CHRISTIAN RELIGIOUS STUDIES (CRS)

1 PHILOSOPHY

Nigeria's philosophy of education provides that instruction should be oriented to, among others, moral and spiritual values requisite for smooth and stable interpersonal and human relations. The philosophy of the NCE CRS programme hinges on this preamble. It is geared towards the production of teachers who possess full awareness of God's relationship with man and whose personal character and discipline reflect authentic Christian values and virtues, such that they will be able to function effectively as custodians of sound moral and spiritual qualities particularly in their interaction with young learners in the Basic Schools.

2 OBJECTIVES

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

a. Demonstrate professional proficiency for teaching Christian Religious Studies in Primary and Junior Secondary Schools.
b. Demonstrate sound knowledge and appreciation of the moral values needed to live as a Christian at the various stages of growth and development.
c. Explore the place and significance of religion in life and so make a distinctive contribution to the Christian faith.
d. Express accurate knowledge of God the Father, Son and Holy Spirit needed to live as a Christian in the community.
e. Express knowledge of other religions needed to live in the community.
f. Radiate religious attitudes and values which are typical of a mature and responsible member of the society such as: love, respect, honesty and service.
g. Express satisfactory intellectual capacity to benefit from further education in Christian Religious Studies.

3 ADMISSION REQUIREMENTS

i) General

a) A Senior Secondary School Certificate (SSCE) or G.C.E. 'O' Level with credit passes in 5 subjects in not more than two sittings including English and Mathematics.
b) A Grade II Teachers' Certificate (TC II) with credit or merit in five subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/Merit in English Language and Mathematics will be required.

ii) **Additional Admission Requirement**

a) Candidates are required to have a Credit pass in Christian Religious Knowledge (CRK).

4 FACILITIES

i) Classrooms

ii) Methodology Laboratory

iii) Staff Offices: Each Senior staff should have a comfortable furnished office to himself. There should also be an office for support staff (Secretary/Data Operator, Clerks) with relevant equipment e.g. Computer System, functional internet services etc.

iv) Departmental Library: There must be enough current and relevant books and journals to cover all the areas of the subject.

v) Other specialized facilities (needs)
   a) A well-equipped Resource Room
   b) RSV and other recognized versions of the Bible
   e) Commentaries and Journals
   f) Close - Circuit Television Facilities

vi) List of Equipment
   a) Computer System
   b) DVD/CD Player
   c) Audio/Video CDs
   d) Projector
   e) Slides of Bible Land and Cameras
   f) Maps and Atlas
   g) Reading Desks
   i) Globes
   j) Tables and chairs

5 PERSONNEL

i) 8 academic staff with professional teaching qualifications (at least 2.2 degree in C.R.S.) or staff-students ratio of 1:25 per year of study.

ii) Other Staff

   a) One Messenger/Cleaner

   c) One Computer Operator

6 MODE OF TEACHING

Various methodological approaches should be employed during formal lessons. These include lectures, inquiries; discussion; dramatization; demonstration, recitation; simulation, tutorial, project and field trip.

7 GRADUATION REQUIREMENTS

Distributions of minimum credits required for graduation are:

Education Courses	‘	24
General Studies Courses	‘	16
Teaching Practice	‘	6 Credits
C.R.S. Courses	‘	24 Credits
Second Teaching subject	‘	24
TOTAL		**94 Credit Units**

8 TEACHING PRACTICE

Every student is required to do Teaching Practice and the credit earned recorded in EDU 311

9. PROJECT

Every student is required to write a project in either Christian Religious Studies or Education and the credit earned recorded in EDU 312

COURSE CODE	COURSE TITLE	CREDIT	STATUS
NCE 1 First Semester			
CRS 111	Introduction to the study of Religions	1	C
CRS 112	Early History and Religion of Israel from Genesis to the Judges	1	C
CRS 113	Introduction to the Bible	1	C
CRS 114	Early Church History	1	C
CRS 115	African Traditional Religion	1	E
		5	**Units**

NCE 1 Second Semester			
CRS 121	The Life and Teachings of Christ	1	C
CRS 122	Introduction to the Study of the Pentateuch	1	C
CRS 123	From the Monarchy to the Fall of Judah	1	C
CRS 124	Introduction to the Theology of the Old Testament	1	E
		4	**Units**

