of marriage. Types of marriage, marital lifestyles. Pre-selection criteria. Marriage from international perspectives. Love, sex and conjugal roles in marriage. Marital problems with mother-in-law as the life-line. Dissolution of marriage. Consequent relief upon dissolution of marriage. Administration of the deceased partner's estate. Kinship systems and patterns (marriage patterns, residential patterns, descent patterns, authority patterns); the family tree and lineage tracing are discussed.

IED 458: Problems of International and Multidimensional Interactions 3 Units

Concepts of world power and world power configuration; Nigeria in international politics and economic co-operation with reference to the United Nation, African Union and Economy Community of West African States. Elements of National Power; theories of internationalism (realism, idealism, liberalism, feminism, communism etc); instruments of international interactions (international organisations, diplomacy, collective security, diplomacy and propaganda and war) are discussed.

B.Ed. Early Childhood and Primary Education (Computer & Mathematics)

Course Code	Course Title	Course Units			
100 Level					
Harmattan Semester	Core Courses	L	T	P	U
IED 161	Philosophical Foundation of Early Childhood and Primary Education	3 2	0	0	2
IED163:	History and Development of Early Childhood Education/Primary Education	2	0	0	2
IED 165	Puppetry, Mine and Drama in Childhood Education	2	0	0	2
EDU 101	Introduction to Teaching Profession	2	0	0	2
IED 191	Computer Architecture	2	1	0	3
MTH 105	Elementary Mathematics for	2	1	0	3

	Biological Scientists				
	Restricted Electives				
	One two-unit course should be taken from the following				
HIS 101	Culture and History of Africa to C. 1500	2	0	0	2
PHL 101	Introduction to Philosophy 1				
REL 101	Introduction to Social Anthropology of Religion				
	Special Electives				
	One special elective outside the Faculty of Education	2	0	0	2
	Total				18
Rain Semester	Compulsory Courses	L	T	P	U
IED 162	Teaching Inclusive Classroom	3	0	0	3
IED 164	Legal, Ethics, Social Justice & Children	3	0	0	3
EDU102	Principles and Practice of Education	2	0	0	2
IED 192	Computer Ethics & Social Issues in Formative Years	2	1	0	3
MTH 106	Elementary Mathematics for Biological Scientists 2	2	1	0	3
	Restricted Electives				
	One two-unit course should be taken from the following				
PHL 104	Introduction to Philosophy II: Critical Thinking, Argument and Evidence	2	0	0	2
REL 102	Introduction to African Traditional Religion				
	Special Electives				
	One special elective outside the Faculty of Education	2	0	0	2
	Total				18
Course Code	Course Title	Course Units			
Harmattan Semester	Core Courses	L	T	P	U

IED 261	Methods of Teaching in the Early Years	2	0	0	2
IED 263	Child Development: Theory to Practice	2	0	0	2
IED 265:	Writing Children's Literature	2	0	0	2
EFC 203	Psychological Foundations of Education	2	0	0	2
CSC 221	Computer Appreciation	2	0	0	2
IED 291	Computer Programming for Teachers I	2	1	0	3
IED 293	Web Development and Animation I	2	1	0	2
IED 295	Algebra for Primary Teachers II	2	1		3
	Restricted Electives				
	One two-unit course should be taken from the following			0	
ALL 205	Introduction to Community Development	2	0	0	2
ALL 207	Functional Literacy				
	Special Electives			0	
	One special elective outside the Faculty of Education	2	0		2
Total					24
Rain Semester	Core Courses	L	T	P	U
IED 262	I.T. and Application for ECE & Primary School Teachers	2	0	0	2
IED 264	Sociological Perspectives of Childhood Development	2	0	0	2
ETL 202	Introduction to Educational Technology	2	0	0	2
ASE 202	Curriculum and Instruction	2	0	0	2
EDU 202	Teaching Practice	0	0	0	3
IED 292	Practical for Computer Programming I	1	0	0	2
IED 294	Introduction to Logo Programming I	1	1		2
IED 296	Mathematical Analysis for Primary Teachers I	2	1		2
	Restricted Electives				

	One two-unit course should be taken from the following				
EAP 202	Entrepreneurship Skill Development	2	0	0	2
ALL 210	School Organisation				
	Special Electives				
	One special elective outside the Faculty of Education	2	0		2
Total					23

Course Code	Course Title	Course Units			
		L	T	P	U
Harmattan Semester	Core Courses				
EFC 301	Introduction to Guidance and Counselling	2	0	0	2
EFC 303	Tests and Measurement	2	0	0	2
ASE 301	Curriculum Development	2	0	0	2
IED 361	Designing Learning Environment for Early Childhood	2	0	0	2
IED 363	Global Issues in Early Childhood Development: The Nigerian Perspectives	2	0	0	2
IED 365	Music and Dance for Childhood Education	2	0	1	3
IED 391	Computer and Communication	2	1	0	3
IED 393	Statistics for Primary Teachers I	2	0		2
	Restricted Electives				
	One two-unit course should be taken from the following			0	
IED 301	Emergent Problems in the Nigerian Education System	2	0	0	2
EFC 305	Career Information	2	0		2
	Special Electives			0	
	One special elective outside the Faculty of Education	2	0		2
Total					21

Rain Semester	Core Courses	L	T	P	U
EFC 302	Developmental Psychology	2	0	0	2
ASE 310	Special Methods in Early Childhood and Primary Computer and Mathematics	2	0	0	2
IED 362	Principles and Practice of Classroom Management in the Early Childhood Classroom	3	0	0	3
IED 364	Current Issues and Research in Preschool Education	3	0	0	3
IED 320	Introduction to Long Essay	2	0	0	2
EDU 302	Teaching Practice	0	0	0	3
IED 392	Computer Programming for Teachers II	2	0	0	3
IED 394	Algebra for Primary Teachers II	2	1	0	3
	Restricted Electives				
	One two-unit course should be taken from the following				
IED 302	Educational Management	2	0	0	2
IED 304	Processes and Management of Societal Change	2	0	0	2
	Special Electives				
Total					23

Course Code	Course Title	L	T	P	U
Harmattan Semester	Core Courses				
IED 461	Developmentally Appropriate Curriculum & Practices in Early Childhood	3	0	0	3
IED 463	Comparative Studies of Early Childhood Education in Diverse Culture	3	0	0	3

IED 401	Long Essay in Early Childhood Education	3	0	0	3
EFC 413	Sociology of Education	2	0	0	2
IED 491	Computation Method	2	0	0	2
IED 493	Statistics for Primary Teachers II	2	0	0	2
	Restricted Electives				
	One two-unit course should be taken from the following				
IED 403	Creativity in Education	2	0	0	2
	Special Electives			0	
	One special elective outside the Faculty of Education	2	0		2
	Total			0	19
Rain Semester	Core Courses	L	T	P	U
IED 462	Supervision and Leadership in the Early Childhood Settings	2	0	0	3
IED 464	Entrepreneurship in Early Childhood Development	2	0	0	3
IED 466	Organizational & Human Resource Behaviour in Early Childhood Education	2	0	0	2
EAP 402	Educational Administration and Management	2	0	0	2
IED 492	Computer Programming for Teachers II	2	1	0	3
IED 494	Web Development and Animation II	2	1	0	3
	Restricted Electives				
	One two-unit course should be taken from the following				
EFC 402	Organization of Guidance Services	2	0	0	2
IED 404	Classroom Management and Techniques	2	0	0	2
	Special Electives				
	One special elective outside the Faculty of Education	2	0	0	2
Total					20

COURSE DESCRIPTION

IED 191: Computer Architecture (3 Units)

Definition of Computer Architecture, Structural and Functional Characteristics of computer System components. Computer Organization and Digital Hardware Design. Description of typical computing Structure: (Transistors and Digital Logic, Instruction Set Architecture, The Von Neumann Machine, addressing, RISC vs CISC, exceptions). Logic Gates, truth tables, implementing truth tables. Binary Arithmetic, Negative Numbers and Two's complement. Pipelines. The Memory Hierarchy, Cache, Virtual Memory and Virtual Machine. Sequential Logic, Synchronization, Interconnect and communication. Processes, synchronization and Deadlock. CPU configuration and possible software / hardware tradeoffs. Introduction to SIMD, MIMD, Shared Memory Systems, Cache Coherence. Memory Models and Memory Consistency. Superscalar Architecture, Branch prediction, pre-fetching, speculative execution, Multithread Architecture, Stability, Symmetric multiprocessors and Parallel Computers.

