

FEDERAL REPUBLIC OF NIGERIA



NATIONAL COMMISSION FOR COLLEGES OF EDUCATION ABUJA

**NIGERIA CERTIFICATE IN EDUCATION
MINIMUM STANDARDS
FOR
EARLY CHILDHOOD CARE AND PRIMARY EDUCATION**

2012 Edition



TETF PROJECT, 2012

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FOREWORD

The National Commission for Colleges of Education, NCCE, was established by an Act in 1989 as the third leg of the tripod of excellence in the supervision of tertiary education in Nigeria. Its mandate includes, inter alia, the laying down of Minimum Standards for all programmes of teacher education and accrediting their certificates and other academic awards. Since its inception, my Ministry has been pursuing very doggedly and supporting the Commission's goals of **quality assurance**. We shall not relent in our march towards the realization of the set goals of producing quality teachers for our rapidly expanding basic education sector.

In response to the transformation agenda of the present administration and the widespread criticism that the existing NCE programme is tunnel visioned, the NCCE has revised and updated the existing **NCE Minimum Standards** documents. New programmes have been added to address the existing teacher needs at the basic education level.

The new programmes are now more focused toward the attainment of **Education for All (EFA)** demands and **the Millennium Development Goals (MDGs)**. In addition to the existing two subjects' combination in NCE programme, which is suited for the preparation of the B.Sc. (Ed)/B.A (Ed) degree programmes, the new Minimum Standards document is now targeted at producing specialist teachers for:

- (i) Pre-Primary Education or Early Childhood & Care Education,
- (ii) Primary Education,
- (iii) Junior Secondary Education,
- (iv) Adult and Non-Formal Education,
- (v) Special Needs Education.

Thus, for those who are aspiring to go further, the new programmes are suited for B.Ed degrees. The new programmes are level specific. This simply means that we are beginning to prepare specialized teachers for each of the five levels of basic education listed above.

In view of the fundamental changes in teacher education that the above new programmes represent, an **Implementation Framework** to guide NCE-awarding institutions has been produced to accompany the revised and expanded Minimum Standards documents. The Framework sets standards for curriculum practice. It provides the background that has informed the development of the new teacher education programmes and also gives practical guidelines as to what is expected to be done by administrators, teachers and students in the process of implementing the curriculum. It is believed that this, along with other innovative ideas that have been woven in, will ensure that there is uniformity in practice across all the NCE-awarding institutions.

I commend the efforts of NCCE in its timely response to challenges and its bid to raise the quality of our pre-service teachers.

I congratulate the Executive Secretary and his staff for accomplishing this national assignment.



Prof. (Mrs.) Ruqayyat A. Rufa'i, OON
Honourable Minister of Education
Federal Republic of Nigeria

February, 2013

INTRODUCTION

In the last five years, the NCCE has been involved in a number of activities (including conferences, workshops, critiquing sessions, etc.) to address the discrepancy between teacher certified qualifications and the quality of their on-the-job performance. It has become clear that a major part of the problem has been an observed dislocation of the existing NCE programme from its service sector.

The mandate of the teacher training programme at the NCE level, which is the recognized minimum teaching qualification in Nigeria, is to produce quality teachers for the Basic Education sub-sector. The Basic Education sub-sector encompasses the following categories of education:

- (i) Pre-Primary Education or Early Childhood & Care Education,
- (ii) Primary Education,
- (iii) Junior Secondary Education,
- (iv) Adult and Non-Formal Education,
- (v) Special Needs Education.

Each of these categories of education has an approved national curriculum which is distinctive and extensive in addition to those of the Senior Secondary Education (which remain content specific). Thus, if the NCE is to remain relevant to the sub-sector it is intended to serve, it must do more than it is presently doing. It must prepare teachers with knowledge and skills required to teach effectively at the different levels and areas of the basic education programme, without being oblivious of the needs for higher education of the beneficiaries. The new Minimum Standards document is the output of the thinking in this regard.

The emergent Minimum Standards documents, especially those for the Vocational and Technical education programmes, are accompanied with Curriculum Implementation Guidelines to assist institutions and especially the educators, in the implementation of the new ideas.

While the debates on the focus of the new Minimum Standards document were going on, the Commission was also engaged in a number of related activities. A separate group was engaged in the review of the methods of instruction. Another looked at how to provide an enabling child/learner friendly environment for our teachers and yet another reviewed the minimum professional standards for teacher educators.

The minimum standards for teacher educators define the minimum the educators should know and be able to do as well as their expected minimum dispositions towards their work, if they are to remain/progress in their career.

The need to review our system of evaluation to align with the new thinking was also recognized. Therefore, a new instrument, **Quality Assurance Toolkit**, that would address institutional evaluation as well as the needs of educators in the performance of their tasks, has been developed and circulated.

The revised Minimum Standards document has taken cognizance of these developments and has thus been expanded to meet the identified needs. It has also taken the advantage of the review exercise to update the minimum contents, using those provided in the Basic Education Curriculum. The document retains the present 2-subject combinations to allow for the preparation of would-be teachers in the senior secondary school and as entry qualification into the B.Sc. (Ed)/B.A (Ed) programmes.

As can be inferred, considerable hard work has gone into these various documents and particularly, into the putting together of all these into the revised Minimum Standards documents.

I wish to acknowledge the contributions of our Development Partners. The COL and DFID, through the ESSPIN programme provided the initial impetus, technical assistance as well as materials that aided the development of the new Quality Assurance Toolkit. The Commonwealth of Learning (COL) also, assisted the Commission in mainstreaming the principles and methods of child-friendly schools into the NCE curriculum as well as built capacities of teacher educators in ICT. UNICEF must be commended for its assistance in the development of the curriculum for Early Childhood Care and Education (ECCE).

I also acknowledge the efforts of the Academic Programmes Department of the NCCE, which coordinated the various activities that led to the emergence of the revised NCE Minimum Standards documents for Colleges of Education and their sister institutions. In particular, I commend all those who contributed to the planning, writing, debating and critiquing of the documents. I should also thank the FCE (T) Potiskum that served as a guinea pig during the trial-testing stage of the Quality Assurance/ Accreditation Instrument.

Special thanks are also due to the Provost of FCE Zaria where the final review workshops for the new Minimum Standards for NCE and Pre-NCE programmes were held.

The production of these new Minimum Standards documents would not have been possible without the assistance of TET fund. This intervention is very much appreciated.

Finally, I appreciate the efforts of the Federal Government of Nigeria through the Honourable Minister of Education, **Prof. (Mrs.) Ruqayyatu A. Rufa'i, OON** for providing the much needed 'Federal Might' for the transformation of the education sector.

It is my fervent hope that all teacher training institutions for the Basic Education sub-sector will avail themselves with the opportunities offered by this revised **NCE Minimum Standards document**. With the provision of this document, the NCCE would henceforth be guided in its assignment, as the Commission goes round the Colleges of Education to ensure quality delivery and accreditation of our institutions and programmes.



Prof. M. I. Junaid

Executive Secretary

National Commission for Colleges of Education

February, 2013

ACKNOWLEDGMENT

The development and publication of this Specialist NCE Minimum Standards Document would not have been possible without the support and contributions of a number of individuals and organizations. The restructuring process, which entails a series of activities including experts meeting, stakeholders' consultative workshop and critique workshops were supported by funds provided by the Federal Government of Nigeria in our regular capital projects. The Department would like to acknowledge the importance of this support.

The Department would also like to acknowledge the contributions of the numerous resource persons who participated at the various stages of the restructuring process, and commend them for job well done. In the same vein, we acknowledge the support of the Provost of the Colleges of Education who either participated personally in the activities that culminated into this edition of the Specialist NCE Minimum Standards or sponsored their staff to make presentations and inputs during the development and critique exercise.

Finally, the Department would like to appreciate the efforts and support of the Management of the Commission under the leadership of the Executive Secretary, Prof. M.I. Junaid who provided us with academic leadership for restructuring and expanding NCE Minimum Standards in line with basic education programmes.



Dr. A.Y. Abdulkareem
Ag. Director
Academic Programmes Department

February, 2012



NATIONAL COMMISSION FOR COLLEGES OF EDUCATION HEAD OFFICE ABUJA

EARLY CHILDHOOD CARE AND EDUCATION (ECCE) FOR NCE MINIMUM STANDARD

1. Philosophy

The early years (0-5) are crucial for the development of an individual and any support given at this stage helps to promote development. This period requires people who are knowledgeable, such as specialist care givers and teachers. Such people should be equipped for the task, hence the need to train them in ECCE to be able to handle these children effectively. Caregivers and teacher of young children therefore, should possess such qualities as enthusiasm, kindness, gentleness and tolerance. In addition they should possess academic and professional qualifications, Nigeria Certificate in Education (NCE).

2. Aim

By the end of NCE programme in Early Childhood Care and Education students should be able to identify and discuss the nutritional, social, emotional, cognitive, physical and health needs of the child. More importantly they should be able to display and apply the knowledge and competencies acquired in appropriate situations.

3. Objectives

Specifically the care-givers/teacher should be able to:

- Assist the child to develop good eating habits.
- Assist the child to develop good social habits.
- Facilitate emotional stability in the child.
- Assist the child to develop communication, reasoning and expressive skills.

- assist the child to develop fine and gross motor skills,
- Assist the child to develop good health habits with emphasis on sanitation and safety needs.
- Assist the child to develop inquisitiveness and to explore his/her environment.
- Utilize resources and improvise materials to stimulate the child through play.
- Keep records of the child's developmental progress in terms of major mile stones.
- identify children with special needs for referrals
- Discuss the needs, progress and development of the child with parents and caregivers.
- assist the child to acquire desirable attributes e.g. good morals, norms and values
- participate actively in professional associations/organizations relevant to Early Childhood Care and Education
- Manifest desirable administrative competence in Early Childhood Care and Education.

4. Academic Guideline

-ECCE shall be offered as double major.

- Special Needs: Children with special needs should feature in every course.

-Demonstration Center: For a College to operate an ECCE Department, it must establish an Early Child Care Centre to serve as demonstration center for students' practicum, with teacher/child ratio of 1:20 for 3-5 year olds, and caregiver/child ratio of 1:10 for 1-3 year olds

-Room size should conform to NERDC/UNICEF minimum standard requirement.

-ECCE Teachers: In view of the fact there is no ready pool of teachers for ECCE, it is recommended that lecturers from Primary Education Studies and allied departments such as educational psychology, home economics, science, music, art should be given some orientation to enable the programme take off, thereafter, concerted effort should be made to train specialists in this area.

-Playground: Setting up a suitable play ground should be a pre-requisite for establishing a Department of ECCE.

-Resource room: The ECCE department should have a Resource Room for exhibiting /displaying ECCE learning materials

-Project: ECCE students should carry out their projects on early childhood education (with children within 0-5years)

-Teaching Practice should be done in ECCE centers.

-Mentoring should be established as a regular feature for professional development as a help for capacity building.

5. Admission Requirements

- A Senior Secondary School Certificate (SSC) or GCE O Level with credits in any five subjects including English and Mathematics, at not more than two sittings.
- A Grade II Teachers' Certificate (TC II) with credit or merit in five subjects including English and mathematics.
- Associate Certificate in Education awarded by an approved institution in Nigeria or abroad, is also an acceptable qualification.
- Successful candidates in the Pre- NCE final examinations would be required to regularize their admission with JAMB examination as the case may be.
- All candidates wishing to be considered for admission must write the selection examination organized by an accredited body such as JAMB.
- It should be noted that colleges in addition to all of the above should administer their own qualifying tests and interviews. This is legitimate.

6. Staff Requirements:

Academic Staff: For effective delivery of the ECCE programme, at least (8) academic staff are required with professional teaching qualifications. Minimum qualification for any lecturer shall be the Masters Degree, however First Degree not below 2nd class lower can be employed into training positions. The Academic Staff should be made up of 1 language teacher, 1 science teacher, 1Tech/computer teacher, 1 art/music teacher and 6 ECCE teachers. The HOD should be a specialist in ECCE.

Non Academic Staff: The following departmental support staff are required: Secretary/Computer Operator, Clerical officer, Care-giver Assistants, Messenger

External Examiners: The recruitment of at least two external examiners not below the rank of principal lecturer for the purpose of moderating examination questions and answer scripts is necessary for proper implementation of the programme.

7. Facilities

- **Books and Library Materials:** There must be enough books to cover all the areas of the subject to the ratio of one student to ten books in the college library. A well-equipped departmental library must be in place to complement.
- **Classrooms:** the classrooms must be spacious enough and well equipped
- **Demonstration Centre with Play Ground:** The demonstration centre must be equipped with facilities as stipulated in the appendix
- **Resource Room:**
- **Staff Offices:** each senior staff must have comfortable well-furnished office. there should be an office for support staff with relevant equipment such as computers, printers, etc

E. Mode of Teaching

The recommended modes of teaching in the ECCE programme are in broad terms, as for General Education. However, for ECCE emphasis should be on effective use of play, practical demonstration, storytelling, use of songs and rhymes, discovery/inquiry method, and experimentation.

Practicum is compulsory for ECCE student in the second year.

F. Graduation Requirements

Distributions of minimum credits required for graduation are:

- | | | |
|-----------------------------|---|--------------------|
| - Education(including T.P) | = | 36 credits |
| - General Studies Education | = | 18 credits |
| - ECCE Double Major | = | 64 credits |
| - Total credit units | = | 118 credits |

GENERAL EDUCATION

YEAR ONE (FIRST SEMESTER)

COURSE CODE	COURSE TITLE	CREDITS (S)	STATUS
EDU 111	History of Education in Nigeria	1	Compulsory
EDU 112	Educational Psychology I (Child Studies)	2	Compulsory
EDU 113	Principles and Methods of Teaching	2	Compulsory
	Total	5	

YEAR 1 SEMESTER 2

COURSE CODE	COURSE TITLE	CREDITS (S)	STATUS
EDU 121	Sociology of Education	1	Compulsory
EDU 122	Introduction of Teacher Education	1	Compulsory
EDU 123	Philosophy of Education	1	Compulsory
EDU 124	Theory and Practice of Child Friendly School	2	Compulsory
	Total	5	

YEAR 2 SEMESTER 1

COURSE CODE	COURSE TITLE	CREDITS (S)	STATUS
EDU 211	Practicum in Classroom Management and Organization	1	Compulsory
EDU 212	Educational Technology: Theory and Practice	2	Compulsory
EDU 213	Micro-Teaching: Theory	1	Compulsory
EDU 214	Introduction to Research Methods	1	Compulsory
	Total	5	

YEAR 2 SEMESTER 2

COURSE CODE	COURSE TITLE	CREDITS (S)	STATUS
EDU 221	Curriculum Studies I	1	Compulsory
EDU 222	Measurement and Evaluation	2	Compulsory
EDU 223	Micro-Teaching Practicum	1	Compulsory
EDU 224	Education Administration, Planning and Supervision	2	Compulsory
EDU 225	Introduction to Special Education	1	Elective
	Total	6C+1E=7	

YEAR THREE

FIRST SEMESTER

EDUCATION 311 -TEACHING PRACTICE

6 Credits

YEAR 3 SEMESTER 2

COURSE CODE	COURSE TITLE	CREDITS (S)	STATUS
EDU 321	Curriculum Studies II	1	Compulsory
EDU 322	Adolescent Psychology	1	Elective
EDU 323	Research Project	2	Compulsory
EDU 324	Introduction to theory and Practice of Guidance and Counseling.	1	Compulsory
EDU 325	Introduction to Adult and Non-formal Education	1	Elective
		4C+1E=5	
	TOTAL	27 Credits	

GENERAL STUDIES EDUCATION 100 LEVEL

FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDITS (S)	STATUS
GSE111	General English I	1	Compulsory
GSE 112	Introduction to Library Studies	1	Compulsory
GSE 113	Basic General Mathematics	1	Compulsory
	Total	3	

SECOND SEMESTER

GSE 121	General English II	1	Compulsory
GSE 122	Basic General Math. II	1	Compulsory
GSE 123	Introduction to Computer Studies I	1	Compulsory
GSE 124	FLEHI - Family Life & Emerging Health Issues	1	Compulsory
	Total	4	

200 LEVEL
FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDITS (S)	STATUS
GSE 211	General English III	1	Compulsory
GSE 212	Basic General Mathematics III	1	Compulsory
GSE 213	Introduction to Computer Studies II	1	Compulsory
		3	

SECOND SEMESTER

GSE 221	General English IV	2	Compulsory
GSE 222	Basic General Mathematics IV	1	Compulsory
GSE 223	Introduction to Citizenship Education	1	Compulsory
GSE 224	Entrepreneurship	1	Compulsory
		5	

300 LEVEL

SECOND SEMESTER

COURSE CODE	COURSE TITLE	CREDITS (S)	STATUS
GSE 321	General English V	1	Compulsory
GSE 322	Basic General Mathematics V	1	Compulsory
GSE 323	Science and Technology in Society	1	Elective
GSE 324	Political Economy	1	Elective
	Total	4	

Summary

General Education including T.P	=	33 Credits
General Studies Education	=	18 Credits
Total	=	51 Credits

Note: For detail content, see General Education Booklet.

ECCE: CURRICULUM TABLE/STRUCTURE (WITH SUMMARY)

COURSE CODE	COURSE TITLE	CREDITS (Units(s))	STATUS
100 LEVEL (1st Semester)			
ECE 111	Introduction to Early Childhood Care and Education	1	Compulsory
ECE 112	Child Development	1	Compulsory
ECE 113	Child Health and Nutrition	2	Compulsory
ECE 114	Child Growth and Survival	1	Compulsory
ECE 115	Basic Communication Skills	2	Compulsory
ECE 116	Safety Measures	2	Compulsory
ECE 117	Practicum in ECCE I	2	Compulsory
ECE 118	Introduction to Basic Design	2	Compulsory
	Total	<u>13 Units</u>	

100 level (2nd Semester)			
ECE 121	Physical Development	1	Compulsory
ECE 122	Social and Moral Development	2	Compulsory
ECE 123	Play and the Child's Learning	2	Compulsory
ECE 124	Assessment and Evaluation	2	Compulsory
ECE 125	Pre-Reading/Reading Skills	2	Compulsory
ECE 126	Play Ground and Play Equipment	2	Compulsory
ECE 127	Early Childhood Science	2	Compulsory
	Total	<u>13 Units</u>	

200 level (1st Semester)			
ECE 211	The Home and the Child	2	Compulsory
ECE 212	Music and Dance	2	Compulsory
ECE 213	The Child and the Environment	2	Compulsory
ECE 214	Pre-Writing/Writing Skills	2	Compulsory
ECE 215	Technology for the Early Years	1	Compulsory
ECE 216	Early Childhood Curriculum & Methods	2	Compulsory
ECE 217	Practicum in ECCE II	3	Compulsory
	Total	14 Units	

200 level (2nd Semester)			
ECE 221	Children with Special Needs	2	Compulsory
ECE 222	Language Development	2	Compulsory
ECE 223	Cognitive Development	1	Compulsory
ECE 224	Child Policy Issues in Nigeria	2	Compulsory
ECE 225	Elements of Research in ECCE	2	Compulsory
ECE 226	Basic Computer Studies & Use	2	Compulsory
ECE 227	Production & Use of Instructional Materials	2	Compulsory
	Total	<u>13 Units</u>	

300 level (2nd Semester)			
ECE 321	Administration and Supervision of ECCE	2	Compulsory
ECE 322	Visual Arts and Creative Development	2	Compulsory
ECE 323	Children's Literature	2	Compulsory
ECE 324	Entrepreneurship in ECCE	2	Elective
ECE 325	Contemporary Issues in ECCE	2	Elective
ECE 326	Mathematical Skills in Early Years	3	Compulsory
	Total	<u>11 Units</u>	

SUMMARY

Minimum credit required for graduation

Total number of units available	-	64
Number of compulsory units	-	62
Number of elective units	-	2
Minimum number of units for graduation	-	64

YEAR ONE

FIRST SEMESTER

ECE 111: Introduction to Early Childhood Care and Education (1 Credit) C

Objectives: At the end of the course students should be able to:

- define various terms used in ECCE;
- enumerate the history of ECCE;
- identify various Icons in ECCE and mention their contributions to ECCE locally and internationally; and
- identify various issues as they affect Children Rights, gender issues and professional ethics.