	NCE 11 First Semester		
CRS 211	Paul and His Writings	1	C
CRS 212	The Church from the Reformation to the Evangelical Revival of the 18th Century	1	C
CRS 213	Christian Doctrine	1	C
CRS 214	Exilic and Post-Exilic Judaism	1	E
CRS 215	Methodology of Christian Religious Studies	1	C
		5	**Units**
NCE 11 Second Semester			
CRS 221	The Synoptic Gospels	2	C
CRS 222	Introduction to Christian Ethics	1	C
CRS 223	The History of Christianity in West Africa Up to the 19th Century	1	C
CRS 224	African Independent Churches	1	C
		5	**Units**

	NCE 111 First Semester		
EDU 311	Teaching Practice	6	Units
EDU 312	Research Method & Project	2	Units

	NCE 111 Second Semester		
CRS 321	St. John's Gospel	1	C
CRS 322	The Prophets of Israel	1	C
CRS 323	Acts of the Apostles	1	C
CRS 324	Philosophy of Religion	1	C
CRS 325	Ecumenism and Religion Dialogue	1	C
		5	**Units**

COMPULSORY GSE FOR ALL STUDENTS

COURSE CODE	COURSE TITLE	CREDIT	STATUS
	NCE I First Semester		
GSE 000 A	Media Information Literacy	2	Compulsory
GSE 111	General English I	1	Compulsory
GSE 112	Introduction to Library Studies	1	Compulsory
	NCE I Second Semester		
GSE 000 B	Media Information Literacy	2	Compulsory
GSE 121	General English II	1	Compulsory
GSE 123	Introduction to Computer Studies I	1	Compulsory
GSE 124	Family Life & Emergence Health	1	Compulsory
	NCE II First Semester		
GSE 000 C	Media Information Literacy	2	Compulsory
GSE 211	General English III	1	Compulsory
GSE 213	Introduction to Computer Studies II	1	Compulsory
GSE 214	Trafficking in Persons Issues	1	Compulsory
	NCE II Second Semester		
GSE 000 D	Media Information Literacy	2	Compulsory
GSE 221	General English IV	1	Compulsory
GSE 223	Citizenship Education	1	Compulsory
GSE 224	Entrepreneurship	1	Compulsory
	NCE III Second Semester		
GSE 322	General English V	1	Compulsory
		TOTAL = 14 Credits	

GSE COURSES FOR CHRISTIAN RELIGIOUS STUDIES

Candidates to take any **ONE** of the following Mathematics Courses **Plus** GSE 323

COURSE CODE	COURSE TITLE	CREDIT	STATUS
	NCE I First Semester		
GSE 113	Basic General Mathematics I	1	Compulsory
	NCE I Second Semester		
GSE 122	Basic General Mathematics II	1	Compulsory

	NCE II First Semester		
GSE 212	Basic General Mathematics III	1	Compulsory
	NCE II Second Semester		
GSE 221	Basic General Mathematics IV	1	Compulsory
	NCE III Second Semester		
GSE 323	Science & Technical in Society	1	Compulsory

COURSE DESCRIPTION

CRS 111 INTRODUCTION TO THE STUDY OF RELIGIONS (1 CREDIT) C

The course makes a historical investigation into the major world religions excluding Christianity. Below is the suggested course outline:

i) Theories and Origin of religion
- Element of religion
- Different approaches to the study of religion
- Religion and culture
- Religion and politics

ii) World religions such as:
. Hinduism
. Buddhism
. Shintoism
. Confucianism
. Bahaism
. Judaism
. Zoroastrianism
. Islam

CRS 112 EARLY HISTORY AND RELIGION OF ISRAEL FROM GENESIS TO THE JUDGES (1 CREDIT) C

The course makes a critical study of the Book of Genesis and the Pentateuch in general with the exception of Leviticus and Deuteronomy. The critical analyses of the episodes are given equal religious emphasis. The course also deals with the historical accounts contained in the books of Joshua, Judges.

1. Introduction

The primeval History - Gen. 1 - 11;

2. Survey of content.

a) The Patriarchs
b) The sojourning in Egypt to the settlement in Canaan (major events)

3. The period of the judges

The political situation under the judges (with emphasis on Deborah, Gideon and Samson).

CRS 113 INTRODUCTION TO THE BIBLE (1 CREDIT) C

The course examines the Bible as a unique document. It discusses the inspiration and authority of the Bible, Canon of Old and New Testaments.