IED 192: Computer Ethics and Social Issues in Formative Years (3 Units)

This course will examine the ethical issues that arise as a result of increasing use of computers, and the responsibilities of those who work with computers, either as computer science professionals or end users. The course will stress the ways in which computers challenge ethical theories and computer ethics, computer ethics awareness as well as robot ethics. Traditional topics such as philosophical theories (e.g. ethical relativism, utilitarianism, deontological theories, rights and virtue ethics), privacy, intellectual property rights and proprietary software, security, accountability, liability, the digital divide, hacking, computer addiction and viruses, Cybercrimes, cyber bullying, cyber terrorism etc should be examined.

IED 291: Computer Programming for Teachers 1 Harmattan Semester (3 Units)

This course will examine the development of knowledge about computers, skills of using computer as a mathematical tool, write

computer programs in BASIC and deepen understanding of the logical processes of problem solving. It will also explain the process of writing and executing a computer program. State the elements of the BASIC language required to implement the logic of computer programming. Explain how to perform arithmetic operations, semicolon and tab functions. Compare values and perform alternative operations based upon the results of the use of subroutines and sorting techniques, use string, files, report generation, and functions in designing programs. Create graphic designs.

IED 292: Practical for Computer Programming I (2 Units)

This is a conventional programming language laboratory course. It is to expose learners to programming at the laboratory. Laboratory Assignment 1 is to examine Data types, Basic programme structure, compiling and executing programmes. Laboratory Assignment II will examine loop, Arrays, searching and sorting algorithms. Laboratory Assignment III will examine Function, Routine and Subroutine. Laboratory Assignment IV: Extensive Programming Problem with Application to Students' field of study and interest.

IED 293: Web Development and Animation 1 (3 Units)

This web development course provides a key introduction to web development languages and techniques. Course content will focus in HTML, CSS and Javascript in the context of web development practices. Questions such as when should we use these languages, for what purpose and to what extent can these help up create engaging and stable websites will be covered. Also going beyond the web creation process and looking into the future, how can these languages help us manage our websites in a user friendly and effective manner? All these questions will be answered in this course, preparing participants to take further and more confident steps into web development processes. Participants will experience how to create basic web pages, including structuring page content,

apply basic formatting styles using css and applying Java Scripting for basic interactivity.

IED 294: Introduction to Logo Programming 1 (3 Units)

This course will examine history of Logo programming, what is Programming. Logo and Berkeley logo. Turtle and graphics, Robots, Command and Turtles. It will also explain the instructions to the Turtle, Error Messages, Turtle Drawing, use of picking and putting down the Pen, Cleaning Up and running Logo program. It will explain Commands in Logo, loops in Logo programming, how to create programs with a Text Editor, source Code and variables. It explains how to create a mathematics game, create interactive programs and picking random numbers.

IED 295: Algebra for Primary School Teacher (3 Units)

This course focuses on Sets, Mathematical indices, product sets, Relations, Partitions and Equivalence Relations. It will also examine Operations, Semigroups, Groups, Subgroups, Normal subgroups, Factor Groups, Group Homorphism.

IED 296: Mathematical Analysis for Primary Teachers I (3 Units)

The course will consider the following areas: Functions, Limits, Limit of a sequence. Continuity, Sequences: Definition, sequences which tends to infinity, Boundedness sequences, Bounded monotone. Neighbourhood, Intermediate value theorem. Series: Partial sum, theorems on series. Integral test, p-series, Comparison test, Ratio test, Rcafe's test, Gauss's test, Power set, Alternating series test, Uniform, Absolute convergence, Conditional Convergence; Derivative and some application, Rolle's theorem, the Mean-value Theorem, Taylor's expansion, Mcclaurin's expansion, the exponential, logarithmic, trigonometry and hyperbolic functions.

IED 391: Computer and Communication (3 Units)

This course computer and communication built on prior knowledge in operating systems, basic algorithms, and C programming,

explain the operation of a range; computer networking applications such as email, web, and peer-to-peer file sharing; relate the architecture of the internet to the underlying design principles; illustrate the operation of common routing protocols, queuing mechanisms, and congestion control mechanisms; develop elements of a network such as gateways and routers that conform to IETF standards with acceptable levels of simplification and explain the performance of a given set of routing protocols, queuing mechanisms, and congestion control mechanisms on an example network. It will also examine some strategies that are commonly used to accelerate application-level performance in the context of the operation of the internet.

IED 393: Statistics for Primary Teachers I (2 Units)

The course focuses on Samples and Populations, Measures of Central Tendency, Dispersion and Location; Probabilities of Compound events, Conditional probability, Independent probability, Boye's Theorem. Discrete random variables, expectation of a random variables, Binomial, Poisson, Normal, Beta, Uniform and Gamma distributions.

IED 392: Computer Programming for Teachers II (3 Units)

Introduction to Programming with Java languages. Definition of Alphabet, Syntax and Semantics as used in Java Language. Explanation of the items, Variable data types, expressions and assignment statements. Simple I/O conditional and iterative control structures. Multidimensional arrays, pointers, Pointer to Pointer, Dynamic data structures and memory allocation. Functions and Parameter passing, structures decomposition. Development of programmes for solving basic economic, education and scientific problems. Implementation of Object-oriented concepts, Encapsulation, Inheritance and Polymorphism, Control structure, Arrays, methods and Applets. Graphics and Event handling, Programming testing and exception handling.

IED 394: Algebra for Primary Teachers II (3units)

The course shall focus on the introduction to rings, fields and integral domains; homomorphism and isomorphism of rings. The fields of rational numbers, complex numbers shall be considered. The ring of residue classes modulo, sub-rings, the characteristics of an integral domain, ideal and factor rings; Polynomial rings, Introduction to vector spaces.

IED 491: Computational Method (3 units)

This course is an introduction to the numerical analysis. The primary objective of the course is to develop the basic understanding of the numerical algorithms and skill to implement algorithms to solve mathematical problems on the computer.

Basic concepts: round-off errors, floating point arithmetic, convergence. Taylor series Errors of computation. Numerical solution of Nonlinear Equations: Bisection method, fixed-point iteration, Newton's method, Error analysis for iterative methods and Computing roots of polynomials. Interpolation and polynomial Approximation. Numerical integration and differentiation: Trapezoidal rule and Simpson's Rule. Matrix mathematics and linear algebra: Gaussian elimination, Decomposition methods and partial pivoting. Numerical linear algebra: Direct methods, Iterative methods. Approximation theory: Least square approximation.

IED 492: Practical for Computer Programming II 2 Units

This is an object-oriented programming laboratory course consisting of application of programming through case study problems. Students are expected to carry out four laboratory projects and make two oral presentations after completion of the second and fourth projects. Programmes will be developed using Java.

Laboratory Assignment I: Data types, Basic programme structure, compiling and executing programmes in graphics environment. Laboratory Assignment II: loop, Arrays, searching and sorting

algorithms. Laboratory Assignment III: function, Routine, Polymorphism, Inheritance and Encapsulation. Laboratory Assignment IV: Extensive Programming problem with Application to students' field of study and interest.

IED 494: Web Development and Animation II 3 Units

Basic principles and techniques for computer graphics on modern graphics hardware. Students will gain experience in interactive computer graphics using the OpenGL API. Topics include: 2D viewing, 3D viewing, perspective, lighting, and geometry. Prerequisites: Linear Algebra is recommended. The course will introduce students to all aspects of computer graphics including hardware, software and applications. Learners will gain experience in using a graphics application programming interface (OpenGL) by completing several programming projects.