Content

- Definition of terms used in ECCE (ECD, ECCE, IECD, C-F child centre, Crèche, Nursery, pre-School, , Care-givers, Nannies, Helpers etc),
- Concept and History of ECCE
- Philosophy of ECCE
- National and International ICONS in ECCE
- Needs of the child-Emotional ,physical, social etc
- Child rearing practices: traditional and conventional
- National Policy on Education on ECCE and UBE Act
- Child Rights – ECOWAS, AU and UN Charters
- Gender Issues
- Professional ethics and ECCE

Methods

- Tutorial
- Discussion
- Assignment

ECE 112: Child Development (1 credit) C

Objectives: At the end of the course students should be able to:

- enumerate the principles of Child Development;
- discuss theories of child Development; and
- discuss the nature nurture controversy of Child Development

Content

- Principles of child development
- Theories of child development, (Physical, emotional, social, cognitive and moral development)
- Pre-natal environment
- Nature/Nurture controversy

Methods

- Tutorial
- Discussion
- Assignment
- Case study

ECE 113: Child Health and Nutrition (2 Credits) C

Objectives: At the end of the course students should be able to:

- Identify the nutritional needs of the mother and child at various stages of development;
- Mention signs and symptoms of childhood diseases;
- Discuss causes of malformation and dysfunctions; and
- Relate personal hygiene to health issues

Content

- Mother's nutrition
- Breast feeding ,weaning foods etc
- Post weaning – balanced diet
- Signs and symptoms of malnutrition
- Complementary feeding, Appropriate feeding
- Food related disorders and food taboos
- Childhood diseases (malaria, measles, polio, tuberculosis etc)
- Prevention of childhood diseases (roll-back malaria and routine immunization)
- Care of the body (personal hygiene)
- Community health and hygiene
- Care of children with special needs.

Methods

- Tutorial
- Case study
- Demonstration
- Discussion

ECE 114: Child Growth and Survival**(1 credit) C**

Objectives: At the end of the course students should be able to:

- list all the requirements for the registration of the child;
- identify major milestones in child development;
- explain methods of preventing and treating domestic accidents; and
- discuss some traditional practices in their localities.

Content

- Birth Registration and health record keeping
- Developmental milestones (see child development chart)
- Domestic accidents
- Harmful traditional practices (Female Genital Mutilation, tribal marks)
- Appropriate clothing for the child
- Adequate Sleep and Rest
- Care of children with special needs.

Methods

- Projects
- Write studies
- Proper record/materials
- Discussion
- Field trip/ use of a resource person.

ECE 115: Basic Communication Skills**(2 credit) C**

Objectives: At the end of the course students should be able to:

- define Communication;
- identify the importance of communication;
- explain types of communication;
- discuss the language skills; and
- identify and produce pre-reading and pre-writing activities

Content

- Communication-meaning, importance and types
- Listening skills- Sounds(human voice, animal sounds, musical sounds, etc)
- Speaking skills- talk to the child .storytelling ,singing etc
- Phonics
- Reading- pre-reading activities(pictures, colour, shapes, identification and classification)
- Writing- Pre-writing activities(scribbling, painting ,cutting molding, etc)

Methods

- Demonstration
- Tutorial
- Discussion
- Micro-Teaching
- Practical session in language Lab.

ECE 116: Safety Measures

(2 credit) C

Objectives: At the end of the course students should be able to:

- identify the causes and prevention of ;
- enumerate the content of First Aid Box and its uses;
- explain the importance of First Aid in case of any emergencies; and
- demonstrate how to apply first aid in an emergency and referral services.

Content

- Accidents and their preventions (dangerous objects, actions & situations)
- The first Aid box, contents and use
- Types of First Aid
- Providing first aid in cases of convulsion, fainting, insect bite, suffocation, choking, cuts and injuries, drowning and swallowing of poison, scalds and burns etc)
- Emergency and referral services (Accidents, fire outbreak, flooding, conflicts, wars, Clinics, fire services, ambulances, red cross, civil defense, police, National Emergency Management Agency, etc)
- Demonstration of administration of First Aid.(Invite Red Cross personnel)
- Protection of Child's Right in emergencies

Methods

- Projects
- Tutorial
- Demonstration
- Use of resource personnel, medical personnel.

ECE 117: Practicum in ECCE I

(2 Credit) C

Objectives: At the end of the course students should be able to:

- discuss the relevance of practicum to ECCE programme;
- list and use different child study techniques; and
- write a report on their observations.

Course Content

- Meaning and relevance of practicum to ECCE;
- Child study techniques: Observation, checklist, anecdotal records, growth, chart, child bio-data.
- Evaluation: Report writing, mini project or demonstration;
- Visitation to ECCE Centres.

Methodology

- Discussion
- Demonstration
- Classroom observation
- Discovery/inquiry

ECE 118: Introduction to Basic Design

(2 Credit) C

Objectives: At the end of the course students should be able to:

- demonstrate basic skills in art and design;
- discuss the concept of basic design as it relates to ECCE;
- design letters and alphabets in two dimensional shapes, and
- produce a model or puppets.

Content

- Elements of Design: Definition and Appreciation
- Introduction to tools, materials, uses and cares
- Colour Studies – theory and practice
- Drawing sketching, painting, shading
- Mounting paper for 2 dimensional art work for enlargement by grid, lettering, calligraphy
- Basic printing – principles (yam print, potato, cassava, leaf, etc), Repeat systems
- Basic Design geometric shapes
- Modeling in clay, paper mashie, plasticin
- Marks, puppetry and mobiles etc
- Match Stick figure
- Mixed media techniques

Methods

- Demonstration
- Tutorials
- Discussion
- Project

SECOND SEMESTER

ECE 121: Physical Development (1 credit) C

Objectives: At the end of the course students should be able to:

- describe elements of neuro-muscular development and motor development;
 - identify the children with challenges in handedness, vision, physical\ dysfunctions;
 - Explain the milestones in physical development; and
 - Discuss the concept of handedness.

Content

- Neuro-muscular development (crawling, climbing, dancing, jumping, etc).
 - Motor development: Fine and gross motor development
 - Handedness: origin & development, Handedness, language & brain development
 - Eye-hand co-ordination: vision and vision problems
 - Developmental milestones (Physical)
 - Physical deformity and malformation

Methods

- Group work
 - Discussion
 - Observation

ECE 122: Social and Moral Development (2 credits) C

Objectives: At the end of the course students should be able to:

- explain theories of social and moral development;
 - differentiate between self awareness and self esteem;
 - explain some of the social values, and
 - discuss the agents of child's socialization

Content

- Theories of social and moral development (Kholberg, Erikson, Havigust, etc)
 - Self awareness and self esteem
 - Discipline at Home and School
 - Interpersonal relationships (home, peers and society)
 - Types of Parents-child relationship
 - Core societal values – honesty, hard work, dignity of labour, morals, ethics, respect for elders, respect for constituted authorities, tolerance, peace, initiative, etc

- Social skills – body language, assertiveness, courtesy, greetings, dressing, etc.
 - The teacher as a social and moral role model.
 - Agents of child socialization (family, child care centers, religious organizations, peer group, school and mass media)
 - Faulty socialization (dysfunctional home).

Methods

- Tutorial
 - Demonstration
 - Discussion
 - Story Telling and Role play
 - Role play

ECE 123: Play and the Child's Learning **(2 credits) C**

Objectives: At the end of the course students should be able to:

- identify the basic concepts of play;
 - discuss the types and importance of play;
 - discuss the theories of play; and
 - improvise play materials.

Content

- Concept of play and theories of play
 - Types of play
 - Importance of play to a child
 - Play as a method of teaching numbers, letters, colours, forms and shapes etc
 - Provision and care of play materials and equipment (indoor and outdoor equipment)
 - Implications of play for learning
 - Supervision and direction of play
 - Toys (manipulative toys, mechanized toys, soft toys etc.)
 - Toy – making using local materials

Methods

- Micro-teaching
 - Project
 - Art play
 - Demonstration
 - Group Work

ECE 124: Assessment and Evaluation**(2 credit) C**

Objectives: At the end of the course students should be able to:

- differentiate between assessment and Evaluation tool
- explain the uses of screening tools; and
- discuss the various procedures in evaluation.

Content

- Concept of Assessment and Evaluation
- Screening tools for sensory modality needs
- Assessment tools
- Evaluation procedures and portfolios

Method

- Practical
- Demonstration
- Discussion

ECE 125: Pre-reading and Reading Skills**(2 credits) C**

Objectives: At the end of the course students should be able to:

- list and explain the reading skills;
- design and develop materials for reading skills;
- describe reading orientation; and
- prepare activities for fostering reading.

Content

- Picture reading
- Listening skills- informational, critical, pleasure, etc
- Speaking Skills-asking and answering questions, describing, narrating, etc
- Visual discrimination:
- Left to right orientation
- Top to bottom orientation
- Picture reading
- Word formation/word games
- Identification of letters of the alphabet
- Phonic letters
- Three letter words
- Simple sentences
- Problems of reading.

Methods

- Project
- Micro-teaching
- Demonstration

ECE 126: Play Ground and Play Equipment**(2 credits) C**

Objectives: By the end of the course students should be able to:

- State the importance of play ground to child development;
- List the requirements of a play ground ; and
- Explain safety measure required on a play ground.

Content

- Concept of play ground
- Planning the play ground including safety measures
- Play ground equipment and types(tunnels, merry-go-round, monkey bridge, slide, climbing frame etc)
- Water and sand play –sand pit and water trough.
- Importance of play ground and play ground equipment
- Acquisition/Improvisation of play ground equipment
- Setting up the equipment
- Maintenance of play ground equipment
- Supervision of play at the play ground

Method

- Field trip
- Tutorial
- Discussion
- Demonstration

ECE 127: Science for Early Years**(2 credits) C**

Objectives: At the end of the course students should be able to:

- discuss the concepts of Science and its relevance to Child's Development;
- describe the functions of the human body;
- discuss the characteristics of plant and animals;
- discuss the physical environment, the concepts of colours of lights, sound colour; and
- explain the component and sources of water and air.

Content

- Concept of Science
- The nature of Science
- The Child and Science
- Exploring the Environment
- The human body
- Using the senses
- Water and air
- Plants and animals

- Light, Sound, colours
- Practical activities and demonstrations should be carried out on all the items listed

Methods

- Tutorial
- Demonstration
- Projects
- Games
- Practical

YEAR TWO FIRST SEMESTER

ECE 211: The Home and the Child (2 credits) C

Objectives: At the end of the course, the students should be able to:-

- state the roles of parents and children in the home;
- discuss the interactions that exist in the home;
- identify factors that promote positive values and attitudes; and
- identify the relationship between the home and the child's mental health and self esteem

Content

- Parental responsibilities- interactions, nurturing relationships
- Children's obligations
- Parent – child interaction-conversation, reading, sharing experiences, playing together, body contact, etc
- Home factors and the child's mental health-self esteem
- The home and the nutritional requirements of the child
- Habits and formation of good habits
- Parents as role models
- Laying foundations for positive values and morality
- Hygienic conditions and health habits in the home
- Learning and acquisition of positive attitudes
- Overcrowding and its effects

Methods:

- Brain storming
- Discussion
- Group Work

ECE 212: Music and Dance (2 credit) C

Objectives: At the end of the course, the students should be able to:-

- define and state the meaning and history of music and dance;
- state the various types of music and dance and their relevance to early child development (ECD);and
- organize a dance project.

CONTENT

- Definition and history of music and dance
- Importance of music and dance
- Rhythms, folk music, collection of folksongs, from different ethnic groups
- Varieties of music and dance
- Traditional musical instruments,
- Dance –body movement
- Dramatization of songs, folk stories and rhymes.
- Melody writing, a dance project to be organized by students under the supervision of the lecturer.

METHODS:

- Dramatization
- Demonstration
- Discovery
- Inquiry/Discovery method.
- Project.

ECE 213: The Child and the Environment (2 credits) C

OBJECTIVES: At the end of the course, the students should be able to:-

- describe the types of environment that fosters child development;
- list and discuss indicators of Childs Friendly environment; and
- explain the different child rearing practices.

Content

- Environment: meaning, nature and characteristics
- Physical environment in the home and school
- Social environment in the home and school

- Emotional climate in the home and school
- Intellectually stimulating home & school environment
- The child and the community.
- Indicators of child-friendly environment - water, toilet facilities, aesthetic environment, warm teachers, PTA
- Creating Child Friendly Environment
- Different child rearing practices- autocratic, democratic, laissez-faire, permissive, etc
- Rural and urban environment.-observe, highlight and discuss differences

METHODS:

- Discovery and inquiry
- Role-play
- Field- trips
- Demonstration
- Story-telling

ECE 214: Pre-Writing and Writing Skills

(2 credits) C

OBJECTIVES: At the end of the course, the students should be able to:-

- state types of writing skills;
- identify and state the relationship between reading and writing;
- demonstrate the various writing skills; and
- discuss the various stages of developing writing skills.

Content

- Writing-meaning& types
- Preparation for writing -fingers and linguistic preparation, eye-hand co-ordination
- Orientation of writing from left to right
- Writing in the air and on the sand
- Scribbling
- Making vertical and horizontal strokes
- Making curves
- Tracing letter shapes
- Formation of letter shapes
- Writing on plain paper
- Writing of letters of the alphabet on 2D exercise book
- Spelling and Dictation
- Copy writing

Note: In order to enhance writing skills the young child should be provided with large writing materials such as crayons or pencils. Teachers should note the relationship between reading and writing.

METHODS:

- Experimentation.
- Micro-teaching
- Demonstration.

ECE 215: Technology for the Early Years

(1 credit) C

OBJECTIVES: At the end of the course, the students should be able to:-

- Explain the meaning and types of technology;
- Discuss the importance of technology for child development; and
- Identify the safety measure to be taken in technology

Content

- Meaning and Implication
- Tools-Hammer, scissors, nail, tester, etc
- Exploration and Investigation of materials
- Communication and information Technology-phones, cameras CDs play station, etc
- Safety Awareness/safety measures in technology use
- Moral Issues in Use of Technology
- Provision of appropriate materials for children with special needs

METHODS:

- Inquiry/Discovery
- Demonstration
- Experimentation.

ECE 216: Early Childhood Curriculum and Methods

(2 credits) C

OBJECTIVES: At the end of the course, the students should be able to:-

- Explain the concept of curriculum and its models;
- interact with the content of the curriculum; and
- State and discuss the various teaching methods and use of various instructional materials.

Content

- Concept of curriculum
- Elements of curriculum-objectives, content/learning experiences, organization/method and evaluation mechanisms
- Curriculum models
- Familiarization with NERDC ECCDE curriculum
- Child Centred Curriculum
- Method- play way, discovery, exploration, experimentation, dramatization, demonstration, modeling, field trip, etc
- Use of instructional materials
- Assessment & Evaluation-descriptive, quantitative

METHODS:

- Discussion
- Demonstration
- Experimentation

ECE 217: Practicum in ECCE II

(3 credits) C

OBJECTIVES: At the end of the course, the students should be able to:-

- Observe children in centres using the observation guide;
- Interact with children of different ages; and
- evaluate the interaction they had with the children in the child care centre.

Content

- Students under the guidance of their lecturers are expected to spend the allotted hours for the course interacting with children in an Early Child Care Centre.
- Observation using observation schedule
- Evaluation should be by report or mini project.

METHODS:

- Observation
- Interaction
- Report writing

SECOND SEMESTER

ECE 221 Children with Special Needs

(2 credits) C

OBJECTIVES: At the end of the course, the students should be able to:-

- State the concept of Children with Special needs;
- Discuss types of special needs;
- Identify the characteristics of children with special needs;
- Discuss the screening procedures for children with special needs; and
- Enumerate the importance of inclusive approach in handling children with special needs.

Content

- Meaning & context of special needs
- Types and areas of special needs-hearing impairment, Visual impairment, mental retardation, gifted & talented
- Orphans and vulnerable children
- Characteristics of children with special needs
- Screening procedures for identification of children with special needs
- Strategies for handling children with special needs
- Inclusive approach
- Types of referrals: assessment & evaluation ,counseling & professional support
- Referral services: diagnostic clinics, resource rooms ,hospitals, special schools etc

Methods:

- Observation
- Facilitation
- Practical demonstrations

ECE 222: Language Development

(2 credits) C

Objectives: At the end of the course, the students should be able to:-

- State the meaning and types of language skills;
- Explain the various theories of language development;
- Discuss the various stages of language development;
- List factors that impede language development; and
- Identify factors that facilitate language development.

Content

- Concept of Language and learning
- Language skills-auditory, oral, writing, reading, etc
- Language functions-directive, interpretative, projective & sub divisions

- Theories and principles of language development Chomsky, Brunner, etc
- Stages of language development
- Fostering language development -elaboration, conversation, dialogue, modeling, etc
- Factors that impede language development-restrictive code, mother-tongue interference, poor model, etc

METHODS:

- Discussion
- Case study
- Observation
- Brainstorming

ECE 223: Cognitive Development

(1 credit) C

Objectives: At the end of the course, the students should be able to:-

- state the meaning and features of cognition;
- explain the theories of cognitive development and its implication to early learning; and
- discuss the differences in children and its implication in the early learning class

Content

- Cognition- meaning and features
- Theories of cognitive development-Piaget, Brunner, etc.
- Features of cognition: perception, conception, language, reasoning creativity
- Individual differences
- Problem solving activities

Methods:

- Discussion
- Observation
- Inquiry

ECE 224: Child Policy Issues

(2 Credits) C

OBJECTIVES: At the end of the course, the students should be able to:-

- Identify Women and Child Right issues;
- Mention ways of caring for orphans and vulnerable children;
- discuss the policy document (NPE,IECD,CRC,UBE Act, etc) as it affect the child; and
- Identify child rearing practices in your locality that are in conflict or conformity with the Childs Right Act

Content

- Women and children's rights
- Child Rights Act
- Family Life HIV/AIDS Education(FLHE)
- Orphans and Vulnerable Children
- National Policy on Education (Section on Early Childhood Education).
- UBE Act
- National Policy on Integrated Early Child Care and Development(IECD)

METHODS:

- Observation
- Inquiry
- Discussion

ECE 225: Elements of Research in ECCE

(2 Credits) C

OBJECTIVES: At the end of the course, the students should be able to:

- state the types and relevance of research;
- explain the different types of child study techniques;
- collect, collate, analyze and interpret data on issues relating to the child; and
- carry out a mini research on any topic in ECD.