Below is the course outline.

a. The Uniqueness of the Bible
b. The inspiration and authority of the Bible
c. Canon and canonicity
    i. Canon of the Old Testament
    ii. Canon of the New Testament
d. The apocryphal and pseudo apocryphal writings
e. Biblical Archaeology

CRS 114 EARLY CHURCH HISTORY (1 CREDIT) C

The course deals with the history and doctrines of the early Church from the Apostolic Age to the Council of Chalcedon in 451. A.D. Attention will focus on the following themes:

a. The foundation of the Church and its expansion
b. Early schismatic and heretical movements
c. The persecution - The martyrs and Apologists (Roman Persecutors - Nero, Trojan and Diocletian and Christians Apologists - Polycarp, Cyprian, Clement, Tertullian, Augustine, etc.).
d. Emancipation of the Church under Emperor Constantine
e. The Doctrinal controversies
f. Various Church Councils. E.g. Council of Nicaea - 325 A.D., Council of Chalcedon - 451 A.D.

CRS 115 AFRICAN TRADITIONAL RELIGION (1 CREDIT) C

This course attempts to:

i) Define African Tradition Religion. The following concepts should be studied.
    a) Supreme Being
    b) Man
    c) Ancestral cult
    d) Spirits
    e) Life after death
    f) Magic/Medicine
    g) Priesthood
    h) Divination
    i) Witchcraft
ii) Discuss the future of African Traditional Religion

CRS 121 THE LIFE AND TEACHINGS OF CHRIST (1 CREDIT) C

The course examines the Life of Jesus of Nazareth.

- The birth of Christ
- The role of John the Baptist
- Christ's Public Ministry
- Sermon on the Mount

- The use of parables and role of miracles in the Ministry of Jesus
- Problems involved in establishing the Ministry life of Jesus

CRS 122 INTRODUCTION TO THE STUDY OF THE PENTATEUCH (1 CREDIT) C

This course examines the following:

a. Documentary hypotheses and their features as components of the Pentateuch.
b. The importance of the Torah for the Jews and Christians.
c. The book of Exodus will be studied in detail.

CRS 123 FROM THE ESTABLISHMENT OF MONARCHY TO THE FALL OF JUDAH (1 CREDIT) C

a. A survey of the reigns of Saul, David, Solomon and Rehoboam/Jeroboam.
b. A study of the ministries of Elijah and Elisha
c. Factors leading to the fall of the Northern kingdom
d. The fall of Judah in 586 BC.

CRS 124 INTRODUCTION TO THE THEOLOGY OF THE OLD TESTAMENT (1 CREDIT) C

This course surveys the theology of the Old Testament with particular reference to the following:

a. Election
b. Covenant
c. Salvation
d. Remnant
e. Kingship
f. Messiah

CRS 211 PAUL AND HIS WRITINGS (1 CREDIT) C

The course studies the life and activities of Apostle Paul and his Epistles. Emphasis shall be placed on the major themes of the following Epistles:

a. Romans
b. Galatians
c. Corinthians

CRS 212 THE CHURCH FROM THE REFORMATION TO THE EVANGELICAL REVIVAL OF THE 18TH CENTURY (1 CREDIT) C

The course examines the following:

a. The church from the Reformation time
b. The Counter Reformation
c. The Evangelical Revival in Europe and America in the 18th Century.
d. The Protestant Movements
e. The effects of the Evangelical Revival on the planting of Christianity in West Africa.

CRS 213 CHRISTIAN DOCTRINE (1 CREDIT) C

This course examines the Biblical basis for some selected fundamental Christian doctrines

a) The Trinity
b) God: Names and Attributes
c) Creation
d) Sin
e) Salvation
f) Christology
g) Eschatology
h) Ecclesiology
i) Holy Spirit
j) Sacrament

CRS 214 EXILIC AND POST EXILIC JUDAISM (1 CREDIT) C

This course is a continuation of the history and religion of Israel from the last days of Judah to the intertestamental period with a brief study of Isaiah, Jeremiah, Ezra and Nehemiah.

CRS 215 METHODOLOGY OF CHRISTIAN RELIGIOUS STUDIES (1 CREDIT) C

The course covers the following:-

- A study of the aims and objectives of CRS in the education of the child.
- Qualities of a CRS Teacher.
- Agencies of Religious education (the home, church, school and the mass media).
- The concepts of motivation and discipline
- Development of CRS instructional materials.
- Methods of communicating religious truth, e.g.
  a) Conceptual approach.
  b) Bible centered approach
  c) Indoctrination
  d) Hermeneutics
- Selection and use of instructional materials
- Lesson planning and micro teaching
- Planning for instruction in CRS, Scheme of work

NOTE:

The course should examine and analyse the National Curriculum (NERDC) CRS for Basic 1-9. Practical approach of using the curriculum should be demonstrated in classroom situation.