IED 493: Statistics for Primary Teachers II (2 Units)

The course examines estimation and hypotheses testing, Test for independence in Contingency tables, Correlation, Regression, ANOVA (One- Way and Two-Way)

**IED 496: Mathematical Analysis for Primary Teachers II
(3 units)**

This course will be based on the following sections: Section 1 (Calculus) – partial differentiation, total derivative, implicit functions, change of variables, maximum and minimum functions, Lagrangs and multiplier. Section 2 (Complex Numbers)- Argand plain, polar representation of complex numbers, De Moirre's theorem, the nth root of complex numbers, exponential representation. Section 3 (Numerical Methods) – Xlenhon – Raphson's Iterative method, Trapefoidal's rule, Simpson's rule. Method of least squares approximation. Lagrangian formula of interpolation. Section 4(Differential Equations)- Definition of concepts such as order, degree, particular solutions, general solutions, etc. Spiral first order equations and solutions. General linear differential equation of order n. Existence and uniqueness theorem. Variable separable, Homogenous equations, exactness

B. Ed. Early Childhood and Primary Education (Cultural & Creative Arts)

100 Level

Course Code	Course Title	COURSE UNIT			
		L	T	P	U
Harmattan Semester	Core Courses				
IED 161	Philosophical Foundation of Early Childhood Education	3	0	0	3
IED 163	History and Development of Early Childhood Education/Primary Education	3	0	0	3
IED 165	Puppetry, Mine and Drama in Childhood Education	2	0	0	2
EDU 101	Introduction to Teaching Profession	2	0	0	2
IED 171	Art Appreciation 1	2	1	0	3
IED 173	Rudiments of Visual Arts and Cultural Applications	2	1	0	3
IED 175	Introduction to the History of Drama and Theatre from the beginning to Renaissance	2	1	0	3
	Restricted Electives				
	One two-unit course should be taken from the following:				
HIS 101	Culture and History of Africa to C. 1500	2	0	0	2
PHL 101	Introduction to Philosophy 1	2	0	0	2
REL 101	Introduction to Social Anthropology of Religion	2	0		2
	Special Elective			0	
	One special elective outside the Faculty of Education	2	0		2
	Total				21
Rain Semester					
EDU 102	Principle & Practice of Education	2	0	0	2
IED 162	Teaching Inclusive Classroom	3	0	0	3

IED 164	Legal, Ethics Social Justice & Children	3	0	0	3
IED 172	Art Appreciation II	2	1	0	3
IED 174	Rudiments of Visual Art & Cultural Application II	2	1	0	3
IED 176	Music as Art and Science	2	1	0	3
	Restricted Elective				
PHL 104	Introduction to Philosophy II: Critical Thinking, Argument and Evidence	3	0	0	3
REL 102	Introduction to African Traditional Religion	3	0	0	3
IED 156	The People and Culture of Nigeria	3	0	0	3
	Special Elective				
	One special elective outside the Faculty	2	0		2
	Total				22

200 Level

Course Code	Course Title	COURSE UNIT			
		L	T	P	U
	Core Courses				
IED 261	Methods of Teaching in Early Years	3	0	0	3
IED 263	Child Development: Theory to Practice	3	0	0	3
EFC 203	Psychological Foundations of Education	2	0	0	2
CSC 221	Computer Appreciation	2	0	0	2
IED 273	Art of Early Civilization	2	1	0	3
IED 275	Traditional African Art and Culture	2	1	0	3
	Restricted Electives				
	One two-unit course should be taken from the following:				
ALL 205	Community Development	2	0	0	2

ALL 207	Functional Literacy	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
	Total				20
Rain Semester					
IED 262	I.T. and Application for ECE & Primary School Teachers	3	0	0	3
IED 264	Sociological Perspective of Child Development	3	0	0	3
ETL 202	Introduction to Educational Technology	2	0	0	2
ASE 202	Curriculum and Instruction	2	0	0	2
EDU 202	Teaching Practice	0	0	0	3
IED 272	Basic Designs 1	3	1	0	3
IED 276	Foundations of Cultural & Creative Arts, Music and Theatre Arts	3	1		3
	Restricted Elective				
ALL 210	Entrepreneurial Skill Development	2	0	0	2
IED 244	Psychology of Exceptional Child	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
	Total				21

300 Level

Course Code	Course Title	COURSE UNIT			
		L	T	P	U
Harmattan Semester	Core Courses				
IED 361	Designing Learning Environment for Early Childhood	3	0	0	3
IED 363	Global Issues in Early Childhood	3	0	0	3

	Development: The Nigeria Perspective				
EFC 301	Introduction to Guidance and Counseling	2	0	0	2
EFC 303	Tests and Measurement	2	0	0	2
ASE 301	Curriculum Development	2	0	0	2
IED 373	Technology of Printed materials in the African Culture	2	1	0	3
IED 375	Culture and Creative Arts as Methods of Instruction	2	1		3
	Restricted Electives				
	One two-unit course should be taken from the following:			0	
IED 301	Emergent Problems in Nigerian Education System	2	0	0	2
EFC 305	Career information	2	0		2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					22
Rain Semester					
IED 362	Principle and Practice of Classroom Management in Early Childhood and Primary Education	2	0	0	2
IED 364	Current Issues and Research in Preschool and Primary Education	2	0	0	2
IED 320	Introduction to Long Essay	2	0	0	2
EFC 302	Developmental Psychology	2	0	0	2
IED 308	Special Methods in Early Childhood and Primary Cultural and Creative Arts	2	0	0	2
IED 374	Production of Instructional Materials	2	1	0	3
IED 376	Research Methods and Materials in Cultural and Creative Art	2	1		3

	Educatations				
EDU 302	Teaching Practice	0	0		3
	Restricted Elective			0	
IED 360	Community Recreation and Tourism	2	0	0	2
IED 302	Educational Management	2	0		2
	Total				23

400 Level

Course Code	Course title	COURSE UNIT			
		L	T	P	U
Harmattan Semester	Core Courses				
IED 461	Developmentally Appropriate Curriculum and Practices in Early Childhood and Primary Education	3	0	0	3
IED 463	Comparative Studies of Early Childhood and Primary Education in Diverse Culture	3	0	0	3
IED 401	Long Essay in Early Childhood and Primary Education	2	0	0	2
EFC 413	Sociology of Education	2	0	0	2
IED 475	Creative Exploration of Experimental Forms	2	0	0	2
IED 473	Aesthetics	2	1	0	3
	Restricted Electives				
	One two-unit course should be taken from the following:				
IED 403	Creativity in Education	2	0	0	2
EFC 405	Teachings of Counselling	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
	Total				19
Rain Semester					
IED 462	Supervision and Leadership in	3	0	3	2

	Early Childhood and Primary Education Settings				
IED 464	Entrepreneurship in Early Childhood Development	3	0	3	2
IED 466	Organizational and Human Resource Behavior in Childhood Education	3	0	3	2
EAP 402	Contemporary African Culture and Indigenous Arts	2	0	2	2
IED 472	Behaviour modification Techniques	2	0	2	2
IED 474	Product Design and Advertising	2	0	2	3
IED 476	Specialization Packages	0	0		3
	Restricted Elective				
EFC 402	Organization of Guidance Services	2	0	0	2
IED 404	Classroom Management	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0		2
	Total				19-

100 Level: Harmattan Semester

IED 173: Rudiments of Visual Arts I (3 units)

The elements and principles of visual arts will be discussed in detail. Line, shape, size, texture, directions, value and colour. The principle: discord, simulation, balance etc., will be studied. In addition, the course will provide the students with the rules of drawing leading to the rendering of good composition. The principle of drawing, the rule of lettering and print making will be explored. Students will learn the rationale for visual art education with examples of ancient arts, African arts and designs, the terms commonly used in arts will also be taught in this course. IED 173 is a prerequisite course to IED 174.

IED 175: Introduction to the history of Drama, Theatre from the beginning to Renaissance (3 units)

This course exists in the programme of the Faculty, Arts students can offer the course in the department where it exists.

100 Level: Rain Semester

IED 174: Rudiments of Visual Art II (3 units)

An in-depth study of visual objects, African cultural masks, instruments of office, drawing and paintings, models will be examined. In addition, to the knowledge of the basic principles, the aims of art education will be provided learners. Appeal to the experience and imagination of the learners will be of value as a point of reference, students will learn the creative process: and the application of the basic principles to the production of creative works will be explored practically by students working from imagination, from memory and from observation. The course in addition will provide opportunity for the students to learn to become creative as well as appreciate the arts and crafts of their culture.

IED 176 - Music as Art and Science (3 units)

An inquiry into music as a humanistic expression, the creative genres of man through the ages and in various races and cultures will be considered, employing the elementary tools of rhythm, melody, harmony and colour. A non specialized inquiry into the scientific properties of musical sound (such as frequency and intensity) and their psychological counterparts (such as pitch and volume), and an elementary discussion of musical acoustics will also be examined.

200 Level Harmattan Semester

IED 273 -Art of Early Civilization (3 units)

This is an introduction to the history of art from 6th Century B.C. and its changes to the present day. The arts of the ancient Greeks, their classical sculpture, Egyptian, Japanese, Persian, Chinese and some other relevant arts from Africa will be discussed.

IED 275: Traditional African Arts and Culture (3 Units)

This course covers the folk arts and crafts as found in the West African countries. An extensive study of the batik and tie-dye as practiced in Ibadan, Abeokuta and in Osogbo: Leather work in Oyo and Kano, Brass smithing and beads in Bida, cloth weaving in Akwete, Okene and Iseyin, pottery in Abuja, Ilorin and Dikwa, wood carving in Awka, Benin, Nupe and in the Yorubaland. Black-smithing in Awka, Kano and Birom: Brass casting in Benin. The existence of traditional arts practices in other African countries will be explored.