Content

- Research- meaning, relevance & types
- Child Study Techniques- child biography, observation, longitudinal, cross cultural study, growth chart, check list, anecdotal records, etc
- Statistical Methods
- Descriptive Statistical Analysis
- Report Writing

METHODS:-

- Discussion
- Observation
- Demonstration
- Analysis
- Interview
- Field Work
- Inquiry/Discovery

ECE 226: Basic Computer Studies**(2credits) C****OBJECTIVE:** At the end of the course, the students should be able to:-

- explain meaning and uses of computer.
- state the various computer – assisted instructional programmes and their uses.
- discuss the computer operational and networking systems.

Content

- Basic Computer Components(soft & hard wares)
- Computer Operations booting, introduction to word processing ,practical use of word processing application power point, excel etc
- Introduction to Networking- internet resources, LAN & WAN
- Application of Computer to ECCE-designing learning materials, use ECE educational packages
- Computer Assisted Instruction -multi-media, educational packages on CD's, etc.
- Advantages & disadvantages of Computer Assisted Instructions

METHODS:-

- Practical Demonstration
- Experimentation
- Inquiry/Discovery

ECE 227: Production and use of Instructional Materials**(2 Credits) C****OBJECTIVES:-** At the end of the course, the students should be able to:-

- state the meaning, types and characteristics of instructional materials;
- produce and improvise instructional materials;
- explain how to care and store instructional materials; and
- create learning materials for specific subject areas

Contents

- Meaning & Types-visual, audio and audio-visual
- Characteristics of instructional materials
- Importance of instructional materials
- Sources of instructional materials-home, school, teacher, community etc
- Improvisation of instructional materials/local production
- Preparation of instructional materials for specific subject areas
- Care, preservation of instructional materials
- Practicum on preparation, display and exhibition of instruction material.

METHODS:

- Practical Demonstration
- Experimentation
- Inquiry/Discovery
- Field Trips

YEAR THREE**FIRST SEMESTER****Teaching Practice****SECOND SEMESTER**

ECE 321: Administration and Supervision of ECCE - (2 Credits) C

Objectives: By the end of this course, students should be able to:-

- mention the facilities stipulated in the minimum Standard for ECCE Centre;
- demonstrate management skills necessary for administration; and
- develop good human relation.

Content

- Establishment and Organization of ECCE centre/facilities in accordance with Minimum Standards
- Equipping the centre/facilities
- Recruitment of staff
- Utilization of Human and Material Resources assigning tasks
- Budgeting and financial management
- Provision and keeping of relevant school records
- Planning and supervision of day to day activities
- Centre arrangement and management
- Relating with parents, community, government and other agencies

Methods:

- Demonstration,
- Simulation,
- Field- trip.

ECE 322: Visual Arts and Creative Development - **(2 Credits) C**

Objectives: By the end of this course, students should be able to:-

- state the importance of Creativity in ECD;
- demonstrate skills in creating aesthetic learning materials;
- identify and make use of local materials for improvisation; and
- recite folklore and nursery rhymes that stimulate cognitive development.

Content

- Creativity – meaning, nature, characteristics and importance
- Drawing, sketching, painting, shading, moulding, puppet making, printing, etc.
- Types of creative expression - verbal, quantitative, spatial orientation, manipulative, etc
- Making models, music and dancing, utilization of space, classification, storytelling/narration, rhymes and songs
- Exploration of the environment
- Arousing, sustaining and encouraging inquisitiveness in children
- Problem solving attributes, endurance, suspended judgment, perseverance, attentiveness, truthfulness, tenacity, task persistence.

Methods:

- Simulation,
- role-play
- games
- Toy-making
- project.

ECE 323: Children's Literature - **(2 Credits) C**

Objectives: By the end of this course, students should be able to:-

- Define Children's literature and their uses;
- Differentiate between genres of children's literature;
- identify and chose relevant materials; and
- Identify factor that will enhance reading in children;

Content

- Literature – meaning, uses
- Genres of literature-poetry, drama, prose
- Types of children's literature (e.g. short stories, short poems, short plays, folktales/tales by moon light etc)

- Choosing good books for children-bold lettering, colorful illustrations, cultural relevance, gender compliance, etc.
- Fostering Children's Interest in Literature: Language experience approach, reading book excerpts to children, picture reading, dramatizing stories, songs, play method, imitation, miming dancing, narration, etc

Methods:

- Dramatizing,
- stories,
- play method,
- invitation,
- miming,
- dancing and narration.

ECE 324: Entrepreneurship in ECCE -

(2 Credits) E

Objectives: By the end of this course, students should be able to:-

- state the rational for entrepreneurship;
- take a feasibility study in entrepreneurship in ECCE;
- set goals and take decision;
- highlight procedure of sourcing for funds, acquiring properties and legal issues; and
- identify opportunities for entrepreneurship in ECCE.

Content

- Rational for entrepreneurship
- Feasibility study
- Goal setting and Decision Making
- Budgeting
- Sourcing funds
- Acquisition of property
- Record keeping
- Legal issues/challenges-registration, licensing
- Board of directors/school board

Opportunities for Entrepreneurship in ECCE

a - Establishment of ECCE facilities/centre

b - Consultancy Services

- Monitoring and supervision

- Advisory and research
- Provision of services
- Vacation programmes
- Training Programmes

c – Establishing a Non Governmental Organization

Methods:

- Practicum,
- field trip,
- Excursion
- Discussion.

ECE 325: Contemporary Issues in ECCE - (2 Credits) E

Objectives: By the end of this course, students should be able to:-

- discuss the roles of various agencies/stakeholders in ECCE.
- Demonstrate some circle time activities.
- discuss issues of ECCE programmes in other Countries.

Content

- Parenting concerns/default
- Stakeholders roles: teachers, communities, Government, NGOs, FBOs, etc.
- Circle time activities
- Children's Parliament
- School feeding
- ECE programmes around the World – Reggio Emilia, Head start, Montessori, etc.

Methods:

- field-trip,
- excursion
- Resource person
- demonstration
- discussion.

Objectives: By the end of this course, students should be able;-

- enumerate the rational and objectives of teaching mathematical skills in ECCE;
- describe strategies for teaching Early Childhood mathematics skills;
- prepare lessons to teach Mathematic using human body parts, play-way method, problem-solving, games (abacus);
- teach numbering-units Tens;
- provide activities that will facilitate recognition of numbers; and
- create materials for measurement in ECCE.

Content:

- Rationale and objectives of teaching mathematical skills in the early years.
- The nature of mathematics - quantity, time, sizes e.g. big, small, long, short, weight- heavy, light, etc
- Spatial Relation: High/Low, wide/narrow, deep/shallow, long/short, etc
- The child and mathematics: - the human body – binary (No. 2), -eg 2 eyes, 2ears, 2 hands, etc
- the environment – shapes e.g. rectangle, square, circle, etc
- Numbering – unit; tens , Introduce concept of zero
- Using mathematical language: counting sorting, matching, appreciating, classification, arranging, etc
- Identifying and recognizing numbers 1 to 10.
- Measurement – length, area, volume, time, space, shapes and forms

Methods:

- Modeling role,
- play rhymes,
- dancing
- Demonstration.

APPENDIX

FACILITIES OF ECCE CENTRE

INDOOR MATERIALS

Hard

1. Building blocks
2. Puzzles
3. Plastic and wooden dolls
4. Abacus
5. Blocks for (shapes and colours)
6. Slates (for wiring)
7. Toys for teaching sound e.g. empty tins, plastic, pebbles, bottles, etc.
8. Drums, Tambourine

Soft

1. Dolls
2. Teddy bear
3. Toys made with different fabrics for feeling

Outdoor Equipment and facilities

1. Swings
2. Rocking boats
3. Merry-go-rounds slides
4. Slides
5. Sand –pit/Box
6. Water – play bowls
7. See – saw
8. Climbing frame
9. Space for story telling with shade outside and under the tree
10. Garden for Nature walk
11. Tricycles (with space for riding)
12. Beans bags
13. Rocking horses
14. Skipping ropes
15. Balls (different sizes)

Measuring Instrument

1. Weighing scale
2. Thermometer
3. Wall measuring charts (height), Health scale with stadiometre
4. Calibrated cups
5. tape measure, Ruler etc.

Learning Centres

1. Science corner (shell, seeds, shoes, cooking materials etc)
2. Home corner (Used clothes, Shoes, Cooking materials, etc)
3. Toy corner
4. Mini Library (Reading corner, well equipped)
5. Mothers breastfeeding corner/room

First Aid Box

(Well Equipped)

Learning/Teaching Materials

1. Flash cards
2. Sand-paper letters and numbers (for tracing)
3. Slates
4. Plastic letters and numbers (for tracing)
5. Plain paper
6. Crayons
7. Powdered paint
8. Painting brushes
9. Chalks
10. Counters
11. Straws
12. Old newspapers and magazines
13. Blunt edged
14. Pairs of scissors

Materials for Crèche

1. Baby cots
2. Mattresses
3. Bed sheets
4. Mats
5. Bowls for washing
6. Cups, spoons, etc
7. Hanging friezes
8. Colourful wall charts

Utensils/toiletries

1. Wash hand basins
2. Soap
3. Water
4. Hand towels
5. Potty and toilet rolls
6. Big water tank
7. Mop and bucket.
8. Sponge

9. Detergent
10. Brooms
11. Waste paper basket
12. Incinerator (for burning wastes)
13. Disinfectant

Electronic

1. Radio and Video Cassette players
2. Television
3. VCD/DVD
4. Fridge
5. Microwave ovens
6. Ceiling fans/air conditioners
7. Computers

Furniture

One way observation mirror, chairs, tables, shelves, trays, toy boxes, etc

GUIDELINES FOR THE ESTABLISHMENT OF CHILD-FRIENDLY ECCE CENTRE/ PRE-SCHOOL FOR THE IMPLEMENTATION OF THE NCE-ECCE CURRICULUM

1. INTRODUCTION

The early years (0-5 years) are crucial to the growth and development of a child. The care and support given at this stage are therefore critical in promoting the all-round development of the child. Essentially, a child requires optimum care and attention in all the domains of development. The early care of the child should be holistic, involving meeting the basic needs of the child in terms of adequate food, nutrition, shelter, security, affection and stimulations. The quality of care and stimulation that the child experiences at this stage lays the foundation for subsequent developmental attainment of the child. Based on the need to provide quality care/attention, including early stimulation for children at this crucial stage, the National Commission for Colleges of Education has developed a curriculum for teacher education to produce professional caregivers who will manage and provide quality care/stimulation to children in centre-based ECC facilities.

- ***Definition of terms***
- ***Early Childhood Care and Education Centre (ECCE Centre)***: A facility outside the home, set up to provide care and support for the development and education of very young children from birth to the age of five years. It is a facility to help meet the basic needs of the child for good health care, nutrition, security, affection, interaction and stimulation for social, emotional psychological, physical and cognitive development.
- ***Child-Friendly ECCE Centre***: is a centre equipped to help meet the rights of the child to good health care, nutrition, psycho-social stimulation, quality learning, safety and protection for optimum development. It is child-seeking, child-centred gender-sensitive and inclusive. It is protective of the child and community-involving. In such a centre, all essential stimulation and learning materials are available and effective learning activities take place. The Caregivers are friendly, highly motivated and interact effectively with the child and the parents.
- ***Demonstration ECCE Centre/Pre-School*** is an instructional laboratory where Caregivers-in-training could be exposed to practical skills and knowledge in care giving as a necessary complement to the theoretical courses in the NCE ECCE Curriculum. Every College of Education running an NCE ECCE Programme is expected to establish a demonstration ECCE Centre which may develop into a model centre.
- ***Model ECCE Centre/Pre-School*** is a centre that provides an ideal environment equipped with basic facilities for care and necessary stimulations for the total development of the child. Such a centre should represent an achievable target for public and private initiative in the area of ECCE.
- ***NCE ECCE Curriculum***: Refers to the curriculum developed by the NCCE for Colleges of Education in collaboration with other stakeholders (UBEC, NERDC, Federal Ministries of Health, Women Affairs, Information, UNICEF, etc.) for the purpose of equipping the ECCE student-teachers (Caregivers-in-training) with requisite skills, knowledge and attitude for meeting the health/nutritional, psycho-social, emotional, cognitive and physical needs of the child.

- **Rationale**

In the context of international legal instruments and declarations such as the Rights of the Child, (CRC, 1990) Education for ALL (EFA, 2000) goal 1, and the Millennium Development Goals, to which Nigeria is signatory, it has become necessary to put in place adequate mechanisms to ensure that every Nigerian child survives, thrives and develops to their full potential.

The current Integrated Early Childhood Development approach in Nigeria therefore views the survival, growth and development of young children as inter-dependent. In seeking for the holistic development of the child, the establishment of an ECCE Centre becomes an important strategy for implementing the NCE-ECCE curriculum for the purpose addressing the child's six (physical, motor, perceptual, cognitive, language and socio-emotional) developmental domains. It is mandatory for the Colleges of Education intending to operate ECCE Department to establish an ECCE centre to serve as demonstration laboratory for students' practicum with teacher/child ratio of 1:20 for 3-5 year olds and 1: 10 for 0-3 year olds.

Broad Goals

The broad goals of the ECCE Centre/Pre-school are to:

- Serve as demonstration laboratory for students in training.
- Serve as a model ECCE Centre/Pre-school for private and public initiatives

Objectives of ECCE Centre/Pre-School

- To meet the learning needs of children of 0 – 5 years of age.
- To facilitate the development of the child in the spheres of: health, nutrition, safety, protection, cognition, psycho-social and physical growth.
- To meet the learning needs of the caregiver in-training by providing opportunities for the acquisition of practical skills and knowledge required for giving care and support to young children. Such practical knowledge and skills are expected to complement the theoretical knowledge acquired in the classroom.

- **Levels of ECCE Centre/Pre-school**

- A crèche/Day care for children aged 0 – 2 years
- Play group for children aged 2 – 3 years
- Nursery school for children aged 3 – 5 years

- **Types of ECCE Centre/Pre-school**

- Work environment-based centre
- Primary school Linkage
- Laboratory/ Demonstration centre
- Rural Community-based centre
- Church/ Mosque-based centre
- Market places

- **Inter-sectoral Nature of ECCE**

Addressing the holistic development of a child requires an integrated life-cycle approach during the early years of a child's life. ECCE is therefore moving towards comprehensive

care and education strategies that fully integrate health, nutrition, socialization, physical development and intellectual stimulation of the child. In addition, all stakeholders are involved. Consequently, the NCE-ECCE Curriculum has the following aspects that focus on the total development of the child.

- Physical development
 - Personal data
 - Topics, objective, content, activities, materials and evaluation.
- Affective Development -Social and emotional
- Cognitive and Language Development
- Food and Nutrition
- Health and Diseases
- Water and Environmental Sanitation
- Safety Measures, Accidents and Prevention
- Rights of the Child
- Child Protection, and
- Child Participation

2. STANDARDS SPECIFICATION FOR ECCE CENTRE/PRE-SCHOOL IN NIGERIAN COLLEGES OF EDUCATION

The Guidelines here are expected to be used as standards for establishment, development and accreditation of ECCE programme in the Colleges of Education and also for determining the minimum standards for private, public and other stakeholders' initiative in the running of Child-Friendly Pre-school and Child Care Centre

3. LOCATION:

The pre-school centre must be located within the premises of the college.

- It must be within walking distance, not too far from the ECCE Department.
- It must be a safe and secure environment, not bushy area
- It must be free from excessive noise, and other hazards
- It must be accessible but distant from heavy traffic
- The centre must be properly fenced.
- It must be located in a spacious environment

4. OWNERSHIP: The ECCE centre/Pre-school is to be owned by the College and managed by the ECCE Department through the Advisory/Supervisory Committee.

5. STARTING A CENTRE: For a College to start a Demonstration ECCE Centre/Pre-school, the following should be considered:

- ***Establishment Procedure:***

- The College must follow the Guidelines as prescribed by NCCE for the establishment of a standard ECCE Centre/Pre-school.
- The College must provide all the necessary facilities as prescribed by the present Guidelines.
- The College must liaise from time to time with the NCCE for accreditation and the Federal Ministry of Education for approval and licensing.

- ***Administration and Management of the Centre:***

- To be administered and managed by the College through the Department of ECCE.
- The College should be responsible for the following for effective administration and management of the centre:

- ***Funding:***

- The centre should be primarily funded from the annual budgetary allocation to the College.
- Internally Generated Revenue (IGR) could also provide additional source of funds for the Centre
- Contributions from parents, the civil society organizations and international development partners.
- Contributions from other relevant government parastatals eg SUBEB, UBEC, etc

- ***Staff recruitment:***

- The centre must recruit Caregivers and Helpers with relevant academic and professional qualifications.
- In addition to their qualifications, they must possess such qualities as patience, tolerance, gentleness, kindness and natural love for children.
- Caregivers/Helpers should be mentally, emotionally and physically healthy.
- Caregivers/Helpers/Cleaners/Security staff should be made to undergo medical and psychological examinations.

- ***Basic Qualifications for Centre's Personnel***

- Caregivers for 0-3 year-old children:
 - NCE holders, retired nurses, teachers and other educated retirees.
- Caregivers for 3-5 year-old children:
 - NCE holders, retired nurses, teachers and other educated retirees.
- Helpers: not less than 21 years of age, preferably having primary six or basic literacy or secondary school leaving certificates
- Cleaners/Gardeners – same as for Helpers above.
- Security Guards - Adequately trained Security Officers with qualifications as specified for Helpers above

- ***Staff Welfare:***
 - Relevant personnel should be integrated into the welfare mainstream of the College in terms of:
 - *Remuneration*
 - *Health*
 - *Promotion*
 - *Career development opportunities*
- ***Staff Discipline:***
 - Evidence of punishment and reward in relation to staff performance and conduct.
- ***Admission Requirements for pupils:***
 - All the children within the college locally must be allowed to have access to a full cycle of ECCE in the Centre.
 - Every child irrespective of ethnic, religious, cultural, gender affiliations and physical challenges, has the right to be admitted. Children from age 0-5 years are qualified for admission to the appropriate level of the ECCE.

6. CLOSURE OF CENTRE

Gross failure to meet accreditation requirements as stipulated in the Guidelines leads to outright denial of accreditation. But when accreditation requirements are partly fulfilled, interim accreditation is granted and a period of moratorium is given after which repeated failure earns outright denial leading to the closure of the centre.

7. CURRICULUM (N.E.R.D.C CURRICULUM FOR ECCD)

- ***Syllabus:*** flexible, based on nationally approved curriculum and accompanied by Caregivers Guide/Manual.
- ***Medium of Instruction:*** the Medium of Instruction shall be the child's mother tongue or Language of the Immediate Environment (LIE) while English is taught and learnt as a second language.
- ***Stimulation Techniques:*** stimulation shall be by play, dramatization, demonstration, story-telling, use of songs, rhymes, discovery, inquiry and experimentation, incidental learning, group work. Multi-grade procedure is also appropriate to take care of children with differential learning needs.
- ***Stimulation Materials:*** Materials for stimulation must be:
 - safe
 - child friendly
 - not hazardous to children (not sharp nor toxic)
 - commensurate to the child's level of physical and mental development.
 - emphasis should be placed on materials with high multi-sensory appeal.

Stimulation materials include:

- Colourful wall charts and posters
- Blocks for shapes and colours
- Puzzles
- Slates and chalk
- Radio, TV and CD/DVD Players
- Abacus/counters
- Toys
- Shop corners and home corners
- Mini library
- Paints and brushes
- Flash cards
- Sentence Cards
- Pair of scissors
- Plastic letters and numbers
- Plain paper
- Crayons, pencils
- Sand Tray
- Sound Box
- Picture storybooks
- Sand papers
- Straws
- Old newspapers, magazines and comics, etc

- **Assessment:** Methods of assessment are:

- Observation (participatory and non-participatory)
- Interview
- Checklist
- Child Assessment Instruments
- Caregiver-developed tools
- Screening tools (standardized tests)
- Inventory
- Socio-gram

8. PHYSICAL STRUCTURES

- **Classroom:**

Classrooms shall be solid structures that will not collapse. The buildings shall be child-friendly and should not pose dangers to the child physically and health-wise.

- **Size:** Enough Space; the floor to be at least 16 square metres for 10–15 children.
- **Design:** Bearing in mind the human kinetic behaviour of children, enough space should be provided to allow for free movement.
- **Ventilation:** The classroom should be well ventilated.
- **Illumination:** The classroom should have wide and adequate number of windows (3 on each side of the wall) to enable children see well and clearly every part of the room.

- **Doors:** There should be two wooden or iron doors that open outward for safety, and netted against harmful insects such as mosquitoes, etc.
- **Flooring of the classroom:** Smooth but not slippery. Can be plastered with cement, rough tiles, etc.
- **Roofing:** Corrugated iron sheets, thatch, raffia, etc as available in the environment in which the centre is situated.
- **Ceiling:** Modern ceiling boards, local materials such as, raffia, bamboo, mud, mats, thick cartons, etc. (not asbestos ceiling boards because of the danger to health)
- **Walls:** Standard cement blocks, burnt bricks, etc.
- **Seating Arrangements:** Should not be rigid like in a formal schooling setting but flexible and should allow for free play and interaction and should provide ample opportunity for caregivers to reach out and interact with the children. In other words, the seating arrangements can be, circular, semi circular, isolated groupings, triangular, rectangular, etc.
- **Corners:** For science, health and nutrition, drama, shopping, etc.
- **Sleeping Room:** To isolate and protect children that needs sleep.
- **Store rooms:** For storage of basic items and play materials.
- **Kitchenette:** For housing and preparation of nutrition materials.
- **Fencing:** Wire mesh, concrete, etc should be used to fence the facility.

- ***Office Accommodation:***

To be modest and comfortable with appropriate furniture and facilities for:

- Head caregiver
- Caregivers

- ***Playground:***

The playground must be fenced with wire mesh. Playground should contain the following equipment:

- Swings
- Rocking boats
- Merry-go-rounds
- Slides
- Sand-pit/box
- Water-play bowls
- See-saw
- Climbing frame
- Space for story telling
- Garden for nature work
- Tricycle
- Beans bags
- Rocking horses
- Skipping ropes
- Balls, etc

9. RECORDS

- Admission/withdrawal register
- Attendance register
- Child folder containing bio-data, health records (immunization certificates), etc
- Log book (incidences/occurrences)
- Caregivers' record books
- Caregivers' manual
- Visitors' book
- Time book
- Movement books for both caregivers and children
- Continuous assessment test records
- Personnel records
- PTA minutes book
- Ledger
- Inventory book
- Staff meeting minutes book
- School draft, etc

10. FURNITURE

- Child-sized chair (one per child) and one round table per four children
- Mats, locally made beds, mattresses covered with mackintosh and bed-sheets.
- Chalkboard, movable or permanent on the wall.
- Caregivers'/Helpers' chairs and tables
- Display boards, tables and shelves, and
- Cupboards and cabinets.

11. PARENTAL/COMMUNITY INVOLVEMENT

- Regular interactive visits by parents to the centre
- Follow-up on child's performance
- Feedback on child's performance
- Provision of meal for the child at the Centre
- Participation in PTA meetings
- Material/monetary resource contributions
- Provision of spiral services:
 - *Partnership*
 - *Networking*
 - *Linkages*

12. SPECIAL CHILDREN (WHAT TO DO)

- Screen children at intake and periodically to detect any special needs
- Verify records/statistics of children detected who need special attention and referrals
- Provide requisite facilities and materials to assist children with special needs
- Ensure linkages with Ministry of Health, and the counseling unit.
- Motivate and encourage participation of physically challenged children in learning activities

13. SUPERVISION/INSPECTION

- ***Internal Supervision***
 - The College Advisory/Supervisory Committee. (Comparable to the School Based Management Committee)
 - ECCE Department
 - Head Caregiver, Caregivers,
 - PTA and Community
- External Supervision (Inspection)***
 - NCCE Accreditation team
 - Federal and State Inspectorate Division of the Ministry of Education

15. DAILY PROGRAMME

- ***Duration***
 - Children aged 3 – 5 years – four to six hours
 - Children aged 2 – 3 years – discretionary (Play group)
 - Children aged 0 – 2 years – discretionary (crèche)
- ***Period***
 - 7.30am – 1.30pm
- ***Activities that promote:***
 - Physical Development (including motor and perceptual skills)
 - Language Development
 - Cognitive Development
 - Emotional Development
 - Social Development

Note: Activities should be age based

16. WATER AND ENVIRONMENTAL SANITATION REQUIREMENTS

- ***Water***
 - Access to safe clean water (pipe – borne water, boreholes or properly secured wells).
 - At least one storage tank.
- ***Surroundings***
 - Clean, beautiful safe and stimulating with flowers and plants
 - Not busy, busy and noisy, devoid of hazardous Objects.
 - Devoid of human, animals and organic waste and any other litters
 - Dry, not water-logged
- ***Toilets***
 - Separate toilets should be made available for children (male/female), and for caregivers, helpers/visitors.
 - water system toilets or squatting ceramics and potties shall be of appropriate height and size
 - Number of toilets should depend on the population based on National Minimum Standards

- ***Waste Disposal***

Proper refuse disposal at the centre through the use of:

- Dustbins
- Linkage with environmental agencies.

17. HEALTH AND NUTRITION REQUIREMENTS

- ***Health requirements:***

- Keeping a continuous record of children's health condition e.g oral hygiene, physical inspection of hair, nails, cloths, eyes, ears, etc
- Record of growth monitoring
- Keeping and maintenance of health and nutrition corners.
- Ensuring regular visits of health workers for routine immunization, supplementation and other health services
- Adoption of appropriate behaviour regarding prevention of HIV/AIDS and care for infected and affected children
- Daily physical exercise regime
- Linkage with nearby health facilities
- Regular de-worming (4-6 months interval)
- Maintaining a regular resting/sleeping schedule for the children
- Maintaining an adequate record of early detection and management of children's ailments and disabilities

- ***Health materials***

- Adequately equipped First Aid box
- Growth charts
- Road to health cards
- IEC charts, posters, pictures and model
- Weighing scales
- Heighteners
- Roller metre/infant metre
- Shake arm strap/tape measure
- Measuring cups/jugs/bottles, spoons
- Salt and sugar (for regular use and ORS)
- Clean water
- Spare clothes, sandals, hand towels, soaps
- Antiseptics, detergents, mops, brooms and rakes
- Facilities for storing labeled expressed milk and complementary feeding, etc.

- ***Nutrition requirements***

- Approved feeding arrangements (nutritionally adequate and hygienic)
- Exclusive breast feeding for children aged 0 – 6 months
- Provision of food complements in addition to

breast milk for children aged 6 months to 2 years by the College.

- Provision of micronutrients. (Vitamins A , iodine and iron)
- ***Nutrition materials***
 - Clean water
 - Refrigerator
 - Gas cooker, cooking pots, bowls with covers, sterilizing units, etc

18. CHILD PROTECTION MATERIALS

- Blankets
- Nets on windows and doors
- Every classroom door must be provided with a padlock
- The school gate must be provided with padlocks to prevent children from straying out of school premises
- Shelves where children's lunch boxes and bags should be kept be provided
- Sand buckets and fire extinguishers

19. CHILD LEGAL PROTECTION DOCUMENTS

The child must not be denied her/his legal rights in whatever way either by the school personnel or the parents. In achieving this noble objectives the following child legal protection documents should be made available and utilized:

- ***Code of Conduct for the Centre's Personnel***
- ***Rules and Regulations guiding parental behaviour***
- ***A copy of the Child Rights Act***

PRIMARY EDUCATION

Primary Education (PED) aims at training students to become teachers with sufficient knowledge of the Primary School Curriculum, skills, attitude and methods to enable them teach the subjects of Primary 1 – 6 as contained in the National Curriculum, produced by the Nigeria Educational Research and Development Council.

OBJECTIVES

- a. At the end of the course students should be able to:
- b. Demonstrate familiarity with the contents of the Primary School Curriculum.
- c. Communicate effectively in a classroom situation
- d. Teach effectively at Primary School level;
- e. Exhibit a working knowledge of at least one major Nigerian languages, other than mother tongue;
- f. Exhibit appropriate behavior in classroom management;
- g. Demonstrate school management skills and supervisory roles;
- h. Implement the curriculum, write lesson plan, and teach effectively;
- i. Improvise/produce instructional aids using local materials; and
- j. Develop the attitude to continue learning.
- k. Write an intelligible report of a project which he/she has undertaken;

ADMISSION REQUIREMENTS

A Senior Secondary School Certificate Examination (SSC) or G.C.E. ‘O’ Level with credits in 4 subjects (including English Language and Mathematics)at no more than two sittings.

A Grade II Teacher’s Certificate (TC II) with 4 credits or merits in 4 subjects including English and Mathematics.

All candidates wishing to be considered for admission must write and pass the selection examination organised by JAMB.

Successful candidates in the Pre-NCE final examination who take and succeed in a selection examination organised by JAMB are also qualified for admission.

The present scope of the Primary School Curriculum in Nigeria Covers;

PRIMARY SCHOOL SUBJECTS

- i. Maths
- ii. Basic Primary Science and Technology
- iii. Social Studies
- iv. Cultural and Creative Arts
- v. French

Nigerian Languages

- i. Hausa
 - ii. Igbo
 - iii. Yoruba
-
- a. Home Economics
 - b. Agricultural Education

- c. Religious Studies (CRK/IRS)
- d. PHE
- e. English Studies
- f. Computer Studies
- g. Arabic

PERSONNEL

ACADEMIC STAFF

A minimum of B.Ed. second class upper will be required to teach the NCE programme.

The staff/student ratio should be 1:30.

The spread of lecturers should cover all the 13 subjects listed above.

NON ACADEMIC STAFF

- a. The Non –Academic of the department should include;
- b. Resource Centre Attendant (1).
- c. A Computer Operator with experience in Graphics.
- d. A minimum of three Educational Technologists.
- e. A library attendant.

MODE OF TEACHING

- a. Learner – Centered Approach
- b. Lecturing
- c. Tutorial

Questioning Response, Practicals, Demonstration, Group/Individual projects, Discovery/Inquiry methods, Play method, Exhibition, Excursion or Educational visits, etc.

A (model) demonstration Primary School should be established by each COE offering PED for purposes of demonstrating and practical teaching.

A PED week is recommended as a yearly activity.

FACILITIES

- a. 5 Classrooms to accommodate at least 40 students in each.
- b. 1 HOD Office
- c. 1 Office for Department Staff
- d. 1 Resource Room equipped with materials e.g. computers.
- e. Each College of Education is encouraged to establish a model/demonstration Primary School, which will serve as a readily available laboratory for teaching practice.
- f. Each subject offering in the College of Education should also have a current National Curriculum guide as produced by the NERDC.

FURNITURE

There should also be adequate sitting accommodation /office for each lecturer, to enable him/her perform his/her counseling role

COURSE OUTLINE
YEAR I - 1st SEMESTER

COURSE	COURSE TITLE	CREDITS	STATUS
EDUC 112	Education Psychology I (child studies)	2	C
EDUC 113	Principles and methods of teaching	2	C
PED 111	Foundation of Education	2	C
PED 112	English Language Studies in Primary Education I	2	C
PED 113	Mathematics in Primary Education I	2	C
PED 114	Basic Science and Technology I	2	C
PED 115*	Home Economics in Primary Education I	1	E
PED 116*	Agricultural Education in Primary Education	1	E
PED 117	Social Studies in Primary Education I	2	C
PED 118	Nigerian Languages in Primary Education I either: (i) Hausa; or (ii) Igbo; or (iii) Yoruba; or (iv) Other Nigerian Languages	2	C
PED 119	Physical and Health Education in Primary Education I	2	C
GSE 111	General English I	1	C
GSE 112	Introduction to Library Studies	1	C
GSE 113	Basic General Mathematics I	1	C
TOTAL CREDIT		22	

* One Elective must be selected in year I Semester I

YEAR I - 2nd SEMESTER

COURSE CODE	COURSE TITLE	CREDITS	STATUS
EDUC 121	Sociology of Education	2	C
EDUC 122	Introduction to Teacher Education	2	C
EDUC 124	Theory and Practice of Child Friendly Schools	2	C
PED 121	English Language Studies in Primary Education II	2	C
PED 122	Mathematics in Primary Education II	2	C
PED 123	Social Studies in Primary Education II	2	C
PED 124*	Home Economics in Primary Education II	1	E
PED 124*	Agricultural Studies in Primary Education II	1	E
PED 125	Cultural and Creative Arts Curriculum and methods for Primary School	2	C
PED 126**	Arabic Language in Primary Education I	2	E
PED 127**	French in Primary Education I	2	E
PED 128	School observation	2	C

PED 129A OR	Christian Religious Studies and Moral Education in Primary Education I	1	E
PED 129B	Islamic Religious Studies and Moral Education in Primary Education	1	E
GSE 121	General English II	1	C
GSE 123	Introduction to Computer Studies	1	C
GSE 124	FLEHI – Family Life and Emerging Health Issues.	1	C
	TOTAL CREDIT	23	

* One Elective must be selected in year I Semester 1

** One Elective must be selected in year I Semester 2

A or B “ “ “ “ ”

YEAR II - 1ST SEMESTER

COURSE CODE	COURSE TITLE	CREDITS	STATUS
EDU 211	Practicum in Classroom Management and Organization.	1	C
EDU 212	Educational Technology: Theory and Practice	2	C
EDU 213	Micro-Teaching: Theory	1	C
PED 211	Basic Science and Technology II	2	C
PED 212	Educational Technology: Communication, Production and Improvisation.	2	C
PED 213A	Moral Education: (i) Christian Religious Studies and Moral Education; or (ii) Islamic Religious Studies and Moral Education	1	OP
PED 213B			
PED 214	Nigerian Languages in Primary Education II either: (i) Hausa; or (ii) Igbo; or (iii) Yoruba; or (iv) Other Nigerian Languages	2	C
PED 215	Physical and Health Education in Primary Education	2	C
PED 216	Social Studies in Primary Education III	2	C
PED 217	English Language in Primary Education III	2	C
PED 218	French in Primary Education Studies II	1	E
PED 219	Arabic Language in Primary Education II	1	E
GSE 211	General English III	1	C
GSE 212	Basic General Mathematics II	1	C
GSE 213	Introduction to Computer Studies II	1	C
	TOTAL CREDITS	23	

* One Elective must be selected in year II semester I

YEAR 2 - 2ND SEMESTER

COURSE CODE	COURSE TITLE	CREDITS	STATUS
EDUC 221	Curriculum Studies I	1	C
EDUC 222	Measurement and Evaluation	1	C
EDUC 223	Micro-Teaching Practicum	1	C
PED 221	Research Method in Primary Education	1	C
PED 222	Mathematics in Primary School	2	C
PED 223	English in Primary School	2	C
PED 224	Social Studies in Primary School	2	C
PED 225	Basic Science/Technology in Primary Education	1	C
PED 226	Nigerian Languages L1 and L2 in Primary Education	2	C
PED 227A	EITHER CRS and Moral Education OR	2	C
PED 227B	ISS and Moral Education		
PED 228	EITHER Primary Home Economics Curriculum and Methods; Or Primary Agricultural Education Method	2	C
GSE 221	General English IV	2	C
GSE 222	Basic General Mathematics III	1	C
GSE 223	Citizenship Education	1	C
GSE 224	Entrepreneurship	1	C
	TOTAL CREDITS	22	

YEAR 3 - 1ST SEMESTER

COURSE CODE	COURSE TITLE	CREDITS	STATUS
EDUC 311	Teaching Practice	6	C
	TOTAL CREDITS	6	C

YEAR 3 - 2ND SEMESTER

COURSE CODE	COURSE TITLE	CREDITS	STATUS
EDUC 321	Curriculum Studies II	1	C
EDUC 323	Research Project	2	C
EDUC 324	Introduction to Theory and Practice of Guidance and Counseling	1	C
PED 321	Primary School Planning, Administration and Supervision	2	C
PED 322	Computer Appreciation and Application	1	C
PED 323	English Language Studies IV	2	C
PED 324	Mathematics in Primary Education III	2	C
PED 325	Basic Science and Technology in Primary Education III	2	C
PED 326	Cultural and Creative Arts in Primary Education II	2	C
PED 327	Coaching and Management of Sports in PED	2	C
PED 328A	Basic French in Primary Education or	1	E
PED 328B	Basic Arabic in Primary Education	1	E
PED 329	Nigerian Languages in Primary Education Studies III: (i) Hausa; or (ii) Igbo; or (iii) Yoruba; or (iv) Other Nigerian Languages	2	C
GSE 321	General English V	1	C
GSE 323	Science and Technology in Society	1	C
TOTAL CREDITS			22

* One Elective must be selected in year 3 Semester 2

SUMMARY OF CREDIT LOAD

Year	1 st Semester	2 nd Semester	Total
Year 1	21	23	44
Year 2	23	23	46
Year 3	T.P. 06	22	28
Total	50	68	118

NOTE: Tutors Handling Method Courses Must Utilize NERDC National Curriculum for Basic 1 – 6 as guide to instruction

FIRST SEMESTER YEAR ONE

EDU 112 EDUCATIONAL PSYCHOLOGY I: CHILD DEVELOPMENT (2 C)C

- Meaning and Scope of Education Psychology
- Relevance of Psychology to Teacher Education
- Human Reproduction-Principles of Human Growth and Development
- Stages and Essential Features of Human Growth and Development up to Adolescent (physical, social, emotional, intellectual and moral).
- Concept of Learning
- Learning Theories and their application in the classroom situation
- Behaviourist theories of learning
- Cognitive theories of learning
- Transfer of learning; factors affecting learning
- Effects of rural and urban settings on learning; consequences of over-crowding
- Motivation
- The concepts of Reward and Punishment with emphasis on their practical applications in education
- Memory, Rote-Learning and Over-Learning
- Remembering and Forgetting

EDU 113 PRINCIPLES AND METHODS OF TEACHING (2 CREDITS) C

Institutions could schedule this course in the 1st or 2nd semester in Year 1 as appropriate to their local environment.