200 Level: Rain Semester

IED 272 - Basic Design I

Continuation of use and experimenting with various drawing media. Focus is on accurate observation, structure, volume spatial projection and visual relationship, with emphasis on draughtsmanship skill improvement.

IED 276: Foundations of Creative Arts, Music, Theatre Arts and Culture (3 units)

This course exists in the Faculty of Arts / Environmental Design. Students can go out to take the course.

300 Level: Harmattan Semester

IED 373: Technology of Printed Materials in African Culture (3 units)

This course will expose learners to the ways by which print making of the African culture can be made. They will learn plaster engraving as found on the Brazillian building, the Greek type of structure as found in the West African countries. Simple potato rubber stamps and technique of lino cut printing, fabric and batik printing will be produced. Visitation to the traditional spots where the practices have been preserved will be visited for practical applications.

IED 375: Culture and Creative Arts as Methods of Instruction (3 units)

The practical nature of arts as basis for instruction, students will learn the rudiments of the apprenticeship system of instruction, excursion to sites and museums: portfolio: Workshops and studio arts/ practice.

Rain Semester

IED 374 Production of Instructional Materials (3 units)

The aims and objectives of production of Instructional materials will be the focus. The three levels of production, skills and techniques of reduction enlargement of size and colour application are aspects of the course.

IED 376: Research Methods and Materials in Cultural and Creative Art Education (3 Units)

This introductory course will expose students to the scientific approaches to the study of Materials in Creative Art education using basic and applied research techniques. The writing of a project is the ultimate goal of the course.

400 Level: Harmattan Semester

IED 401: Long Essay

IED 473: Aesthetics (3 units)

A study of the principles which govern the various idioms of art; painting, sculpture, architecture, music etc and their interrelation. The theories of Gestalt, perception, Koestler act of creativity, functionalism principles of socio aesthetic harmony, 'art for art sake' European Movements and autonomy of art, African Art, relevance of aesthetic to national development and a meeting point of technology and aesthetics.

IED 475: Creative Exploration of Experimental Forms (2 units)

The application of basic design, and relationship of Design and Technology history and development of computer, the various

stages of technology development in relation to education and national development. This course pulls on the acquired computer design skills for the repackaging of instruction delicacy techniques on CD, DVD and other visual media.

Rain Semester

IED 402 Contemporary African Culture and Indigenous Arts (2 units)

The topics to be studied in this course are: introduction to Nigerian arts, the cultural arts of the Nok, Igbo Ukwu bronzes, Ife arts, Benin arts, the Ekoi stone, monoliths, Esie stone images, Tsoede Genre and Oron Ekpu figures.

IED 404: Product Design and Advertising (2 units)

This course will provide opportunity for the students to learn as well as to apply all the basic techniques learn in the production of arts and crafts work. In the 2 dimensional works of arts; the students are allowed to submit a portfolio of drawings, designs, print making, posters, bronchure etc. The basic principles of advertising as provided by the Advertising Practitioners Council of Nigeria (APCON) as it affects the Nigerian culture and marketing standard will be a point of reference.

B. Ed. Early Childhood and Primary Education (Physical and Health Education)

100 LEVEL

Course Code	Course Title	COURSE UNIT			
		L	T	P	U
	Core Courses				
EDU 101	Introduction to the Teaching Profession	2	0	0	2
IED 161	Philosophy of Early Childhood Education	2	0	0	2
IED 163	History and Development of Early Childhood/Primary Education	2	0	0	2
IED165	Puppetry, Mine and Drama in Childhood Education	2	0	0	2
IED 141	Introduction To Physical and Health Education	2	0	1	3

IED 143	Basic Movement I	2	0	1	3
	Restricted Electives				
	One two credit unit course should be taken from the following:				
ALL103	Introduction to Vocational /Technical Education	2	0	0	2
ALL 107	Introduction to Entrepreneurship Education	2	0	0	2
	Special Electives				
	One Special Elective outside the Faculty of Education	2	0	0	2
Total					21
	Rain Semester				
	Core Courses				
EDU 102	Principle and Practice of Education	2	0	0	2
IED 162	Teaching Inclusive Classroom	3	0	0	3
IED 164	Legal Ethics, Social Justice and Children	3	0	0	3
IED 122	Basic Writing Skills I	2	0	1	3
IED 142	Games And Sport I (Minor Games - Swimming)	2	0	1	3
IED 144	Diet and Nutrition for Early Childhood	2	0	1	3
	Restricted Electives				
	One two credit unit course should be taken from the following:				
ALL 104	Adult Education Agencies and Institutions	2	0	0	2
MUS 102	Music as Art and Science	2	0	0	2
	Special Elective				
	One Special Elective outside the Faculty of Education	2	0	0	2
Total					21

200 Level

Course Code	Course Title	Course Unit			
		L	T	P	U
IED 261	Methods of Teaching in the Early Years	2	0	1	3

IED 263	Child Development : Theory to Practice	3	0	0	3
EFC 201	Historical Foundations of Education	2	0	0	2
EFC 203	Psychological Foundations of Education	2	0	0	2
CSC 221	Computer Appreciation	2	0	0	2
IED241	Adapted Physical Education for Physically Challenged Children	3	0	0	3
IED243	Personal And Environmental Health	3	0	0	3
	Restricted Electives				
	One two credit unit course should be taken from the following				
ALL 209	Problems in Vocational/Technical Education	2	0	0	2
PHE 201	Safety Education and Fitness	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					22
	RAIN SEMESTER				
	Core Courses				
IED 262	I.T. and Application for ECE & Primary School Teachers	3	0	0	3
IED 264	Sociological Perspectives of Childhood Development	3	0	0	3
EFC 202	Philosophical Foundations of Education	2	0	0	2
ASE 202	Curriculum and Instruction	2	0	0	2
DET 202	Introduction to Educational Technology	2	0	0	2
IED 292	Basic Movement II	2	0	1	3
IED 294	Games and Sports II (Gymnastics)	2	0	1	3
	Restricted Elective				
	One two credit unit course should be taken from the following:				
ALL 210	Entrepreneurial Skill Development	2	0	0	2
IED 244	Psychology of Exceptional Child	2	0	0	2
	Special Elective				

	One special elective outside the Faculty of Education	2	0	0	2
	Total				22

300 LEVEL

Course Code	Course Title	Course Unit			
		L	T	P	U
	Core Courses				
IED 361	Designing Learning Environment for Early Childhood Development	3	0	0	3
IED 363	Global Issues in Early Childhood Development: The Nigeria Perspectives	3	0	0	3
IED 365	Music and Dance for Childhood Education	2	0	1	3
EFC 301	Introduction to Guidance and Counselling	2	0	0	2
EFC 303	Tests and Measurement	2	0	0	2
STE 301	Curriculum Development	2	0	0	2
IED341	Exercise, Fitness and the Child	2	0	1	3
IED343	Organisation and Management of Sports in Early Childhood Education	3	0	0	3
	Restricted Elective				
	Any two credit unit from the following:				
IED301	Emergent Problem in Nigerian Educational System	2	0	0	2
EFC305	Career Information	2	0	0	2
	Special Elective				
	-----	-	-	-	-
	Total				23
	Rain Semester				
	Core Courses				
IED 362	Principle and Practice of Classroom Management in the Early Childhood /Primary Education	2	0	0	2
IED 364	Current Issues and Research in Preschool and Primary Education	2	0	0	2
EFC 302	Developmental Psychology	2	0	0	2

IED 320	Introduction to Long Essay	2	0	0	2
IED346	Special Methods in Early Childhood and Primary Physical and Health Education	2	0	0	3
IED342	Measurement and Evaluation of Physical Performance for Early Childhood Educators	3	0	0	3
IED 344	Skills and Techniques in Ball Games	2	0	1	3
	Restricted Elective				
	One two credit unit course should be taken from the following:				
IED 302	Educational Management	2	0	0	2
ASE 304	Educational Evaluation	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
	Total				22

400 LEVEL

Course code	Course Title	Course unit			
		L	T	P	U
	Core Courses				
IED 461	Developmentally Appropriate Curriculum and Practices in Early Childhood & Primary Education	3	0	0	3
IED 463	Comparative Studies of Early Childhood & Primary Education	3	0	0	3
EFC 413	Sociology of Education	2	0	0	2
IED 401	Long Essay in Early Childhood and Primary Education	3	0	0	3
IED 441	School and Environmental Health	3	0	0	3
IED443	Motor Learning and Early Childhood Development	3	0	0	3
	Restricted Electives				
	One two credit unit course should be taken from the following:				
EFC 403	Introduction to Educational Psychological and Testing	2	0	0	2

IED 455	Marriage and Kinship	2	0	0	2
IED 403	Creativity in Education	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
	Total				21
	Rain Semester				
	Compulsory Courses				
IED 462	Supervision and Leadership in the Early Childhood Development	3	0	0	3
IED 464	Entrepreneurship in Early Childhood Development	3	0	0	3
IED 466	Organisational and Human Resource Behaviour in Childhood Education	3	0	0	3
EAP 402	School Management	2	0	0	2
IED 442	Pediatric Outdoor Education	3	0	0	3
IED 444	Skills and Techniques in Sports and Games (Track and Field)	2	0	1	3
	Restricted Elective				
	One two credit unit course should be taken from the following:				
EFC 402	Organisation of Guidance Services	2	0	0	2
IED 404	Classroom Management and Techniques	2	0	0	2
ALL 410	Teaching, Learning and Communication	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
	Total				19

B. Ed Early Childhood and Primary (Physical & Health Education)

IED 141 Introduction to Physical And Health Education (3 Units)

Meaning, definition, concepts, phases and values of Physical and Health Education will be discussed. A broad taxonomy and morphological description of physical education as well as

pedagogical principles and practices of physical education activities with regards to the physical, mental, social and psychomotor developmental characteristics of pre-primary and primary school children.

IED 142: Games and Sport I (Minor Games - Swimming)
(3 Units)

Concepts of games, sports and minor games. An outline of singing and some other minor games will be explained. The values, techniques and approaches of teaching swimming will be taught.

IED 143 Basic Movement I (3 Units)

Growth, maturation and movement; random movement and infantile reflexes; factors influencing early childhood development and movement; theoretical perspectives of movement; motor milestones; qualitative changes in motor skills and acquisition and refinement of motor skills in children will be discussed.

IED 144 Diet and Nutrition for Early Childhood
(3 Units)

This course focuses, on the nutritional needs of children as these affect their personal health. Emphasis is placed on preventive and healthy eating through nutritional education. The course offers an insight to childhood nutrition from birth to pre-pubertal period. Topics include; Power eating, 6 basic classes of food, the food guide pyramids, dietary guidelines, (diet and heart diseases), ways of reducing cholesterol in nutritional facts for early childhood, food safety, healthful and harmful eating patterns, eating disorders and treatment.

IED 241 Adapted Physical Education for Physically Challenged Children (3 Units)

Concepts of Adapted Physical Education, Physically Challenged Children and Atypical children will be visited; attitudinal disposition towards atypical children from ancient to modern era will be discussed. Taxonomy of Physical Education programmes for the children, rationale for such programmes and methods of

teaching Adapted Physical Education and Sports to physically challenged children will be fully discussed.

IED 242 Basic Movement II (3 Units)

Students will be exposed to the explanation of basic skeletal framework; range and freedom of movement at joints of the body; movement possibilities and muscles; application of static and dynamic movement principles; principles related to balance, motion and force production. Analysis of muscle in action.

IED 243 Personal and Environmental Health (3 Units)

This course examines personal health issues, scientific understanding of causes and possible future approaches to major environmental health problems in developing countries. Topics include healthful appearance (or what was formerly known as “personal hygiene”), regular medical and dental checkup, and how the body reacts to environmental pollutants, Physical, chemical and biological agents of environmental contamination, vector for dissemination (air, water soil), solid and hazardous waste; susceptible populations, global warming, poverty and crowded living conditions.

IED 244 Games and Sports II (Gymnastics) (3 Units)

History, concepts of Gymnastics and values of Gymnastics will be discussed. Basic Movements in Gymnastics such as walking, running, hopping etc, floor exercises such as forward roll, backward roll, cartwheel etc and activities with Gymnastic apparatus e.g. swinging balance on parallel bars and vaulting will be explained and demonstrated physical.

IED 341 Exercise, Fitness and the Child (3 Units)

Play, physical movement, and activities of the child. Effects of short term and long term physical activities of the growth and development of the child. Elementary anatomy (the study of structure) and physiology) (the study of function) of the developing child and how child’s participation in exercise, (in

physical activities exercise) affects development and physical fitness.

IED 342 Measurement and Evaluation of Physical Performance for Early Childhood Educators (3 Units)

Nature of measurement and evaluation; measurement techniques for human performance; organization of data; fitness measurement and anthropometric evaluation, methods for analyzing data will be treated in this course.

IED 343: Organization and Management of Sports in Early Childhood Education (3 Units)

Nature, scope and concepts, principles and process of organization and administration of sports with application to elementary schools. Practical involvement in the planning and administration of intramural and extramural sports competition, events management and leadership influence in sports will be discussed.

IED 344: Skills and Techniques in Ball Games (3 Units)

Brief history of selected balls games such as soccer, basketball, volleyball and handball. Basic stance as skills for performance in these sports during throwing, catching, jumping, heading. Further emphasis will be on values inherent in ball games. Practical sessions will be part of the course.

IED 441 School and Environmental Health (3 Units)

Study of school-mounted programmes and services aimed at improving its physical and ecological environment leading to health promotion, attainment and maintenance of the health of the school population. All the three aspects of SHP (i.e instructional, environmental and medical) will be treated.

IED 442 Pediatric Outdoor Education (3 Units)

Concepts of leisure, recreation and outdoor education, school centered recreation, types and settings for outdoor education, their values and promotion of outdoor education for early childhood will be discussed.

IED 443 Motor Learning and Early Childhood Development (3 Units)

This course focuses on concept of motor learning; classification of motor skills; stages involved in acquisition of skill; information processing among children, sensation, perception and performance in early childhood; locomotor skills; manipulative skills development and control process. Knowledge of result, practice schedule and motor skill will be treated.

IED 444 Skills and Techniques in Sports and Games (Track and Field) (3 Units)

Identification and description of skills and techniques in track and field athletic events (throws, jumps, sprints and other races) including lead up activities and minor games and principles and methods of introducing them. Participation in the activities is required

DESCRIPTION OF CORE COURSES IN EARLY CHILDHOOD AND PRIMARY EDUCATION

IED 161: Philosophy of Early Childhood Education (2 Units)

This course seeks to establish the principles underlying this level of education, aims, purposes and methods which scientific knowledge and philosophers within that level. It also adopts a holistic approach to the education of the child embracing four branches of philosophy, epistemology, ethics, logic and metaphysics.

IED 163: History and Development of Early Childhood and Primary Education (2 Units)

The course will focus on the historical foundations of early childhood education. Preschool provision in selected countries and the development of pre-primary and primary in Nigeria should be discussed.

IED 165: Puppetry, Mime and Drama in Childhood Education (2 Units)

The course examines the meaning of concepts, historical background; contemporary issues with puppet, mime and drama,

implications on the holistic development of children. Procedure for making puppets should be considered.

**IED 162: Teaching Inclusive Classroom in the Early Years
(2 Units)**

This course will cover the justification for meeting the needs of every child whether talented or challenged in any way. Focus is given to the concept, the scope and the rationale for inclusive classroom. Policies and inclusive education should be critiqued with the implications in Nigerian schools considered. It will also critically examine the inter relationship between the society, education and the special child in the early childhood.

IED 164: Legal, Ethics, Social Justice & Children (3 Units)

The terms – Legal, ethics and social justice, identification of legal and ethical issues at home, school and the community as they relate to the child, reference should be made to national and international documents such as Convention on the Rights of the Child, Child Rights Act (2003) and the influence on the child.

IED 261: Methods of Teaching in the Early Years (3 Units)

This course will focus on various methods to be adopted in teaching young children in various school subjects. Planning of instructions for young children should be examined and demonstrations should be carried out. Students should be made to carry out observation and reports should be written.

IED 262: I.T. and Application for ECE & Primary School Teachers (2 Units)

IED 263: Child Development: Theory to Practice (3 Units)

Emphasis will be on the developmental stages and milestones for children between zero to eight years. Principles of development, major theories in Child development shall be considered. Best practices for the development of the child. Field work should be carried out.

IED 264: Sociological Perspectives of Early Childhood Development (2 Units)

The course examines the context of child and childhood in diverse societies using Bronfenbrenner's socio-cultural model of development. Reference should also be made to Lev. Vygotsky's socio-cultural issues. The 'niche' in the model is to be given extensive consideration with the implications on the holistic development of the child. Eroding values to be identified and re-conceptualization of Early Childhood should be examined.

IED 361: Designing Learning Environment for Early Childhood (3 Units)

The course provides a comprehensive overview on designing conducive, healthy and safe environment for children. Philosopher's perspectives of children's learning environment, basic elements of quality learning environment for ages 0 -8 will be considered. Analysis of different classroom layout, types of space and implications for children's holistic development, how to create child-friendly learning environment to be given consideration. Field work.