Objectives and Categories of Objectives in the Teaching-Learning Process: Instructional Objectives, Behavioural Objectives, Expressive Objectives, etc.

Formulating Behavioural Objectives

Principles underlying the Choice of Teaching Methods

Types of Instructional Methods, Techniques and Approaches in Teaching (At least two examples are to be selected for treatment from each of the types below): Distinction based on degree of teacher and Student/Pupil Activity.

Type I

Teacher-Centred Methods: Lecture, Story Telling, Demonstration Methods etc.

Type II

Student-Centred or Pupil-Centre Methods:

Project (Individual/Group), Discovery (Individual/Group), Inquiry (Individual/Group), Discussion Method, Play Method, etc.

Differentiation based on degree of Individual Student/Pupil or Group Involvement.

Type III

Group Instructional Methods: Story Telling, Lecture, Demonstration, Discussion, Folklore, etc.

Type IV

Individual Instructional Techniques: Question and Answer, Tutorial, Programmed Instruction, Computer-Assisted Instruction, etc.

Type V

Conventional/Traditional Methods: Story Telling, Lecture, Discovery, Project, Demonstration Methods etc.

Type VI

Innovative or New Strategies: Programmed Instruction, Computer-Assisted Instruction, Discussion, Inquiry Methods etc.

Methods of Teaching Pop/FLE (Population and family life Education) including value clarification.

Preparation and Presentation of Lessons

Classrooms Management

Characteristics of a Good Teacher.

PED 111 Foundation of Education

(2 Credits) C

(Elements of Philosophy, History &Sociology of Education in Nigeria)

Objectives

At the end of the course, students should be able to:

- i. apply the concepts of philosophy to Primary Education;
- ii. Explain the contributions of leading philosophers and early Nigerian leaders to Primary Education;
- iii. Identify problems and issues in Primary Education in Nigeria.
- iv. Evaluate the Universal Basic Education Programme in Nigeria

Course Content

Meaning and Nature of Philosophy of Education

Objectives of Education in Nigeria.

Relevance of Philosophy to Primary Education .

Selected lead Philosophers in Primary Education and their thoughts.

Philosophy of Nigeria Education

National Goals and Educational Goals

Relevance of History of Education to Primary Education in Nigeria

Brief History of Education in Nigeria

Types of Education

Evolution of U.B.E

Major Nigerian Contributors to Education in Nigeria

Nature and Scope of Sociology of Education
Socialization; concepts, types and agencies
The child, the school, the community and their interrelationship
Influence of various social factors on learning process
Social status and school achievements
Education as a change agent in Nigeria
The school as a formal organization
Contemporary social issues in Nigeria Education e.g Cultism, Examination Malpractices, Drugs Abuse e.t.c.

PED 112 English Studies I (2 Credits) C

Objectives

At the end of the course, students should be able to:
Listen to conversation in English and demonstrate understanding through speaking.
Conduct a simple conversation.
Read children's books and summarise in short grammatical sentences.
Demonstrate skills of reading to children.
Pronounce set of drills.
Demonstrate knowledge and use of theme-related vocabulary.

Course Content

Reading skills
Children stories
Newspapers/magazines
Using methods for child-centred story telling: use of voice, expressions, using pictures, teaching aids.
Listening skills
News/radio
Dialogue
Stories
Speaking skills
Summarizing
Dialoguing
Pronunciation
Games for language skills: word bingo, lotto, matching game, pairs, memory game, fishing game.
Drills
Theme related: idioms used in the classroom, market and home.
Vocabulary
Theme related: alphabetic pictures, word wall, hangman, word search, crossword puzzle, jumbled word.

PED 113: Mathematics in Primary Education Studies I (2 Credits) C

Objectives

At the end of the course, students should be able to:

Apply basic mathematical operations to solve elementary problems in mathematics.

Demonstrate competence in the use of variety of methods and strategies for facilitating the learning of the primary school mathematics curriculum.

Topics

Counting and place value and strategies for teaching place value.

Basic operation- addition and subtraction using these strategies: counting on, partial sum method, column-addition method, short algorithm, trade first method, counting up, left to right and partial difference, using number line and mental strategies.

Roman Numerals and Cardinal points.

Elementary set theory.

Basic operations- multiplication and division using these strategies: continued addition, multiplication finger facts, partial product, short algorithm, Egyptian method, lattice, partial quotients, columns division, and repeated subtraction.

Fractions and decimal numbers.

Prime numbers (LCM and HCF).

Ratio and percentages

Depreciation and discount

Profit and loss

PED 114 BASIC SCIENCE AND TECHNOLOGY CURRICULUM (2 credits) C

Objectives

At the end of the course, students should be able to:

explain the fundamental unity of Science;

demonstrate the role and functions of Science in every day life;

develop scientific literacy in themselves and their pupils;

to impart and encourage the spirit of inquiry in their pupils;

carryout scientific investigations;

develop competence in the design and development of simple technology; and

use the knowledge gained to devise and construct simple improvised instruments or equipment.

teach basic Science and Technology in all the Primary Schools of Nigeria.

Course Content

Exploring the environment

Using the senses

Classification of objects by their properties

Water, air and wind: Properties and uses

Plants and animals

Light, sound, colors: Properties and uses

The human body: The skeletal system
Machines
Measurement: Length
Nutrition: Classification of foods
Safety measures and concerns for human life
Family life health Education
Modeling with clay
Basic Science and Technology.
Introduction to the production of Iron
Ferrous and non-ferrous metals
Plain carbon steel including dead mild and medium carbon steel
Introduction to alternating currents (AC) and direct current (DC)
Characteristics of AC and DC generators
A study of trees: types, characteristics and uses of timber in Nigeria (emphasis should be on the ones in the immediate environment)
Identification, properties and construction uses of:
Mud/clay
Bamboo
Palm fronds, etc.
Different methods of building construction using mud, bamboo, palm fronds, thatch, bricks, sandcrete blocks etc. (there should be a distinction here between ancient and modern construction methods)
The ancient construction team: master craftsman, craftsmen, helpers
The modern construction team: engineer, architect/draughtsman, technologist/technician, craftsmen (masons, carpenters, etc.).

PED 115 Home Economics in Primary Education

(1 Credits) E

Objectives

- a. At the end of the course, students should be able to:
- b. describe procedure for personal cleanliness;
- c. analyse various stages of personal and social development;
- d. enumerate the different family structures, unit, and family patterns in Nigeria;
- e. identify the different kitchen plans, types, equipment and basic foods;
- f. mention different sewing tools, clothing and textile terms and family clothing needs;
- g. analyse basic elements of home management;
- h. critically evaluate the impact of advertisement on consumers.

Course Content

- Personal appearance and good grooming Care of the different parts of the body, exercises, good posture, rest, sleep and grooming
- Management of the home Care of the different rooms and equipment in each room
- The family units, roles of members and relationship of members
- The family life structure
The beginning, expanding and contracting family

Approaching woman/man hood.

Preparation for motherhood/fatherhood

Identification of sewing equipment, use and care of sewing tools

Clothing and textile terms; seams, stitches, fastening, smocking, fibres and embroidery

Food & Nutrition

Food laboratory, types of kitchens, kitchen hygiene, kitchen equipment:- Types, choice, care, use and safety of equipment.

Basic food groups and nutrients

- Methods of cooking and effect of heat on food nutrients
 - Consumer education – power of advertisement and selection of goods
 - Family welfare and clothing needs

PED 116 Agricultural Education in Primary Education

(1 Credit) E

Objectives

- a. At the end of this course, students should be able to:
 - b. describe the development of Agriculture in Nigeria
 - c. state the role of government in agricultural financing and development
 - d. apply relevant knowledge necessary for the establishment of an agricultural enterprise
 - e. describe natural and climatic factors that affect agriculture
 - f. use and maintain agricultural machineries and tools.

Course Content

Importance of Agriculture

Development of Agriculture in Nigeria

Farming systems and land tenure systems

Effect of pollution, desertification and erosion on Agriculture

Role of Government in Agricultural finance and development

Principles and climatic factors that affect Agriculture

Agricultural machinery and tools:

Their uses/Maintenance

The school farm/Garden

- ## - Agriculture as enterprise.

PED 117 Social Studies in Primary Education I

(2 Credits) C

Objectives:

At the end of the course, students should be able to:

- a. explain the concept of Social Studies and its relationship to other subjects
 - b. describe the relationship between man and his social, physical and economic activities and how they affect each other.

Course Content

- a. Introduction to Social Studies:
- b. Definition, Nature and Scope of Social Studies
- c. Aims and objective of Social Studies
- d. Relationship between Social Studies and other subjects.
- e. Man and his social and physical environment
- f. Types of social environment
- g. Family types, structure, functions and changing roles
- h. Primary and secondary groups – definition, characteristics and functions
- i. Living together
- j. Factors that promote living together
- k. The concept of physical environment
- l. Minerals and Rocks
- m. Relief features
- n. Weather and climate
- o. Vegetation
- p. Water, soils and atmosphere

The influence of physical environment in man's activities, etc.

Man and his economic activities:

- a. Scarcity and choice
- b. Factors of production
- c. Man's reaction to supply and demand of goods and services
- d. Production system

Economic problems. e.g. inflation, poverty, unemployment, illiteracy, diseases.

- a. Poverty alleviation programmes.
- b. Man and his Government
- c. Concepts and the role of government in the society
- d. Power and Authority

Traditional forms of government e.g. family, clan, village, town.

Modern forms of government e.g. Democracy

Organs, arms and tiers of government.

Problems of Governance

PED 118 Nigerian Languages in Primary Education I (2 credits) C

Objectives

At the end of the course, students should be able to:

- a. demonstrate knowledge of the language.
- b. Explain the use of grammar in a Nigerian Language.
- c. Use songs, poems, sounds and stories to teach a Nigerian Language
- d. Form words and sentences in a Nigerian language
- e. Express the meaning of simple sentences in a Nigerian Language

Course Content

- a. Introduction to the study of the Language.
- b. The sound system
- c. Vowels, consonants
- d. Sound processes
- e. Tone
- f. Morphology
- g. Root, stem suffix
- h. Syntax
- i. Phrases
- j. Clause
- k. Simple sentence
- l. Compound sentence
- m. Complex sentence
- n. Grammar
- o. Tense
- p. Number
- q. Gender
- r. Parts of speech
- s. Semantics
- t. Meaning
- u. Met language

PED 119 Physical And Health Education In Primary Education I (2 Credits) C

General Objectives

At the end of this course, students should be able to:
explain concept, misconceptions, components, philosophy and problems of physical Education,
teach, coach and officiate sports and games using different methods of teaching physical education in the primary school,
prepare a scheme of work and develop lesson plan for teaching of Physical Education in the primary school,
treat sport injuries with a lot of ease and expertise,
organise inter-house sports and games competition in the primary school,

Course Content

Meaning, aim, objectives, philosophy, problems, components and misconceptions of physical education.
Concepts of sports, games and gymnastic activities.
Fundamental and creative movements.
Traditional sports and low organized games.
PHE syllabus, scheme of work and lesson plan.
First Aid and safety education.
Physical fitness.
Teaching methods of PHE in the primary schools
Track and field events
Sport injuries, management and prevention
Legal aspects of sports and games
Techniques and mechanics of coaching in sports, games and athletics
Referee: qualities and duties
Planning, organizing, budgeting and management of materials and human resources in physical education
Organisation of Inter-house Sports.

GSE 111

GENERAL ENGLISH I

(1 CREDIT) C

Introduction: Types and features of Language problems facing learners of English in Nigeria and the role of English Language in Nigeria.

1. The role of English Language in Nigeria
2. Types and features of Language in Nigeria
3. Meaning and scope of communication, elements of communication, channels of communication.

GRAMMAR

Parts of speech – nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions and Interjections.

READING

- (a) Reading faults – head movement, vocalization, sub-vocalization, pointing at words, etc.
- (b) Intensive reading
- (c) Reading rates (Speed)
- (d) Reading for specific purposes: examination, pleasure and oral testing.

LISTENING

- (a) Types of listening
- (b) Listening defects
- (c) Strategies for efficient listening
- (d) Listening for specific purpose to lecturers for note taking
- (e) Listening for direction, instruction

SPEECH

Oral drills, mechanical, meaningful communication drills

STUDY SKILLS

How to study, organization of personal study schedule. It is recommended that lecturers teach study skills about 4 weeks into the semester, to enable students effectively apply the skills to their studies.

Rules of spelling

- Acquisition of new vocabulary
 - a. Kinship words
 - b. Use of dictionary
 - c. Register of Reading
 - d. Register of Reading (Practice)
 - e. Register of Literature
 - f. Register of Literature
 - g. Register of Mathematics
 - h. Synonyms
 - i. Possessive Pronouns
 - j. Possessive Adjective
 - k. Some, Any, no
 - l. Verbs
 - m. Regular Verbs
 - n. Irregular Verbs
 - o. Auxillary Verbs
 - p. Modals
 - q. Modal auxillary
 - r. Present simple Tense

GSE 112: INTRODUCTION TO LIBRARY STUDIES: (1 CREDIT) C

(A qualified Librarian should teach this course).

Objectives and functions of the library;

Types of library;

Types of library materials;

Organisational structure of the library;

Bibliography, cataloguing and classification;

Use and care of the library;

Basic library automation.

GSE 113: BASIC GENERAL MATHEMATICS I (1 CREDIT) C

- a. Binary Numbers, conversion from base 2 to base 10 and vice-versa;
- b. Sets definition, notation and diagrams;
- c. Basic operations on factional and whose numbers;

- d. Fractions, decimals, and approximations;
 - e. Indices and surds;
 - f. Expansions and Factorisation of simple algebraic expressions;
 - g. Simple Algebraic equations and methods of solution;
 - h. Simple word problem;
 - i. Ratios, percentages, simple and compound interests;
 - j. Variations: Direct and Inverse;
 - k. Graphs;
 - l. Change of subject of formulae.

SECOND SEMESTER YEAR ONE

EDU 121	SOCIOLOGY OF EDUCATION	(2 CREDITS) C
<ul style="list-style-type: none">▪ The Nature and Scope of Sociology of Education▪ Socialization, concepts, types and agencies▪ The child, in the Primary School and group dynamics▪ The concepts, attitudes and beliefs of Nigerians about population education▪ Improvement of Quality of Life through POP/FLE▪ Influence of various social factors on learning processes at JS level▪ Social Stratification and School Achievement▪ Culture, Social Change and Education▪ The Concept of Culture: Cultural Dimensions of JS Education▪ The Concept of Social Change; Education as a change agent in Nigeria▪ Consequences of Social Change on Nigerian Education▪ The Primary School as a Formal Organization▪ Sociological analysis of contemporary issues in Primary Education e.g. National Consciousness, National Integration, Religious Tolerance, Cultism, Examination Malpractice, Drug Abuse, Riots etc.		
EDU 122	INTRODUCTION TO TEACHER EDUCATION	(2 CREDITS) C
<ul style="list-style-type: none">▪ The concept, aims and objectives of Teacher Education▪ The roles of the teacher (a) in the school (b) as a member of a population group in Nigeria.▪ Concept of profession; Teaching as a profession; Professionalization of teaching in Nigeria.▪ Ethics of the Teaching profession▪ Professional organizations in teaching and other fields▪ The Status and Profession of Teaching World-Wide: UNESCO/ILO Provisions.▪ The concept, aims and objectives of POP/FLE▪ Teachers Registration Council of Nigeria (TRCN) and Professionalization of Teaching.▪ Building up the Ego/image of the would be teacher.		

EDU 124 THEORY AND PRACTICE OF CHILD-FRIENDLY SCHOOLS (2 C) C

Content outline

1. Introduction to Child Friendly schools concept, principles and models
 - Definition and characteristics of Child Friendly schools
 - Key generic principles of CFS based on the Convention on the Rights of the Child (CRC): child-centredness democratic participation, inclusiveness.
 - Quality as holistic and multi-dimensional
2. Characteristics of a child-friendly school
 - Principle 1:child rights and inclusive education
 - Principle 2: effective teaching and learning environments
 - Principle 3: safe supportive and protective learning environments
 - Principle 4:healthy and health-seeking learning environments
 - Principle 5:gender-sensitive learning environments
 - Principle 6:democratic participation and partnership building
3. The Policy context for CFS in Nigeria: policies that promote the CFS approach
4. Child-Friendly Schools Standards and Indicators for Teacher Education
5. Teacher preparation for CFS: child centred, interactive methodologies based on constructivist principles and activity-based learner-centred approach
 - Application of Constructivism to Teaching and learning
 - General Principles of Constructivist Learning
 - Characteristics of Constructivist Teaching
 - Some Examples of Constructivist teaching Models
6. Facilities required in a Child-Friendly School
7. Resources Required for CFS Teaching and Learning
8. Assessment of Teaching in a CFS
9. Technology in CFS Learning and Teaching
10. Strategies for Mainstreaming CFS concept and principles in Nigeria

PED 121 English Language studies II (2 Credits) C

Objectives

At the end of the course, students should be able to:

Demonstrate knowledge and use of identified English grammar.

Use songs, poems and stories to teach English language skills.

Course Content

Simple sentence structure and teaching strategies: word games, substitution table

Parts of speech: subject, object, verb phrase, direct object, adverbials.

Determiners with countable and uncountable noun.

Noun phrases.

Pronouns

Verbs and verb forms.

Verbal groups.

Adverbs and adjectives

Prepositions

Poems: Alliteration, Clap & Count syllables

Songs: Rhyming songs, Nursery Rhymes

Pronunciation chart and drills teaching methods.

Vocabulary, drill and spelling.

Resources

Vocabulary map graphic organiser

Grammar book

Drills- audio and written material.

Language Laboratory

PED 122: Mathematics in Primary Education

II (2 Credits) C

Objectives

At the end of the course, students should be able to:

Solve problems on Shape, Space and Measurement in the primary school mathematics curriculum.

Demonstrate competence in the use of variety of methods and strategies for facilitating the learning of the Shape, Space and Measurement components of the primary school mathematics curriculum.

Apply Identified strategies of measuring Shapes, Space and Objects.

Course Content

Modelling and drawing of Plane and 2D Shapes and primary school method of teaching Planes and 2D Shapes.

Modelling and properties of 3D shapes and primary school methods of teaching 3D shapes.

Construction of angles and bisection of angles.

Methodology of non- standard and standard measuring strategies:

capacity.

Volume

Perimeter

length.

Area

mass.

money

time.

PED 123 Social Studies in Primary Education II (2 credits) C

Objectives

At the end of the course, students should be able to:

- a. explain the functions and responsibilities of both the leader and the followers.
- b. discuss Nigeria as a nation; Issues of national integration and development.
- c. roleplay the functions and responsibilities of both the leader and the followers.

Course Content

- a. Leaders and Followers
- b. The Concept of Leaders
- c. Types of Leaders
- d. Qualities and functions of a good leader
- e. Problems of bad leaders
- f. Followers responsibility
- g. Problems of bad followers
- h. Nigeria as a Nation
- i. The concept of Nation and nation state
- j. Ethnic groups in Nigeria
- k. Efforts at National Integration
- l. Problems of National Integration
- m. The concept of culture
- n. Types of culture - material and non-material
- o. Cultural traits and traits complexes
- p. Nigerian national objectives and symbols
- q. Issues and Problems of National Development
- r. Nature and concepts of National Development
- s. Dimensions of National Development
- t. Problems of National Development in Nigeria
- u. Planning for National Development

PED 124 A Home Economics in Primary Education Studies II (1 Credit) E

Objectives

At the end of the course, students should be able to:

Identify the principles of work simplification

Make the home surrounding beautiful and identify all danger points in order to guard and prevent accidents

Differentiate between natural and man-made fibres and use textiles to construct simple household articles

State the processes of food preservation, plan meals and prepare different dishes and snacks.

Course Content

- Work simplification
- Managing the daily tasks of the family through the use of work simplification.

Home surroundings

Beautification of the surroundings and home gardening

Safety in the home

Precaution and prevention of accidents in the home

Consumer education

Power of advertisement and wise selection of goods

School health

Planning meals for schools, considering the age of learners

PED 124 B Agricultural Education in Primary Education II (1 Credit) E

Objectives

At the end of the course, students should be able to:

- apply relevant skills in crop production and animal husbandry
- identify pests, diseases and their control methods
- discuss problems associated with livestock production, distribution and marketing.
- Explain various sources of agricultural financing.

Course Content

Principles of crop production and animal husbandry

Soil types, land preparation and planting methods (materials, spacing and selections)

Preservation of farm produce

Life history of pests, disease control and their economic importance

Livestock types, breeds and their distribution

Characteristics of different classes of farm animals

Principles of animal nutrition and health

Competition for scarce resources (grazing, fertilizer, water, farm, etc.)

Agricultural marketing and finance.

PED 125 Cultural and Creative Arts Curriculum and Methods for Primary School (2 Credits) C

Objectives

At the end of the course, students should be able to:

- a. develop scheme of work and lesson plans in accordance with the Cultural and Creative Arts for Primary School Curriculum
- b. identify and apply the methods of teaching Cultural and Creative Arts
- c. select and produce instructional materials for teaching Cultural and Creative Arts
- d. produce and use instructional materials to teach Cultural and Creative Arts for Primary School Curriculum.

Course Content

Introduction to methods of teaching Cultural and Creative Arts – Lectures, demonstrations, discussion, games, etc.

Developing scheme of work and lesson plan in accordance with National Primary School Curriculum.

Selection, production, improvisation and use of instructional materials.

Micro-teaching

PED 126 Arabic Language in Primary Education I

(2 Credit) E

Objectives

At the end of the course, students should be able to:

- a. Speak, read and write elementary Arabic
- b. Exhibit the four basic language skills of listening, speaking, reading and writing.
- c. Translate simple texts from Arabic to English and vice-versa.
- d. Construct simple Arabic sentences according to the types((Jumlatul-Ismiyah, Jumlatul-fi’iliya)

Course Content

Introduction to Arabic alphabets

Classification of Arabic letters (Vowel marks, Consonants, Sun and Moon)

Arabic numbers

Word and formation

Simple sentence formation

Parts of speech (ism, fi'il and harf)

The two types of sentences (Jumlatul-Ismiyah, Jumlatul-fi’iliya)

Simple passages containing the two types of sentences

Greetings in Arabic

Simple and short conversation

Elementary writing in Arabic

Oral expressions and verbal discussions which must cover aspects of day-to-day activities of students

Basic Grammar (nouns, verbs, pronouns, etc)

PED 127: French in Primary Education I

(2 Credits) E

Objectives

At the end of the course, students should be able to:

- a. Pronounce correctly French sounds and their dictum
- b. Demonstrate basic skills in reading and writing in French.
- c. Teach effectively the French course contents of primary education curriculum.

Course Content

A. Listening & articulation

- Apprendre les alphabets français
- Apprendre les chiffres en française
- les actes de paroles suivant
- Saluer
- se présenter
- prendre congé
- identifier les personnes et les choses en apprenant en même temps les noms de objets quis nous entourent (qui est-ce ? qu'est-ce que c'est ?)
- décrire l'habit de quelqu'un ! nature, couleur
- décrire un objet : taille, couleur, forme, goût
- exprimer ses besoins : Demander quelque chose, remercier et s'excuser
- utiliser les jours de la semaine et les mois de l'anné pour la date
- parler du temps (météo et saison)
- experimer ses goûts et ses préférences
- faire un choix
- connaitre les animaux domesticques/sauvages

B. Reading

- Lecture des tèxtes faciles et des chansons appris en classe.

C. Writing

- Dictée (vérification et fixation)

PED 128 School Observation

2 (Credits) C

This course is primarily a practical course that introduces NCE PED students to teaching practice. The aim of the course is for students to gain a first hand experience of what goes on in the Primary School and to make links between what they are learning in theory and the reality of the Classroom.

Therefore, Colleges of Education should set up a placement office that deals with:

- a. The logistics of organising the placements;
- b. Keeping in touch with the schools selected;
- c. Keeping in touch with the education bodies in the region;
- d. Organizing training for the primary school teachers involved;
- e. Keeping records of students taking the courses and taking action when students drop out, misbehave or don't finish the course for other reasons;
- f. Organizing briefing sessions for the students about the rules and regulations and a timetable for the lecturers monitoring students' progress.

Objectives

At the end of the course, students should be able to:

- a. state the responses of learners to the various methods of teaching used by the teachers;
- b. explain effective methods used by the teacher in managing his/her class; and
- c. write down a summary of what they have observed.

Methodology and Procedure

Students

All PED NCE 1 students will be posted to schools. They will observe for 2 hours a week for alternative weeks for a period of 15 weeks. The weeks that they are not observing they will attend lectures so that they are able to combine the theory and practical aspects of school observations. They are to be fully briefed before embarking on their school observations. The students will be required to complete a journal of their observations, which must have been signed by the class teacher and endorsed by the school on each visit. They will have to write an assignment based on their journal entries. This will go towards the continuous assessment for this course.

Teachers in the schools

The Head Teachers in each school will be contacted and the purpose for the Teaching Observations will be explained. They in turn will inform the class teachers of their role. Each school will be given a list of students posted to their school and they will be asked to provide an attendance register that the students will sign in and out of; this will be monitored by the school and by the lecturers of the college of education

PED department staff

The staff in the PED department will be responsible for briefing the students, the teachers and Head Teachers. They will organise the timetable for the students, monitor and evaluate the programme and ensure the successful implementation of the programme as well as give the lectures.

Funding

Travel to and from the primary schools will be kept to the minimum, as schools will be selected on their distance to college. In many instances students will be able to walk to the primary school and schools will not exceed 20 minutes by road. The students will bear the cost of travel to and from primary school. The College will be responsible for travel cost incurred by staff.

Action to be taken

Action	By whom	When	Tick when taken	Results
Lecturer to take the course chosen.	HOD/Dean of Education	Middle of first semester		
List of primary schools in LGEA drawn up. The total number of schools will depend on the number of PED students. In any one school there must be no more than 2 students per class.	Lecturer & administrator or placement office	End of first semester		
Selection of schools. Making available a list of primary schools for students to choose from. Visit to schools and introduction to Head Teachers. Letter to be written to the head teachers and copied to relevant authorities. Instruction of teachers in whose class students will do their observations	Lecturer & administrator & HOD & Placement office	End of first semester		
Students allocated school & class, list circulated.	Lecturer & administrator Or placement office	End of first semester		
Briefing students on Teaching Observations	Lecturer	Beginning of second semester		
Lectures on school observation	Lecturer	Second semester		
Monitoring students	Placement office and lecturer(s)	During the course		
Monitor & evaluate programme	Lecturer/NCCE	End of second semester		

Course Content

- School management: e.g. attendance lists, record keeping
Class control & management
- Teaching methods
- Report writing

Outline for Micro- Teaching in PED department (EDU 224)

Aims of the course:

To give students the opportunity to observe another classroom, take an active role in supporting the teacher and to prepare specific lessons previously agreed with the class teacher so that they practice their skills in methodology.

Programme Objectives:

By the end of this course students will be able to:

Assist children individually with work by explaining tasks, asking further questions, encouraging pupils to develop thinking strategies to solve problems.

Plan a series of lessons in one subject that show progression and reflect children's learning.

For which students

NCE 2 PED students

Staff involved

PED Placement office

PED Lecturer teaching course

PED Lecturers monitoring the course

Teachers in the Primary School

Funding

Methodology and Procedure

Action	By whom	When	Tick when taken	Results
Contact Primary Schools to enlist participating teachers and schools.	Placement office	First semester		
Place students in schools and circulate list.	Placement office	First semester		
Organise briefing for students	Placement Officer & lecturer	End of first semester		
Organise 1 day training for participating teachers.	Placement office	First semester		
Organise timetable for lecturers to assess students	Placement office	First semester		
Monitor students in their placements	Lecturers	Second semester		
Organise lectures for students	Lecturer	Second semester		
Students lesson plans & journal marked	Lecturers	Second semester		
Monitor programme	Designated lecturer	Both semesters		

Course Outline

Three lectures at the beginning, middle and end of the course:

Explains in more detail duties and rights, work expected during their placement.

Review students expectations and experiences, hand in lesson plans.

Hand in journal.

Outline for teaching independently

Aims of the course:

To give students the opportunity to teach independently all core subjects in Primary School while having support from a designated teacher and lecturer, while developing and using their teaching materials & methods.

Programme Objectives:

By the end of the course students will be able to:

Demonstrate confidence in classroom management

Demonstrate the ability to teach subjects comprehensively

Demonstrate the ability to write schemes of work.

Demonstrate the development and use of teaching materials

Demonstrate the ability to assess children's learning

For which students

PED NCE 3

Staff involved

PED Placement office

PED Lecturer teaching course

PED Lecturers monitoring the course

Teachers in the Primary School

Funding**Methodology and Procedure**

Action	By whom	When	Tick when taken	Results
Contact Primary Schools to enlist participating teachers and schools.	Placement office	Second semester		
Place students in schools and circulate list.	Placement office	Second semester		
Organise briefing for students	Placement Officer & lecturer	End of second semester		
Organise 1 day training for participating teachers.	Placement office	Second semester		
Organise timetable for lecturers to assess students	Placement office	First semester		
Monitor students in their placements	Lecturers	First semester		
Organise day for students to hand in scheme of work	Placement Office & Lecturer	First semester		
Students hand in projects, lecturers mark	School of Education	First semester		

NOTE: Students should write their projects on their experiences in Primary School teaching practice

PED 129A Christian Religious Studies and Moral Education in PED I (1 Credit) E

Objectives

At the end of the course, students should be able to:

Appreciate the works of God

Demonstrate the relationship between God and man

Describe the history of patriarchs and identify lessons that may be learnt from them

identify the ministry and fruit of the Holy Spirit in the lives of Christians

explain the virtues that society expects its members to demonstrate

discuss African Traditional beliefs.

explain why one should respect African Traditional and other religious beliefs in Nigeria

Course Content

God as creator, Ruler of the universe, provider, protector

God's rules (commandments) for man's behaviour towards Him and men

Ways man can approach God e.g. through Prayer, Reading his word (the Bible) and songs of Praise

Biblical characters such as Abraham, Isaac, Jacob, Joseph, Moses and Joshua and lessons to be learned from them

The Holy Spirit: His person, work and His fruit in believers

African traditional beliefs on God, ancestral worship, spirits, divination, magic and medicine

Other religious beliefs in Nigeria: Islam

Virtues that society expects its members to demonstrate as they live in society, e.g. respect for elders and people in authority, respect for law and order, patriotism, hard work, honesty, self discipline, kindness, love.

PED 129B Islamic Religious Studies and Moral Education I (1 Credits) E

Objectives

At the end of the course, students should be able to:

explain the concept of Jahiliyya and the coming of Islam

describe the concept of Iman, Taharah and Tahdhib in Islam

explain the significance of the Qur'an and Hadith in Islam

demonstrate knowledge of the five pillars of Islam

Course Content

Pre-Islamic Arabian History and the life of Prophet Muhammad (SAW)

The concept of Iman in Islam

The concept of Taharah (purification) in Islam

Introduction to the Qur'an (revelation and compilation)
Selected Qur'anic chapters in Tajweed
Introduction to Hadith (meaning, types and significance)
The five Pillars of Islam and their significance to the Muslim:
Iman
Salat
Zakat
Sawm
Hajj

GSE 121 GENERAL ENGLISH II (1 CREDIT) C

Grammar:

- a) Verb – tenses;
- b) Agreement (concord);
- c) Auxiliary and modals;
- d) Questions, statements, commands.

Vocabulary:

- a) Synonyms (b) Antonyms (c) Homonyms, (d) Homophones;
- b) Registers (must be relevant to areas of study) Semantic Mapping.

Reading:

- a) Relationship between reading and writing e.g. summarizing as a bridge.

Writing:

- a) Paragraphing/Structure and development;
- b) Linking paragraphs for unity and coherence.
- c) Punctuation

GSE 122 BASIC GENERAL MATHEMATICS II (1 CREDIT) C

Expansion and factorization of simple algebraic expressions
Simple algebraic equations and methods of solutions
Simple word problems
Ratios, percentages, simple and compound interests
Variations: Direct and Inverse

GSE 123: INTRODUCTION TO COMPUTER STUDIES I (1 CREDIT) C

Introduction to Computer:

Definition and meaning of the computer;
Data and information scope;
Brief historical development of the computer

Classification of Computer:
By size, purpose, capability; etc.

Computer application areas:
Law; health; education; communication; industry; government; military; etc.

Basic Components:
Hard ware and Soft ware;
Devices Systems and Application of Soft Wares.

GSE 124 FAMILY LIFE AND EMERGING HEALTH ISSUES (1 CREDIT) C

Human Development

Personal Skills (including causes, treatment and prevention of physical, emotional and mental ailments)

HIV Infection (including the following):

National Health Policies, Orthodox and Traditional Health Care Systems, etc)

Relationships

Society and Culture

FIRST SEMESTER YEAR TWO

EDU 211 PRACTICUM IN CLASSROOM MANAGEMENT AND SCHOOL

ORGANISATION (1 CREDIT) C

Brief concepts of classroom management and organization
Classroom organization
Classroom leadership
Classroom arrangement
Class control
Class maintenance etc.
Class record keeping
Attendance register
Result master sheet
Report card
Dossier (pupil's cumulative record)
Syllabus

Diary keeping: (i) scheme of work, (ii) record of work

The teacher, instructional materials and the learner
Class discipline
The concept and essence of school public relations

Factors influencing school-public relations
Staff-management relations
Student-staff relations
Parent-staff relations
School environment
Communication
School programme
School performance
School tone

Note: Students are to practically work on each of the records specified above and submit for assessment, School-public relations aspect should be dramatized for effectiveness, team work should be encourage and the Course should be practical (no written examination)

**EDU 212 EDUCATIONAL TECHNOLOGY: THEORY AND PRACTICE
(2 CREDITS) C**

- The concept and history of Educational Technology in Nigeria
- The place of Educational Technology in communication and the Teaching – Learning Processes at the Junior Secondary Level.
- The concept and process of communication
- The concept of Systems Approach to Instruction (SAI) at the Junior Secondary Level
- Multi-Media in Junior Secondary Education, Major Characteristics of Educational Media; Use of Multi-Media in promoting interdisciplinary/integrated studies.
- Computer-Assisted Teaching/Learning at the Junior Secondary Level
- Enter-Educate (Entertainment Education) approach to teaching of POP/FLE at the Primary School Level.
- Principles and practice of design, production, improvisation, use, maintenance, storage and retrieval of educational media for the Primary School Level.
- Community resources in Primary Education
- Photocopy and video production (with practical's)
- (The CET must be adequately funded to provide all that is required).

Establishment and Organization of Centre for Educational Technology

Introduction

The Centre for Educational Technology (CET) should be a service unit in the School of Education which acquires, produces and houses instructional resources to facilitate effective teaching and learning in all the Schools of the College. The unit is to be headed by a Co-ordinator who must be a specialist in Educational Technology, with a minimum qualification of Master's Degree and not less than Senior Lecturer grade. The facilities should include the following:

- Co-ordinator's office
- Offices for lecturers
- Offices for technical staff
- Photographic studio
- Colour production laboratory
- Graphic studio
- Micro-teaching laboratory with a control room and a suitable number of booths
- Equipment Repair/Maintenance Workshop
- Projection room
- Computer room
- Workshop for production of instructional materials
- Unit store

Equipment (Harwares)

- Closed circuit television (CCTV)
- CCTV Monitors (television sets with remote controls)
- Video camera with accessories
- Video player/recorder
- Editing/dubbing machine
- Public address system with accessories
- Slide projectors with accessories
- Opaque projectors with accessories
- Overhead projectors with accessories
- Audio projectors
- Amplifiers
- Microphones
- Photographic camera with accessories
- Tripod stand for video and photographic cameras
- Trolley for equipment
- Floodlights
- Projection screens
- Loud speakers
- Duplicating machines
- Photocopying machines
- Voltage stabilizers
- Power extension box
- White board
- Computer equipment with printers
- Magnetic chalkboards
- Cable satellite facilities
- Film development and printing equipment
- Air-conditioners, refrigerators, etc.

Softwares or Consumables

Slides, audio tapes, video cassettes, diskettes, batteries, extension cables, multi-purpose plugs, 35mm films, drawing pens, stencils, typing, duplicating and photocopying papers, cardboard papers, tempo markers, poster colours, overhead transparencies, transparency pens, pencils, erasers, etc.

Furniture

- Big tables for student's use
 - Stools and chairs for students
 - Large cupboards, for storage of materials
 - Tables, chairs and shelves for staff use
 - Drawing boards for graphics

Safety Devices

- Fire Extinguishers
 - Sand buckets

Personnel

- A Co-ordinator who is an Educational Technologist
 - Other Educational Technologies
 - Secretary
 - Computer Operators
 - Graphic Artists
 - Projectionists
 - Video Cameramen
 - Computer Technicians
 - Store Officer
 - Photographers
 - Clerk
 - Messenger
 - Cleaners

Sections

- Graphic section
 - Photographic section
 - Media access and retrieval section
 - Reprographic section
 - Equipment repairs/maintenance section

EDU 213 MICRO-TEACHING - THEORY

(1 CREDIT) C

The concept and process of Micro-Teaching
Relevance of Micro-Teaching to Teacher Education
Micro-Teaching Practicum with emphasis on teach/re-teach cycles
Set Induction
Stimulus Variation

Planned Repetition
Reinforcement
Non-Verbal communication
Questioning
Closure
Merits and Demerits of Micro-Teaching

PED 211 Basic Science & Technology II (2 Credits) C

Objectives

At the end of the course, students should be able to:

- a. Explain the fundamental unity of Science;
- b. Demonstrate the role and functions of Science in everyday life;
- c. Develop scientific literacy in themselves and their pupils;
- d. To impart and encourage the spirit of inquiry in their pupils;
- e. Carryout scientific investigations;
- f. Develop competence in the design and development of simple technology; and
- g. Use the knowledge gained to devise and construct simple improvised instruments or equipment.
- h. Teach basic Science and Technology in all the Primary Schools of Nigeria.