IED 363: Global Issues in Early Childhood Development: The Nigerian Perspective (2 Units)

The national and international policies and early childhood development will be examined focusing on issues such as increasing commitment to children's rights; application of child rights in the classroom, value –based theory and practice; holistic versus fragmented approach; open educational system in ECCE.

IED 365: Music and Dance for Early Childhood Education (2 Units)

The course examines the definition of concepts, historical perspectives and cultural significance and benefits of music and dance for children's cognitive, emotional and physical development. The course focuses on types of dance; incorporation of music and dance into daily routines and curriculum, developmentally appropriate music and dance activities for

children, using music to support language development and social skills, techniques for engaging children in music and dance.

IED 362: Principles & Practice of Classroom Management (2 Units)

The course examines the concept of classroom management, the characteristics, theories and factors influencing classroom management, characteristics of effective classroom management, styles in classroom management, social climate, classroom behaviour problems and strategies in tackling classroom behaviour problem.

IED 364: Current Issues & Research in Preschool Education (2 Units)

The course focuses on various learning theories and their application. Characteristics of the learners in line with learning theories are considered. The issue of assessment of children is to be given consideration. The course focuses on current research issues in ECE. Developmentally appropriate research procedure among children should be examined. Meta-analyses of research in the early years and the implication of findings in the classroom practices for children to be considered.

Departmental & Faculty Courses for 300 Levels: IED 301/EFC 301, 303& 305/ SEC 301; IED 320, IED 302/PHE 308;

IED 401: Long Essay

IED 403: Creativity in Education

IED 463: Comparative Studies of Early Childhood Education in Diverse Cultures (2 Units)

The course examines an overview of Early Childhood Development programmes and policies in different nations in relation to Nigeria with the focus on access, equity, retention, funding and quality. Analysis of parent/family education programmes in various countries should also be examined with the

nature, scope and implications on early childhood development. Men in early childhood development should be considered as well.

IED 462: Supervision and Leadership in the Early Childhood Settings (2 Units)

The course examines the definitions, scope and nature of the concepts. Theories, various forms of leadership and the implications on children in early childhood settings and schools to be considered.

IED 464: Entrepreneurship in Early Childhood Development (2 Units)

The course will cover ethics and politics in Early Childhood Education, as well as the choice for entrepreneurship, role of entrepreneurship in developing and care of the child as well as qualities of good entrepreneurship.

IED 466: Organizational/Human Resource Behaviour in Early Childhood Education (2 Units)

The focus in this course is on the human management process in the preschool settings, knowledge of basic principles of administration, organization and operation of quality ECE programme, professionals/paraprofessional, the organogram, group behaviour, decision-making process and the interplay with children in the settings. Field work should be carried out.

B.Ed. Early Childhood and Primary Education (Special and Additional Needs Education)

100 Level

Course Code	Course Title	Course Unit			
		L	T	P	U
Harmattan Semester					
IED 161	Philosophical Foundation of Early Childhood and Primary Education	3	0	0	3
IED163	History and Development of Early Childhood Education/Primary Education	3	0	0	3
IED 165	Puppetry, Mine and Drama in Childhood Education				
EDU 101	Introduction to Teaching Profession	2	0	0	2
IED 111	Introduction to Special and Additional Needs Education	2	1	0	3
IED 113	Introduction to Behavior Disorder in Children	2	1	0	3
	Restricted Electives				
	One two-units course should be taken from the following:				
HIS 101	Culture and History of Africa to C. 1500	2	0		2
PHL 101	Introduction to Philosophy 1	2	0	0	2
REL 101	Introduction to Social Anthropology of Religion	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					18
Rain Semester					
IED 162	Teaching Inclusive Classroom	3	0	0	3
IED 164	Legal, Ethics Social Justice & Children	3	0	0	3
EDU102	Principles and Practice of Education	2	0	0	2
IED 112	The Exceptional Child	2	1	0	3
IED 114	Mental Retardation and Specific	2	1	0	3

	Learning Disorder				
	Restricted Elective				
	One two-units course should be taken from the following:				
PHL 104	Introduction to Philosophy II: Critical Thinking, Argument and Evidence	2	0		2
REL 102	Introduction to African Traditional Religion	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0		2
Total					18

200 Level

Course Code	Course Title	COURSE UNIT			
		L	T	P	U
Harmattan Semester					
IED 261	Methods of Teaching in Early Years	3	0	0	3
IED 263	Child Development: Theory to Practice	3	0	0	3
EFC 203	Psychological Foundations of Education	2	0	0	2
CSC 221	Computer Appreciation	2	0	0	2
IED 211	Slow Learners in Schools	3	0	0	3
IED 213	Educational Procedure for the Specific Learning Disabilities	3	0	0	3
	Restricted Electives				
	One two-units course should be taken from the following:				
ALL 205	Community Development	2	0	0	2
ALL 207	Functional Literacy	2	0	0	2
PHE 209	Safety Education	2	0		2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					20
Rain Semester					

IED 262	I.T. and Application for ECE & Primary School Teachers (2 Units)	3	0	0	3
IED 264	Sociological Perspective of Child Development	3	0	0	3
ETL 202	Introduction to Educational Technology	2	0	0	2
ASE 202	Curriculum and Instruction	2	0	0	2
EDU 202	Teaching Practice	0	0	0	3
IED 212	Current Trends and Issues in Special Education	3	0	0	3
IED 214	Psychology of Exceptional Child	3	0		3
	Restricted Elective				
EAP 202	School Organization	2	0	0	2
	Special Elective			0	
	One special elective outside the Faculty of Education	2	0		2
	Total				23

300 Level

Course Code	Course Title	Course Unit			
		L	T	P	U
Harmattan Semester					
IED 361	Designing Learning Environment for Early Childhood	3	0	0	3
IED 363	Global Issues in Early Childhood Development: The Nigeria Perspective	3	0	0	3
IED 365	Music and Dance for Childhood Education	3	0	0	3
EFC 301	Introduction to Guidance and Counseling	2	0	0	2
EFC 303	Tests and Measurement	2	0	0	2
IED 311	Methods of Teaching Children with Special and Additional Needs	2	1	0	3
IED 313	Curriculum Development in Special Education	2	1		3
	Restricted Electives				
	One two-units course should be taken from the following:			0	

IED 301	Emergent Problems in Nigerian Education System	2	0	0	2
EFC 305	Career information	2	0		2
	Special Elective			0	
	One special elective outside the Faculty of Education	2	0		2
Total					23
Rain Semester					
IED 362	Principle and Practice of Classroom Management in Early Childhood and Primary Education	3	0	0	3
IED 364	Current Issues and Research in Preschool and Primary Education	3	0	0	3
IED 320	Introduction to Long Essay	2	0	0	2
EFC 302	Developmental Psychology	2	0	0	2
EDU302	Teaching Practice	0	0	0	3
IED 312	Behavioral Problems of the Special and Additional Needs Children in the Classroom	2	1	0	3
IED 314	Special Methods in Special and Additional Needs Education	1	1		2
	Restricted Elective				
	One two-units course should be taken from as below:				
IED 360	Community Recreation and Tourism	2	0	0	2
IED 302	Educational Management	2	0		2
	Special Elective				
	One Special Elective outside the Faculty of Education	2	0	0	2
otal					22

400 Level

Course Code	Course Title	Course Unit			
		L	T	P	U
Harmattan Semester					
IED 461	Developmentally Appropriate Curriculum and Practices in Early	3	0	0	3

	Childhood and Primary Education				
IED 463	Comparative Studies of Early Childhood and Primary Education in Diverse Culture	3	0	0	3
IED 401	Long Essay in Early Childhood and Primary Education	2	0	0	2
EFC 413	Sociology of Education	2	0	0	2
IED 411	Individual Intelligence and Testing	2	1	0	3
IED 413	Undergraduate Practicum in special and Additional Needs Children	2	1	0	3
	Restricted Electives				
	One two-units course should be taken from the following:				
EFC 405	Techniques of Counseling	2	0	0	2
IED 403	Creativity in Education	2	0	0	2
	Special Elective				
	One special elective outside the Faculty of Education	2	0	0	2
Total					20
Rain Semester					
IED 462	Supervision and Leadership in Early Childhood and Primary Education Settings	3	0	0	3
IED 464	Entrepreneurship in Early Childhood Development	3	0	0	3
IED 466	Organizational and Human Resource Behaviour in Childhood Education	3	0	0	3
EAP 402	School Management	2	0	0	2
IED 412	Behaviour modification Techniques	3	1	0	3
IED 414	Educational Procedure for the Trainable and Educable Mentally Retarded Children	3	1	0	3
	Restricted Elective				
	Two units of Restricted Electives:				
IED 404	Classroom Management and Techniques	2	0	0	2
IED 408	Art Education	2	0	0	2
	Special Elective				

	One special elective outside the Faculty of Education	2	0	0	2
		Total			21

100 Level: Harmattan Semester

IED 111: Introduction to Special and Additional Needs Education

This course provides a comprehensive definition of concepts, identifications, classification of special and additional needs children as well as etiology of exceptionalities. An overview of current issues and problems in special education, problems of challenged children in classroom situation, problem of educational diagnosis, assessment, types of educational and rehabilitation provisions and support services for special and additional needs children will be considered. Curriculum organization for mentally retarded, gifted, physically challenged, visual and hearing impaired, speech and language disordered, autistic children, emotionally disordered and albinism will be examined.