Course Content

Layout of motor vehicle chassis
Arrangement and functions of the main components of the chassis
Different types of engine and their principles of operation
Principles of the operations of a bicycle and a tricycle
Maintenance of a bicycle and a tricycle (including lubrication)
Engine lubrication and cooling systems (components and their functions and lubricants)

Types of fuel

Changing of oil and filter: Servicing of air cleaners
Removing and refilling of battery: Use of hygrometer and voltmeter to test battery
Building blocks (types, materials, production and sizes)
Procedure for building a house using bricks and blocks (clearing of site, excavation for foundation, building of excavation with concrete, fixing doors and windows, constructing floor and plastering)

Simple description of electricity supply systems from power station to consumers premises

Construction of light using one-way and two-way switches

Wiring of electric bell

Reproduction in Plants: Dispersal and Pollination

Pressure: Air, Water

Force

Matter: Brownian motion

Energy: potential and Kinetic

Chemical Equation

Compounds and Mixtures

Unicellular Organisms: Amoeba

Metamorphosis: Complete life cycles of

Mosquito

Housefly

Incomplete life cycle - cockroach

Introduction to ecology

Kinetic theory of matter

Reflection of light

Note: The use of local master craftsmen is advised in teaching the technology component.

PED 212 Educational Technology; Communication, Production and Improvisation.

(2 Credits) C

Objectives

At the end of the course, the student should be able to:

- a. demonstrate basic communication skills and show proficiency in the selection, production, improvisation and use of instructional materials;
- b. produce individual and group projects on instructional materials for exhibition and preservation in PED resource rooms.

Course Content

The Concepts of Educational Technology

The concept and process of Communication

Information Technology and Communication

Rationale and use of multi-media in Primary Education e.g visual, audio, audio-visual, computer, e.t.c.

Design, Production, improvisation, maintenance and retrieval of educational media

Use of local resources in Primary Education

Student Project

PED 213A Christian Religious Studies and Moral Education in PED II (2Credit) Optional

Objectives

At the end of the course, students should be able to:

- a. discuss the birth, life and the teachings of Jesus Christ
- b. explain the relevance of the birth, life and the teachings of Jesus Christ to Christians
- c. explain the importance of the death and resurrection of Jesus to Christians
- d. trace the history of the church in Jerusalem, West Africa and Nigeria, pointing out the missions, and outstanding missionaries and their outstanding contribution to Christianity.
- e. Identify and explain the vices that the society abhors
- f. Create awareness of other non-Christian religion in Nigeria.

Course Content

The life and teachings of Christ (Birth and Childhood) teachings on prayer, God, Holy Spirit, Himself, Forgiveness (Kingdom of God)

The death and resurrection of Jesus and their importance

The first Christian community, the life of the Apostles such as Peter and Paul and their role in expanding the Church

Evangelical revival in Europe and its effects on propagating Christianity in West Africa

The work of the Church Missionary Society, Methodists, Baptists, Roman Catholics, the Sudan Interior Mission in Nigeria; special attention to be given to Henry Venn, Samuel Ajayi Crowther David Hinderer, Joseph Shanahan, Frs. Francois and Coquard, Mary Slessor, Hope Wadell, Walter Miller, Kent, Gowans and Bingham

History and relevance of other religions in Nigeria society

Some of the vices which the society abhors, e.g. murder, dishonesty, indolence, robbery, theft, drug abuse, tribalism, cultism, bribery, sexual immorality and exam malpractice.

PED 213B Islamic Religious Studies and Moral Education 2 (1 Credits) Optional

Objectives

At the end of the course, students should be able to:

- a. explain the role of the four rightly guided Caliphs in the development of Islam
- b. describe the Science of Hadith
- c. explain Islamic personal law relating to Nikah and Talaq
- d. discuss the historical development of Islam in Nigeria
- e. Course Content
- f. History of Islam – i. Sirah
- g. (Khulafau-Ar-rashiduna)
(Rightly guided Caliphs)
- h. The Historical development of Hadith
- i. Islamic Philosophy
- j. Islamic personal law (Nikah and Talaq) in the Qur'an
- k. Islam in Nigeria: Spread and development

PED 214 Nigerian Languages in Primary Education II (2 Credits) C

Objectives

At the end of the Course, students should be able to;

- a. read clearly a Nigerian language
- b. write legibly in a Nigerian language
- c. act or dramatize a text in a Nigerian language
- d. explain aspects of the culture of native speakers of a Nigerian Language

Course Content

Nigerian language and the dialectal issues

The significance of tone marks, phonemes and orthography in Language study, syllables, words and sentence formation

Nasal vowels and orthography

Writing skills

Drama

Oral literature

Written literature (the novel)

Poetry (oral/written)

Cultural aspects of the language

tradition, food, crafts, trades, taboos.

PED 215 Physical and Health Education in Primary Schools (2 Credits) C

Objectives

At the end of the course, students should be able to:-

- i. explain the prevention and control of communicable and non-communicable diseases
- ii. explain how to sustain life at critical situations
- iii. manage emergency health situations: First Aid practices
- iv. describe physiological changes on human bodies
- v. discuss how to prevent unwanted pregnancies and sexually transmitted infections.
- vi. distinguish between nutritive and non-nutritive foods
- vii. various methods and strategies of teaching Health Education in primary schools

Course Content

Components of School Health

Food and Nutrition including values, classification, balanced diet and malnutrition (over and under)

School Nutrition

Life style and Habits

Health Education including personal and family health

Communicable and non-communicable diseases

Expanded Programme on Immunization (EPI) and Oral Rehydration Solution (ORS)

Infrastructural issues: transportation, housing, communication, agricultural technology, etc.

Environmental issues: sanitation, desertification, erosion, pollution, etc.

Social Issues e.g. collapse of family life, gender sensitivity, refugee crisis, prostitution, women and child trafficking, Religious and Ethnic conflicts, cultism, examination misconduct, child labour and exploitation.

Economic Issues: LEEDS, SEEDS, NEEDS, NEPAD, MDGs, NAPEP, SMEDAN, etc.

PED 217 English Studies in Primary Education III

(2 Credits) C

Objectives

At the end of the course, the student should be able to:

Identify and use mechanics and methods of teaching reading in primary school.

Use methods of teaching English in the primary schools in accordance with the National Primary School English Studies Curriculum.

Use instructional materials in teaching English Language in the primary schools.

Course Content

Reading Readiness and its relation to the maturation process.

Training on auditory and visual discrimination.

Principles of first language acquisition, principles of second language acquisition and language interference.

Training in comprehension and the skills involved.

Plays – direct and indirect speech, complex sentences and sentence connectives, clauses.

Children's stories – passive voice, verb tenses, punctuation marks and pauses, expressing mood – modals, auxiliaries.

Vocabulary, drills and spelling

Resources

Set of initial sounds picture/letter cards

Children's stories

Plays

Grammar book

Drills book

Language Laboratory

PED 218 French in Primary Education II

(1 Credit) E

Objectives

At the end of the course, students should be able to:

discuss conjugation

use of auxiliary verbs ETRE & AVOIR

conjugate regular verbs ending in -ER, -IR and -RE

demonstrate basic skills in French grammar

Course Content

parler de ses loisirs/activités/sports pratiqués
demander et donner l'heure
parler de repas et des aliments
faire la cui'sine, donner une recette simples, donner des ordres et des conseils ou interdire quelque chose
exprimer ses sentiments (joie, colère, satisfaction, regrets, . . .)
parlé de sa santé/la santé des autres
identifier les parties du corps humain
expermer les quantités
demander les prix/acheter quelque chose
effectuer des calcus simples en français (les 4 operations)
inviter/proposer/accepter/refuser
indiquer/demander son chemin, les moyens de transport

PED 219 Arabic Language in Primary Education II

(1 credit) E

Objectives

At the end of the course, students should be able to:
read, write and participate in simple conversation in Arabic;
demonstrate an elementary knowledge of Arabic Grammar; and

write short composition and letters.
Compose simple poetry and prose in Arabic

Course Outline

Reading, conversation and translation using selected passages from the following books:
Al-Mutala'ah al Jadidah
Al-Arabiyya al-Hadithat fi Nigeria
Rules guiding reading and writing of Hamzatul-wasl and Hamzatul-Qat
Introduction to punctuations and their usage
Verbal forms
Feminine and masculine gender
Singular, Dual and Plural
Prepositions, subject and object
Introduction to Sarf and its patterns
Reading some selected passages from which grammatical rules will be extracted
Introduction to Arabic Literature (poetry and prose)
Composition and letter writing

GSE 211	GENERAL ENGLISH III	(1 CREDIT) C
	Identification and usage of phrases, clauses	
	Sentence types	
	Sentence patterns, S.V.O. etc.	
	Voice – active and passive	

WRITING

Punctuation
 Outlining
 Logical sequencing of ideas
 Paragraphing/structure and development
 Qualities of a good paragraph (unity, coherence completeness).

VOCABULARY

Vocabulary development: Connotative, denotatives
 Idiomatic expressions
 Figures of speech and proverbs
 Registers (must be relevant to students' area of study)

SPEECH

Speech types:
 Narrative, descriptive
 Argumentative, conversational
 Dialogue
 Present perfect
 Clauses
 Past participle
 Passive voice
 Reported speech
 Present perfect continuous
 Relative Clauses
 Spelling
 Using the dictionary
 The Register of Mathematics
 The Register of reading and literature
 Inference
 Register of Science

GSE 212	BASIC GENERAL MATHEMATICS III	(1 CREDIT) C
	Change of subject formulae Units of measurement – for time, money, length, mass, weight, area and volumes, calculations of areas and volumes of some 2 and 3 dimensional shapes e.g. triangle, squares, rectangles, cylinder etc.	

GSE 213 INTRODUCTION TO COMPUTER STUDIES II (1 CREDIT) C

Introducing to Networking:

Networking; LAN; WAN; Internet; and its resource gloving.

Computer Operations:

Booting; Windows; Keyboards; the Mouse; Loading; Application; etc

Introduction of Word Processing;

Practical use of word processing application.

Introduction to electronic spreadsheets:

Practical uses of spreadsheets such as Ms-Excel.

Application of Computer in Educations:

Advantages and disadvantages;

CAI CAL multi media;

Demonstration of education on CDs – English; Mathematics; etc.

SECOND SEMESTER YEAR TWO

EDU 221 CURRICULUM STUDIES I (1 CREDIT) C

- Meaning and scope of Curriculum
- Basic Curriculum concepts, the Curriculum as a teaching plan
- Types of Curriculum
- Typology based on design
 - Broad fields/integrated curriculum
 - Core curriculum
 - Single Subjects/Discrete Subject Curriculum
- Typology based on official recognition
 - Official or formal curriculum
 - Informal/Hidden curriculum
- Typology based on Teacher-Learner Perspectives
 - Teacher-centred curriculum
 - Student-centred or Pupil-centred curriculum or Activity curriculum etc.
- Other Common Classifications or types
- History of Primary Education Curriculum Development in Nigeria
- Agencies of Primary Education Curriculum Development
- Primary Education Curriculum Agencies: Agencies of curriculum planning/innovation in Nigeria
- (Federal/State Ministries of Education and Curriculum Development Centres; WAEC, NECO, NERDC, NUC, NCCE, NBTE, CON, STAN, etc.

EDU 222	MEASUREMENT AND EVALUATION	(1 CREDIT) C
	Meaning and Scope of Measurement and Evaluation	
	Demographic data collection and analysis	
	Uses of tests, common dimension for classifying tests	
	Teacher-Made Tests, standardized tests, validation of evaluation instruments,	
	Basic statistics, measures of central tendency, spread, dispersion or variability,	
	census and vital registration.	
	Continuous Assessment: meaning, scope, principles, prospects and problems	
	Construction, use and interpretation of Norm-Referenced Tests and Criterion-Referenced Tests.	
	Examination Ethics	
	Assessment of the non-cognitive domains	
	Observation techniques, checklists and rating scale	
	Self-reporting techniques (interview, questionnaires, inventory)	
	Socio-metric techniques	
	Projective techniques	
EDU 223	MICROTEACHING	(1 CREDIT) C
	This should be handled in the Department of Curriculum and Instruction. Every academic staff should be involved.	
PED 221; Research Method in Primary Education		(1 Credit) C
	The Nature and Meaning of Research	
	Types of Research	
	Typology based on use	
	Pure Research	
	Action or Applied Research	
	Typology based on form	
	Historical Research	
	Descriptive Survey	
	Experimental Research	
	Typology based on kind of evidence and analysis used	
	Quantitative Research	
	Qualitative Research	
	Methods of collecting data	
i)	Quantitative Techniques: Scored (Likert-type) questionnaires, experiments etc.	
ii)	Qualitative Techniques: Structured interview, semi-structured interview, unstructured interview, participant observation, non-participant observation, use of documents, use of arte-facts or objects, audio and audio-visual materials.	
iii)	Reliability and validity of Research Instruments	

Methods of Organising and Analysing Data

The Quantitative Approach: coding and simple frequency counts; simple percentage and graphs, etc.

Qualitative Techniques: coding, content analysis of textual and non-textual materials, transcription of interviews, audio and video-materials, documentary analysis, historical analysis, etc.

Writing a Research Proposal

Writing a Research Report

PED 222: Mathematics in Primary Education (2 Credits) C

Objectives

By the end of this course, students will be able to:

demonstrate skills in teaching primary mathematics curriculum using child-centered strategies

design, produce and utilize relevant instructional materials (including locally sourced) for effective teaching of the primary school mathematics curriculum.

develop scheme of work and lesson plans in accordance with National Primary School Mathematics Curriculum.

Course Content

Rationale for teaching Mathematics in Primary Schools.

Child- centered strategies for teaching e.g. number stories and word problems, mathematics games, use of graphic organizers.

Development of syllabus, Schemes of Work and lesson plans in accordance with the National Primary School Curriculum. (This should be linked with PED Micro-Teaching practice EDU 224)

Develop, improvise and utilize teaching materials for primary school mathematics curriculum e.g. number flash cards, hundred square, number lines, real objects, and mathematical tool kit.

PED 223 English in Primary Education (2 credits) C

Objectives

At the end of the course, students should be able to:

Demonstrate methods of teaching English skills in accordance with the English Curriculum.

Select, produce and use instructional materials for teaching English at the primary school level.

Course content

The role of English Language in Nigeria.
The Nigerian language policy.
The syllabus and scheme of work and lesson planning.
Selection, production and use of instructional materials.
Strategies for teaching the four language skills:
Listening and speaking: jingles, prompts, minimal pairs, conversation and dialogue.
Reading: phonics, high frequency words, predict and draw, connect, questions, summarise.
Writing: pre-writing activities, control writing: story boards, web creation, prompts, hooks, scaffolding, creative writing.
Vocabulary, drills and spelling and methods of teaching.

Resources

Nigerian Language Policy
National Primary School English Curriculum
Writing models
Games for listening and speaking
Language Laboratory

PED 224	Social Studies in Primary Education	(2 Credits) C
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Objectives:

At the end of the course, the students should be able to:
develop scheme of work and lesson plans in accordance with the Social Studies for Primary School.
utilize appropriate methods and instructional strategies for teaching Social Studies.
produce and use instructional materials to teach social studies.
use educational media for teaching social studies.
Use a variety of evaluation strategy

Course Content:

An overview of the primary school Social Studies curriculum
Preparation of Social Studies scheme of work and lesson plan
Teaching strategies for Social Studies:
Role play
Inquiry
Dramatization
Problem-solving
Simulation
Concept mapping
Field trip/excursions, etc.
Production and use of instructional materials/aids
Definition and uses
Selection guidelines

Types
Audiovisual
Audio
Visual
Resource persons
Realia
Models
ICT (Internet)
Evaluation Strategies in Social Studies
Group/individual project

PED 225 Basic Science and Technology in Primary Education (2 Credits) C

Objectives

At the end of the course, students should be able to:
develop scheme of work and lesson plans in accordance with the Basic Science and Technology for Primary School Curriculum
demonstrate the ability to deliver basic Science and technology lessons effectively.
conduct simple biological and physical science experiments.
discuss family life, HIV/AIDS and other life threatening diseases.
discuss measures of safety in the School Laboratory.

Course Content

Structure of the eye, ear and skin
Solutions: Acids, Bases and Salts
Light: Refraction
Sound: Properties
Color: Properties
Force: Friction
Electricity: Parallel and series connections
Magnetism
Vertebrates and invertebrates
The structure of an atom
Photosynthesis
Food chain, Food web
Family life education
HIV/AIDS and other life threatening diseases
Safety measures in the laboratory
Strategies for teaching Basic Science & Technology
The National Policy on Education with emphasis on how it relates to the development of Science & Technology Education
The National Policy on Science & Technology
Teaching methods: lecture, discussion, demonstration, project, experimentation etc.
System approach to instruction
Evaluation: formative and summative

PED 226 Nigerian Languages L1 and L2 in Primary Education (2 Credits) C**Objectives**

At the end of this course, students should able to;
prepare scheme of work and lesson plans in accordance with Nigerian language Primary School curriculum
produce and use instructional materials in teaching a Nigerian language.
Teach effectively a Nigerian language in Primary School

Course Content

Introducing the Nigerian Language and the principles of the L1 and L2 acquisition

Introducing the Nigerian Language policy

Discussing and description of the following concepts:

The syllabus

The scheme of work

The lesson plan

Instructional materials

Introduction to classroom management

Teaching strategies with emphasis on:

Listening

Speaking

Reading, and

Writing skills

Countable and uncountable nouns

Noun phrases

Verbs and verb forms

Verbal groups

Verbs and preposition

Word formation, simple sentence, question tags

Composition of persons and things

Exercises using words and sentences.

PED 227A Christian Religious Studies and Moral Education in Primary Education. (1 Credit) Optional**Objectives**

At the end of the course, students should be able to:

enumerate the agencies of Religious and Moral Education

explain how a teacher can effectively motivate and promote discipline in schools
develop scheme of work and lesson plans in accordance with the Christian Religious Studies and Moral Education Primary School curriculum.

Produce instructional materials to teach Christian Religious Studies and Moral Education.

Use instructional media to teach Christian Religious Studies and Moral Education

Use a variety of evaluation strategies in Christian Religious Studies and Moral Education

demonstrate various methods that can be used to teach Christian Religious studies and Moral Education.

Course Content

objectives of teaching Christian religious and Moral Education in the Primary School;

agencies of Religious Studies and Moral Education;

methods of teaching Religious Studies and Moral Education;

production and use of instructional materials;

scheme of work and lesson plans.

PED 227B Islamic Religious Studies and Moral Education in Primary Education (2 Credit) Optional

Objectives

At the end of the course, students should be able to:

describe the appropriate methods for teaching Islamic Studies

explain the concept of integration of Islamic education (Tsangaya/Islamiyya school system) in teaching Islamic religious studies

prepare Scheme of work and lesson plans using the Islamic Religious Studies curriculum.

Course Content

Methods of teaching Islamic Studies at the Primary School

The integration of Islamic system of education(Tsangaya /Islamiyya school system), its aims and objectives

The development of Qur'anic and Islamiyyah education

The problems and prospects of integration of Islamic education in Nigeria

The qualities of a good Islamic studies teacher

Preparing scheme of work

Preparing lesson plan

Selection and improvisation of teaching aids

Special methods in approaching the teaching of some concepts; e.g. Salat, Hajj, Fiqh, Tawhid,Tajweed etc.

PED 228A Primary Home Economics Curriculum and Methods (2 Credits) C

Objective

At the end of the course, students should be able to:

develop scheme of work and lesson plans in accordance with the

Home Economics for Primary School Curriculum identify and apply effective methods of teaching Home Economics; select and produce effective instructional materials for teaching Home Economics.

Course Content

Introduction to methods of teaching home Economics – Lectures, demonstrations, discussion, games, etc.

Developing of scheme of work and lesson plan in accordance with National Primary School Curriculum.

Selection, production, improvisation and use of instructional materials.
Micro-teaching

Note: A Home Economist to be employed to teach the Home Economic courses.

PED 228B Agriculture for Primary School Curriculum and Methods (2 Credits) C

Objectives

At the end of the course, students should be able to:
use instructional materials and methods in teaching agriculture
select, improvise and produce instructional materials.
prepare scheme of work and lesson plans in accordance with the National Primary School curriculum.

Course Content

The National Agricultural curriculum.

Teaching methods:

Lecture
Demonstration
Discussion
Field trips
Projects

Resource person/scaffolding

Curriculum, syllabus, scheme of work and lesson plan in accordance with the National Primary School Curriculum.

School farm/garden and the laboratory as facilities for teaching
Selection, improvisation, production and use of instructional materials and community resources.

GSE 221 GENERAL ENGLISH IV (2 CREDITS) C

Grammar:

Direct and indirect speech
Ambiguity

VOCABULARY

Colloquial Expression
Formal/Informal Speech Patterns
Registers (must be relevant to the student area of study)

READING

Critical analysis and appreciation
Creative Reading

WRITING

Discourse types: narrative, descriptive
Formal/informal letter-writing

Informal books

Drama, story telling
Reading: phonetical cues, meaning
Speaking and listening: Reading aloud, inference, argument, questioning
Writing: Punctuation, descriptive

GSE 222**BASIC GENERAL MATHEMATICS III****1(CREDIT) C**

Properties and classification of 2 and dimensional shapes
Types of angles, horizontal, vertical, parallel and perpendicular lines
Data collection: method and sources
Representation of data: Pictogram, Bar and Pie charts

GSE 223**CITIZENSHIP EDUCATION****I (CREDIT) C****INTRODUCTION**

Concept of Citizenship Education
The Role of Citizenship Education
Concept of Citizenship
Types of Citizenship
Nigerian Citizenship

CONSTITUTION

Concept of Federation
Structure of the Nigerian Federal system
Relationship of various units of the Federal system
Federal, State, Local and Federal Capital Territory
Other Federations (Comparative Study)

GOVERNMENT

Concept of government
Systems of government
Electoral process in Nigeria (Electoral Commissions and Political Parties)
Forms of government

ARMS OF THE NIGERIAN GOVERNMENT

The Executive
The Legislative
The Judiciary

RIGHT AND OBLIGATIONS

Concepts of rights and obligation
Fundamental rights
Responsibilities and duties of Nigerian Government
Responsibilities of constituted authority

NATIONAL ETHICS AND DISCIPLINE IN NIGERIAN LIFE

Concept and aspects of National ethics
Concept and importance of discipline in society
Public control of indiscipline

NATIONAL IDENTITY

Concept of national identity
Symbols of national identity

GSE 224 INTRODUCTION TO ENTREPRENEURSHIP 1 (CREDIT) C

WK1

- a. The meaning and Scope of Enterprise
- b. The history of Entrepreneurship in Nigeria
- c. The types, characteristics and rationale of Entrepreneurship
- d. The role of Entrepreneurship in economic development
- e. Entrepreneurial characteristics and attitude
- f. The key competencies and determining factors for success in Entrepreneurship
- g. The motivational pattern of Entrepreneur

WK2

PRACTICE OF ENTREPRENEURSHIP

- a) Techniques for generating business ideas as well as for identifying and assessing business opportunities
- b) Evaluate a business idea for developing an enterprise
- c) Methods of product selection
- d) Process and procedure for starting an Enterprise
- e) Various techniques that will affect the management of an Enterprise
- f) Various existing industries and support agencies in Nigeria
- g) Role of commercial and development banks in small scale industries development
- h) Role of personal savings and portfolio investment in National Economic Development

WK 3

Small and Medium Scale Enterprises (SMEs)

- Definition and importance
- Organisation, sole trade, partnership, franchising, public limited liability company
- How to finance SMEs
- Common problems of SMEs and why they fail

WK 4

Feasibility Study and business plan

- Definition, objectives and purpose
- Content and structure
- Importance of a bankable business plan

WK 5

Risks in Business

- Definition and scope
- Types and management
- Reduction strategies
- Intellectual property right

WK 6

Investment education and wealth creation strategies

- Identify and harness SWOT
- Develop financial literacy
- Multiple streams of income

WK 7

E-marketing

- Meaning role and importance
- Strategic application
- Dynamism in e-marketing

WK 8

Business windows

- Formal and informal education
- Agriculture and agro-allied
- Reprographic outfit
- Internet
- Health and related outfit, etc

WK 9

Funding institutions in Nigeria

- Roles and importance
- Type's example, SMEIS, NBCI, SSICS, NERFUND etc.
- Terms of participation and benefits

WK 10

Marketing Strategies

- Customer oriented product/services
- Different medium of creating awareness for goods and services
- Creating winning image, brand, trademark and service delivery
- Strategies for winning competitors

WK 11

Documentation

- Need, importance and format of:
 - a) Original books of accounts
 - b) Cash book and bank reconciliation
 - c) Final accounts
 - d) Other relevant documents in business

WK 12

Regulatory and Supervisory Laws for SMEs in Nigeria

- Example guidelines for nutria finance, industrial, investment and commercial banks.

300 LEVEL – 1ST SEMESTER TEACHING PRACTICE

SECOND SEMESTER YEAR THREE

EDU 322 INTRODUCTION TO CURRICULUM STUDIES II (1 CREDIT)

The Curriculum Process

Planning

Development

Implementation

Evaluation

Curriculum development strategies for different levels of education

Curriculum Research

Curriculum Innovation

EDU 323 RESEARCH PROJECT (2 CREDITS) C

All students registered for the NCE programme are expected to complete an original research project before a certificate can be awarded. The project may be in the area of Education or in the student's teaching subject. Only one project may be written in Education or in the student's major teaching subject.

Projects can be written individually or in groups of not more than 5 students. The project must be closely supervised by a qualified staff of the Department and assessed by the competent external assessor appointed by the Department from outside the College. The score is to be recorded and computed in the School of Education.

EDU 324 INTRODUCTION TO GUIDANCE AND COUNSELLING (1 CREDIT)

Concept of Guidance and Counselling, distinctions and goals

History and development of Guidance and Counselling practices in Nigeria

Theories of counseling

Ethics of the counseling profession

Guidance Services in Schools

Communication skills in Guidance

Study skills

Health counseling, e.g. AIDS, Drug Abuse, Alcoholism, smoking etc.

Tests in Guidance and Counselling

Career Education and Development; career education in relation to the labour market.

Sex Education and Marriage counseling

Organization and Administration of Guidance and Counselling

Establishing A Counselling Centre In The School Setting

Introduction

A Counselling Centre is a unit where clients come for counseling on issues that affect them. These could be educational, vocational or personal/social issues. As such, it is expected that such a centre should be conducive for free interaction between the counselor and the client.

In view of the above, the centre should have the following:

1. Accommodation

A sufficient accommodation sited in a comfortable place (not too open) within the school setting with enough space for:

Waiting Room/Secretary/Receptionist room
Counselling Clinic/Counselling's Office
Small Store
Toilet facilities/small room

2. Basic Facilities

- a) Writing tables and chairs
- b) Easy chairs with side stools
- c) Cabinet and book shelves
- d) Curtains for the windows
- e) Refrigerator
- f) Radio/Tape Recorder
- g) Computer with accessories
- h) Stationeries (Files, Register, Exercise Books, Biros, etc.)

i) Psychological tests and other test materials (such as Student Problem Inventory (SPI), Vocational Interest Inventory (VII), Adolescent Personal Data Inventory (APDI), Student Habit Inventory (SHI), intelligence tests, etc.

3. Personnel

- a) At least two professional counselors
- b) A Secretary/Clerk
- c) Receptionist
- d) Messenger/Clearner

4. Maintenance

- a) Each College is encouraged to set-up and maintain the centre

PED 321 Primary School Planning, Administration and Supervision

Objectives

At the end of the course the student should be able to:

apply the basic concepts of administration, planning and supervision in primary schools.

demonstrate their roles as teachers, administrators and supervisors and understand the need for Community involvement and other agencies in funding Primary Education.

Course Content

Basic concepts and definitions of administration

Administration of Primary Education at Federal, State, Local Government and school levels in Nigeria

The roles of international agencies and NGOs in funding Primary Education

Community participation in Primary Education, Education Law and National Policy on Education

Definition and purpose of educational planning

Approaches to planning Primary Education

Problems of planning and implementation of Primary Education in Nigeria

Strategies for planning primary education

Definition and purpose of Primary School Supervision and Inspection

Roles of School Supervisors and inspectors

Problems of Primary School supervision and inspection in Nigeria

PED 322: Computer Appreciation and Application

(2 Credits) C

Objectives

At the end of the course, the student should be able to:

Teach general knowledge about computers and assist students in their use.

demonstrate competence in the use of computer and internet facilities.

demonstrate competence in the use computers for teaching purposes.

Course Content

Computer: definition and use.

Types of Computer:

Mainframes

Supercomputers

Mini Computers

Desktop Computers

Laptops/Note Books

Palmtop/Tablets, etc

By types, size, purpose and generation

Parts/Components of Computer

Monitor

Central Processing Unit

Keyboard

Mouse

- Computer Peripheral (Input/output) Devices

Printer

Scanner

Digital Cameras

UPS (Un-Interruptible Power Supply)

Stabilizer

- Flash drive
- CD/DVD
- Types of Software and their application
- Operating Systems
- Window 98, Windows 2000, Windows NT, Window XP, Vista
- UNIX
- Application Software
- Games
- Drawing
- Playing music
- Shopping
- Record keeping
- Banking

- Using the Computer

- Word processing
- Spreadsheet
- Presentation
 - Data and data processing
 - Networking (LAN, WAN)

Internet

- Accessing the Internet for instructional purposes
- Protection of the Computer/data

PED 323 English in Primary Education Studies IV (2 Credits) C

Objectives

At the end of this course, the student should be able to:

Identify and use English grammar correctly.

Demonstrate assessment methods for testing English skills.

Identify individual children's learning needs and provide remedial support.

Produce 4 different forms of writing.

Course content

Transitive & Intransitive verbs.

Verbal phrases and preposition.

Verbs and verb forms.

Verbal groups.

Modal verbs.

Word formation.

Question tags.

Use of intensifiers: adverbs and adjectives.

Gerund and infinitives as subject compliments indicating possession.

Gerund and infinitives as subject complements in Testing and evaluation of English language skills

Individual learning needs in English skills: Error analysis in reading and writing

Individual learning needs in English skills: Error Forms of writing: letters (formal and informal)

Resources
Grammar book
Assessment methods book
Remedial Teaching book
Examples of forms of writing
Language Laboratory

PED 324 Mathematics in Primary Education III (2 credits) C

Objectives

At the end of the course, the student should be able to:
Demonstrate competence in different methods and strategies in teaching Algebra, Geometry and Statistics in the primary school mathematics.
Solve problems in Algebra, Geometry and Statistics from the primary school mathematics curriculum.
Collect, organise, represent and interpret data in all forms that are relevant to the primary school mathematics curriculum.

Course content

Open sentence and evaluation of simple algebraic expressions.
Collection of terms and removing brackets
Formation of words problems.
Simple equations and methods of their solution.
Simultaneous equations using substitution method, elimination and graphical method.
Word problems leading to simultaneous equation.
Simple problems in Geometry
Statistics: Methods of data collection
Data organisation: frequency distribution tables.
Data representation relevant to primary schools: pictogram, bar chart, pie chart, histogram, and line graph.
Statistics: measures of central tendency (mean, mode, median)

PED 325 Basic Science & Technology in Primary Education III

(2 credits) C

Objectives

At the end of the course, students should be able to:
Demonstrate basic skills in elementary fabrication.
Conduct simple experiment in heat, light, sound and electricity.
Write reports of scientific experiments.
Able to apply the principle of conservation.
Demonstrate safety measures in the laboratory to discuss the effects of HIV/AIDS and other life threatening diseases on the economy.
Discuss the effects of HIV/AIDS and such other life threatening diseases on teachers and students.

Course Content

Common sheet, metal, working tools including their uses and care

Production of bamboo cups and trays

Electric fields: Charge storage, using ebonite rod, comb and paper, gold leaf electroscope, etc.

Introduction to electromagnetism: temporary/permanent magnets; magnetic poles, fields, flux and strength.

Methods of making magnets

Use of local foundry with bellows and anvils to shape metals

Production of machetes and hoes using local foundry

Power, Work and Energy

Forms of Energy

Solubility

Dispersion of Light

Density, specific gravity

Gravitational force

Heat, Temperature

Sound waves

Plant and Animal cell

Conservation of natural resources

Flowering plants: fruits

Effects of HIV/AIDS and other life threatening diseases

PED 326 Cultural and Creative Arts in Primary Education II (2 credits) C

Objectives

At the end of the course, students should be able to:

differentiate still life drawing from nature drawing;

identify all types of colour, e.g. Primary, Secondary, Tertiary and neutral and draw a colour wheel;

sing songs related to landmarks, play musical instruments and stage a dance.

Identify and produce Nigerian arts and crafts that are related to the immediate environment.

State ways of including values in Cultural and Creative arts.

Course Content

Production and use of posters and pictures.

Communicating Population and Family Life Education (POP/FLE) messages and concepts using posters and music

Light and shade, colour, lettering and life drawing.

Local crafts: Carving, basketry, leather work, etc.

Music and dance to communicate message

Melody writing, a dance project to be organized by students under supervision of staff

Theory of music, traditional musical instruments and making simple musical body movement (dance).

Drama, songs and folk stories.

Values in Cultural and Creative Arts.

PED 327 Coaching and Management of Sports in Primary Schools**(2 Credits) C****Objectives**

At the end of this course, students should be able to:
use different methods of coaching for sports and games
apply practical knowledge of sports and games in the art of officiating
organize successful sports and games competitions in primary schools.

Course Content

Meaning of coaching
Difference between coaching and teaching
Techniques of coaching
Mechanics of Coaching
Roles of Sports Coaches
Types of Coaches
Coaching techniques of:
Shotput
Javeling
Discuss
High jump
Long jump
Triple jump
Soccer
Basketball
Volleyball
Hockey
Tennis
Table tennis
Kinesiology
Gymnastics
Handball

Refereeing

qualities of a referee and duties of a referee
Organisation of physical education in Primary Schools
Planning, budgeting and management of sport materials and human resources
Organisation of a healthful school day
Organisation of Schools' Sports.

PED 328 A Basic French in Primary Education**(1 Crédit) E****Objective**

At the end of the course, students should be able to :
use different teaching methods and the méthode communicative in particular to teach French in Primary School.
Demonstrate competence in using teaching aids and techniques (tapes, CDs & DVDs, Films) in teaching French.
Evaluate the performance of the learner in basic french.

Course Content

Introduction à la méthodologie communicative

Technique de motivation de l'élève

Exercises de correction phonétique (écouter et prononcer des mots et expression énoncés par le professeur, et à partir des cassettes, CDs ou DVDs)

Lecture à haute voix et technique de correction

Compréhension, orale-questions/réponses

Chanson et récitation des poèmes appris en classe.

Technique des jeux des rôles et jeux mots et expressions

Exercises structuraux

Note: Use of la méthode communication, with emphasis laid on pronunciation and oral communication. (Texts written in le français facile and other materials could be borrowed, copied or obtained from the centre for French Teaching and Documentation (CFTD) covering the geographical area in which the college is situated.

PED 328B	Basic Arabic in Primary Education	(1 Credit) E
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Objectives

At the end of the course, students should be able to:

demonstrate an understanding of the content of the primary school Arabic Language curriculum

interpret Arabic Language curriculum and the various methods of teaching Arabic in Primary Schools.

Improvise and use appropriate instructional materials and variety of methods and activities in teaching Arabic in Primary Schools.

State the role and importance of Arabic language in Nigeria.

Course Content

The role and importance of Arabic Language in Nigeria

Study of the content of the Arabic Language curriculum for primary schools

Preparing Scheme of work and Lesson plan for Arabic studies in accordance with the National Primary School Curriculum.

Strategies for teaching , listening, speaking, reading and writing skills in Arabic
Class control and Management

Methods of teaching comprehension , dictation and translation

Selection, production, improvisation and use of Instructional Materials

Problems of Teaching Arabic in Primary Schools and how to find solutions to them

Objectives

At the end of the Course, students should be able to socio-cultural relevance in the use of language.

Course Content

The Language and Society (culture, tradition, acceptance)

The dynamism of the Language (the living language)

Language for keeping records (history), etc

Language inter-lading (borrowed words).

Introduction to general linguistics

Introduction to Ajami as a medium of writing (Hausa)

Translation (theory and practice)

Development of the orthography (review of written text)

Typology, regional and social dialects and registers of the Language

Evolution and standardization of the dialect of common use – (standard orthography of the Language)

Grammar:

Common errors

Verb-tenses II

WRITING

Discourse types: Argumentative, Expository/Explanatory

Specific types: Report writing, minutes taking, memos, speech writing, petition writing, book reports, requests, etc.

Different writing styles; formal/informal, specific listing, generalization, deductive, inductive, project and self-editing types.

READING

Extensive Reading II

Fiction, Non-fiction, journals, articles, newspapers, plays, poems, etc.

Clauses

Relative clauses

Translative and intransitive

Intensifiers

Passive voice

Past perfect continuous

Reported

Spelling

Homonyms and homophones

The register of reading and literature

Register of fishing literature

Using the dictionary
Content: Information books, Poetry, drama
Reading: Inference, Contextual cues
Speaking and Listening: Inference, argument, clarity, questioning/fluency
Writing: Report writing, summary, sequencing ideas

GSE 323	SCIENCE & TECHNOLOGY IN SOCIETY	1 (CREDIT) C
	Meaning and Scope of Science and Technology; The scientist method; Traditional Science and Technology (meaning and scope); Traditional Science and Technology as it affects agriculture, health care, transport and communication; etc. Science and policies; Public policy and scientific development; Problems and prospects of mechanization of agriculture in Nigeria; The myth of technology transfer-the third world reality.	