IED 113: Introduction to Behavioural Disorder in Children

The course examines the definition of concept, classification with emphasis on emotional and social disorder in children and youth. The theoretical, approaches and intervention techniques will be considered. Classroom management, service delivery models, trends and issues will be looked into.

100 Level: Rain Semester

IED 112: The Exceptional Child (3 Units)

This course examines the concept of exceptionality dealing with the educational implications for the growth and development of the child. Observational opportunities are to be provided through audio-visual media and through actual experience.

IED 114: Mental Retardation and Specific Learning Disabilities (3 Units)

The characteristics, needs and abilities of children in these categories will be examined. The theories, issues, trends and problems in educating the children should be given consideration as well as the basic knowledge about children with neurological and musculoskeletal impairments.

200 Level: Harmattan Semester

IED 211: Slow Learners in Schools (3 Units)

The course will examine the characteristics, needs and educational planning for the slow learners in schools.

IED 213: Educational Procedures for the Specific Learning Disabilities (3 Units)

The course will examine organization, material selection and design based on diagnostic findings for children with specific learning disabilities. It will also consider assessment procedure for the children that can help them to make gains of educational programmes.

200 Level: Rain Semester

IED 212: Current Trends and Issues in Special Education (3 Units)

This course will expose the students to the comprehensive critique of the notions about special education with reference to integration, inclusion, institutionalization, normalization principles. Issues of labeling, stigmatization and societal attitudes towards special needs children will also be considered in line with child's right document.

IED 214: Psychology of Exceptional Child (3 Units)

Emphasis will be placed on adjustment issues and exceptional children in this course. The handicapped as minority group in the society, effect of challenged on intra and inter family relationships, difficulties of children with mild, moderate, severe and profound

disabilities, effects of institutionalization education and social welfare will be looked into.

300 Level: Harmattan Semester

IED 311: Methods of Teaching Special and Additional Needs Children (3 Units)

The course will examine the classification of children with special and additional needs, structural classroom management techniques, individual and small group diagnostic and prescriptive techniques in tool and non-tool subjects; curriculum and material adaptation and evaluation techniques.

IED 313: Curriculum Development and Special Education (3 Units)

The course will deal with the curriculum development and its relevance to special education. The social and psychological influences on the formulation of the curriculum with the recent developments in a number of curricula areas will be examined.

300 Level: Rain Semester

IED 312: Behavioural Problems of the Special and Additional Needs Children in Classroom

The course introduces students to some alternative approaches to the understanding and management of behaviour problems in special and additional needs children such as: humanistic/interpersonal relations approach, behaviourism approach, symbolic interactionism and others. Theoretical issues, relevant research and practical techniques for management will be examined.

IED 314: Educational Programming for Behaviour Disorders in Children (3 Units)

The course will consider various educational programming for children with special and additional needs, history, goals and achievements. The course should also expose students to procedures in starting school for children with special and additional needs.

400 Level: Harmattan Semester

IED 411: Individual Intelligence and Testing

History and objectives of intelligence testing will be examined. Methods used in the construction of individual intelligence tests, administration and interpretation of the Wechler tests, Standford-Binet and other tests in relation with children with special needs will be considered.

IED 413: Undergraduate Practicum in Special and Additional Needs Children (3 Units)

Supervised practicum experiences in the educational, social and vocational programming for children with special and additional needs.

400 Level: Rain Semester

IED 412: Behaviour Modification Techniques (3 Units)

The course will place emphasis on special techniques in behaviour modification for children with learning and behavioural difficulties. The application of relevant theories and principles that will enhance classroom instruction and management procedures shall be focused.

IED 414: Educational Procedures for the Trainable and Educable Mentally Retarded Children

The course will focus on special class organization, curriculum development, methods and techniques for the teaching of trainable/educable children.

**B.ED. CREATIVE ARTS
OUTLINE OF COURSES
B.Ed. CREATIVE ARTS PART I
HARMATTAN SEMESTER**

Compulsory Courses

Course Code	Course Title	L T P U
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Compulsory Courses

EDU 101	Introduction to the Teaching Profession	2
FAA 101	Introduction to Fine and Applied Arts	3
FAA 103	Introduction to General Drawing	3
FAA 105	Media and Methods in Two Dimensions I	3
IED 107	Introduction to Basic Design Techniques and Production of Instructional Materials for Teaching	3

Restricted Elective

Any **One** of the following electives

PHL 101	Introduction to Philosophy	2
HIS 101	Culture History of Africa Up to 1500 AD	3
DRA103	Introduction to Drama and Theatre	3
LIT 101	Introduction to LIT 1	3
MUS 101	Music as an Art and Science	2

Any Special elective outside Education

B.Ed. CREATIVE ARTS

PART I

RAIN SEMESTER

Compulsory Courses

Course Code	Course Title	L T P U
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Compulsory Courses

EDU 102	Principles and Practice of Education	2
FNA 102	Arts Appreciation	3
FNA 104	Introduction to Life Drawing	3
FNA 106	Media and Methods in Two Dimensions II	3

IED 108	Fundamental elements and Principles of Visual Art	3
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Restricted Electives

Any **One** of the following

FAA 108	Media and Methods in Three Dimensions I	2
DRA 102	Introduction to Drama and Theatre	3
MUS 102	Music Art Science	3
LIT 102	Introduction to Poetry	3
HIS 104	European History 1789 – 1945	3
Any Special elective outside Education		

B.Ed. CREATIVE ARTS

PART II

HARMATTAN

SEMESTER

Compulsory Courses

Course Code	Course Title	L T P U
EFC 201	Historical and Philosophical Foundation of Education	2
EFC 203	Psychological Foundations of Education	2
IED 201	Creative/Gifted Children and Learning Characteristics	3
IED 241	Appreciation of Nigerian Cultural Arts 1	3
CSC211	Computer Appreciation	3
DET 202	Introduction to Education Technology and communications	3

Restricted Elective

Any **One** of the following electives

FAA 207	Introduction to Painting	3
DCE 201	Introduction to Adult Education	2
DCE 203	Introduction to Non-Formal Education	2
DCE 205	Introduction to Community Development	2
DCE 207	Functional Literacy	2

Special electives

One Elective outside Education

B.Ed. CREATIVE ARTS

PART II

RAIN SEMESTER

Compulsory Courses

Course Code	Course Title	L T P U
EFC 202	Philosophical Foundation of Education	2
SEC 202	Curriculum and Instruction	2
IED 242	Application of the Elements and Principles of Design	3
IED 244	Patterns and Use of Design in Nigeria Cultural Arts	3
FAA 208	Introduction to Graphic Design	3

Restricted Electives

Any **One** of the following

IED 204	Supervision in education	2
REL 205	African Traditional Religion	3
MUS 244	Music of World Culture	3
	Any Special elective Outside Education	2
EDU 202	Teaching Practice	3

B.Ed. CREATIVE ARTS

PART III

HARMATTAN

SEMESTER

Compulsory Courses

Course Code	Course Title	L T P U
SEC 301	Curriculum Development	2
EFC 301	Introduction to Guidance and counseling	2
EFC 303	Classroom Testing and Measurement	2
IED 347	Introduction to Hobby of Photography	3

Restricted Electives

Any **two** of the following

IED 301	Emergent Problems in the Nigerian Education	2
FAA 347	Creative Explorations of Indigenous Forms and Material	3
FAA 303	Materials and Techniques in Painting	3
FAA 313	Hand-built Pottery & Ceramic Sculpture	3
FAA 317	Material and Techniques in Textile Design	3
FAA 325	Material and Techniques in Sculpture	3
FAA 335	History of Graphics	3
FAA 339	Art Historical Methodology	3
IED 355	Environmental Education and Development	
IED 341	Introduction to Drama and Theatre	3
Any Special elective outside Education		2
EDU 202	Practice Teaching Reported	3

B.Ed. CREATIVE ARTS

PART III

RAIN SEMESTER

Compulsory Courses

Course Code	Course Title	L T P U
EFC 302	Adolescent Psychology	2
IED 320	Introduction to Long Essay	2
SEC 304	Special Methods	3
IED 346	Arts in Teacher Education	3
IED 344	Advanced Design and Print Making	3

Restricted Electives

Any two of the following

IED 302	Educational Management	2
DET 302	Basic Instructional Design	2
DCE 302	Comparative Studies in Adult Education	2
Any Special elective outside Education		
EDU 302	Teaching Practice	3

B.Ed. CREATIVE ARTS

PART IV

Harmattan Semester

Compulsory Courses

Course Code	Course Title	L T P U
IED 401	Long Essay	2
IED 441	Portrait Painting Workshop	3
IED 443	Modeling Workshop	3
IED 445	Advanced Drawing	3
EFC 413	Sociology of Education	3

Restricted Electives

Any **two** of the following

IED 403	Creativity in Education	2
IED 411	Curr. & Instruc. Strat. In Teacher Education	2
IED 455	Marriage and Education	2
EDU 302	Teaching Practice	
	Any Special elective outside Education	2

B.Ed. CREATIVE ARTS

PART IV RAIN

SEMESTER

Compulsory Course

Course Code	Course Title	L T P U
EAP 402	School Management	2
IED 442	Graphic Design workshop	3
IED 444	Landscape Painting Workshop	3
IED 446	Ceramic workshop	3
IED 448	Art Education	2

Restricted Electives

Any **two** of the following Electives

IED 404	Classroom Management and Techniques	2
DCE 404	Introduction to Curriculum Development in Adult Education	2
EFC 402	Radio and Television and Film Utilization	2
	Any Special elective outside Education	2

BREAKDOWN OF COURSES AND UNITS BY SEMESTER

1. 100 level courses 1st and 2nd semesters

	Harmattan	Rain
(i) Main Subjects	15	15
(ii) Education courses	02	02
(iii) Special electives	02	02
(iv) Others	<u> </u>	<u> </u>
	19	19

2. 200 level courses 1st and 2nd semesters

	Harmattan	Rain
(i) Main Subjects	9	12
(ii) Education courses	8	04
(iii) Special electives	02	02
(iv) Others	<u>03</u>	<u>Nil</u>
	22	18

3. 300 level courses 1st and 2nd semesters

	Harmattan	Rain
(i) Main Subjects	11	11
(ii) Education courses	06	02
(iii) Special electives	02	02
(iv) Others	<u>03</u>	<u> </u>
	22	18

4. 400 level courses 1st and 2nd semesters

	Harmattan	Rain
(i) Main Subjects	11	11
(ii) Education courses	07	07
(iii) Special electives	02	02
(iv) Others	<u> </u>	<u> </u>
	22	18

COURSE CONTENT

FAA 101: Introduction to Fine and Applied Arts 2 Units

Introduction to fundamental concepts in Fine and Applied Arts; meaning and branches of Art; purpose/functions of Art; definition of terms and Art terminologies, elements and principles of Art

FAA 102 Art Appreciation 2 Units

Introduction to basic concepts in art, understanding such concepts (e.g. form and content, visual experience, visual processes and unity of experience) and conceptualization of ideas, interpretations of forms and contents in formal composition, interpretation of forms and colours.

FAA 103 Introduction to General Drawing 3 Units

Introduction to various aspects of General Drawing i.e. still life, nature, landscape etc. Exploration of basic principles in in-door and outdoor drawing (i.e. perspective, shading techniques etc.), use of drawing materials, tools and studio equipment Development of skills in drawing using pencil, pen and ink, conté crayon, pastel, charcoal and brush and wash leading to accurate observation of natural and manmade objects, figures at rest and in action. Emphasis will be placed on the quality of line, skill and balanced distribution of light and shade.

FAA 104 Introduction to Life Drawing 3 Units

Introduction to basic principles in life drawing (i.e. use of lines, proportion etc.), linear study of posed models and exposure to the use of various media in drawing – pencils of various grades, pen and ink, charcoal, crayon and brush in the delineation of forms, in order to inculcate the habit of accurate observation of the structure, volume and spatial relationship of objects. Introduction to the use of lines in figure drawing. Training on the basics of accurate observation, structure, mass, spatial relationship and visual analysis, accruing to three-dimensional expressive effects. Emphasis on the study of specific anatomical parts of human figure e.g. leg, hand, ear, nose, face in profile.

FAA 105 Media and Methods in Two Dimensions I 2 Units

Introduction to the basic elements of two-dimensional designs (line, colour, texture, form, and shape) with their relationship to the principles of design and organization (rhythm, balance, dominance, etc.) in Painting, Graphics and Textiles. Experiments with the basic elements of design with lines shapes, space, texture and colour with emphasis on organization of space for a clearer understanding of colour theory and exploration.

**FAA 106 Media and Methods in Two Dimensions II
3 Units**

Collation and study of traditional African motifs and colour symbolism and their adaptation for contemporary use in designs. Exploration of various motif adaptation techniques and application to Painting, Graphic and Textile design with emphasis on organization of space for a clearer understanding of colour theory and exploration. Further experiments with the basic elements of design with lines shapes, space, texture and colour

**FAA 107 Media and Methods in Three Dimensions I
2 Units**

Introduction to all forms and concepts of three-dimensional arts. The basics of form, space/depth; various tactile properties etc. Exposition to the use of ephemeral materials such as: clay, egg shells, coconut shells, bamboo, etc. in creating concepts in three dimensions. The emphasis is on spatial projection, volumetric mass, and emergence of latent potentials in each medium of expression.

**FAA 108 Media and Methods in Three Dimensions II
3 Units**

Introduction to modelling, modelling tools, media, methods and techniques. Exposure to the use of clay in creating forms (i.e. pinch, coil, slab, moulding, casting, jigger-jolley). Experiment in the use of slab and coil methods in creating Sculptural-ceramic forms.

FAA 207 Introduction to Painting 3 Units

Introduction to basic principles of composition as related to art, colour theories (classification of colour and colour wheel) and the application of these principles and theories to painting. Painting techniques, medium and contemporary Nigerian paintings (emphasis on works of renown Nigerian contemporary Artists).

FAA 208 Introduction to Graphic Design 3 Units

Introduction to basic theories, principles and processes in Graphic design in its variety of forms. Exploration of basic elements of design (line, colour, texture, form, shape etc.) and the principles of design and organization (rhythm, balance, dominance, etc.) in producing simple graphical designs.

FAA 303 Materials and Techniques in Painting

Introduction to materials, methods and techniques in painting. Studies of the different materials and medium in painting. Exploration of various possibilities in the combination of these materials, methods and techniques; uses, handling, problems and safety.

FAA 313 Hand-built Pottery & Ceramic Sculpture 3 Units

Introduction to hand-built techniques and variety of sculptural expressions, Hand-building Techniques: pinching, coiling and slab construction, modelling, assemblage and decorative cylinders, techniques for architectural, sculptural and figural composition. Exercise on creating pots of various shapes and sizes, and forms for environmental ceramic sculpture using traditional shapes and motifs for utilitarian, ceremonial and architectural use for public places.

FAA 317 Material and Techniques in Textile Design 3 Units

Introduction to material and techniques in Textiles and various stages of textile productions. Identifying the basic materials i.e. dyed, woven and printed textiles. Fibre fabric, (man-made/natural)

dyes, chemicals, pigments etc. Use of various techniques of textile from productions to finishing.

FAA 317 Material and Techniques in Textile Design 3 Units

Introduction to material and techniques in Textiles and various stages of textile productions. Identifying the basic materials i.e. dyed, woven and printed textiles. Fibre fabric, (man-made/natural) dyes, chemicals, pigments etc. Use of various techniques of textile from productions to finishing.

FAA 325 Material and Techniques in Sculpture 3 Units

Introduction to traditional materials and processes; stone and wood carving, clay modelling and metal casting. Exposure to new materials, new methods and new forms in sculpture; construction, assemblage, mixed media, installation and kinetic sculptures. Discussion on various materials, tools, equipment and techniques in sculpture.

FAA 339 Art Historical Methodology 3 Units

Introduction to Art Historical Studies with emphasis on African Art; consideration of the basic principles of art historical study with reference to periods, style, social and cultural context, patronage, artistic training, individual creativity and the issue of tradition. Exercise in the study of various methods of historical research and field investigation.