CRS 221 THE SYNOPTIC GOSPELS (2 CREDITS) C

The course examines the books of Mathew, Mark and Luke in respect to the following:

a. Authorship date and place of composition of each of the synoptic gospels.
b. The synoptic problems and solutions.
c. What Christ taught about

i) God
i) Christ
ii) Holy Spirit
iii) Kingdom of God
iv) Faith
v) Salvation
vi) Baptism and the Lord's super
vii) Resurrection
viii) Eschatology

CRS 222 INTRODUCTION TO CHRISTIAN ETHICS (1 CREDITS) C

The course discusses the origin, nature and uses of social ethics, the identification of family problems, societal and political problems such as delinquency, war, violence, capital punishment etc. National ethics are also to be considered along with the role of the Church in African society.

This course examines the biblical views on contemporary ethical issues, facing the church such as marriage; divorce, sex, birth control, abortion, Euthanasia, property, poverty, wealth, hunger, stranger, work, age, personal life concepts such as HIV/AIDS, Homosexuality, Lesbianism, Bribery and Alcoholism/Drug Abuse, Abstinence, Interpersonal Relationship.

CRS 223 HISTORY OF CHRISTIANITY IN WEST AFRICA TO THE 19th CENTURY (1 CREDIT) C

The course gives the background to the evangelical revival and modern missionary movements with particular attention to the following

1. The role of Henry the Navigator.
2. Anti-slavery movements
3. The establishment of Sierra-Leone
4. Roman Catholic and Protestant Missionary activities in West Africa with particular reference to Nigeria.

CRS 224 AFRICAN INDEPENDENT CHURCH MOVEMENT (1 CREDIT) C

This course examines:

1. The causes of the rise of independent churches in West Africa.
2. The distinguishing features of the main movements
3. A comparative study of orthodox and independent churches.
4. A detailed study of at least four of the following:
   a) The Cherubim and Seraphim
   b) The Christ Apostolic Church
   c) The Church of the Lord Aladura
   d) Living Faith International
   e) Musama Disco Christo Church
   f) The Celestial church of Christ
   g) Deeper Life Bible Church

CRS 321 ST. JOHN'S GOSPEL (1 CREDIT) C

The course examines:

1. Authorship, Date and Place of writing St. John's Gospel
2. Purpose of writing of St. John's Gospel.
3. Similarity and Dissimilarities between John's Gospel and Synoptic Gospels.
4. Major themes in St. John's Gospel i.e. Christology, Signs etc.

CRS 322 PROPHETS OF ISRAEL (1 CREDIT) C

This course gives general and brief introduction of the rise of prophecy in Israel and its significance for the faith of Israel. The prophets to be studied include:

a) Amos
b) Hosea
c) Micah
d) Isaiah

Common themes and distinctive features will be projected.

CRS 323 ACTS OF THE APOSTLES (1 CREDIT) C

The course provides an account of the young church in action as contained in the book of Acts of the Apostles. The expansion in the immediate regions and the Gentile world is to be considered.

i. Authorship, Date, and Place of Writing
ii. Holy Spirit theme and tongues
iii. The Deaconate
iv. The Inauguration and Expansion of the Church
v. Judaizers' conflict and Jerusalem Council.
vi. Saint Paul's role in the Expansion of the Early Church.

CRS 324 PHILOSOPHY OF RELIGION (1 CREDIT) C

This course introduces the students to the nature of philosophical thinking, the way philosophical problems arise and the characteristics of philosophical questions. Issues to be considered include:

a. Characterization of philosophy
b. Faith and reason
c. Existence of God
d. Immortality of the soul
e. The problem of Sin and Evil
f. Personal Skill for handling Emotional and Mental Illness.

CRS325 ECUMENISM AND RELIGIOUS DIALOGUE (1 CREDIT) C

The course examines:

- The concept of ecumenism:
- The need for ecumenical movements
- The history of ecumenical movements among Christian bodies.

- Ecumenical Movements: The World Council of Churches, Organisation of African Instituted Churches, Christian Council of Nigeria, Christian Association of Nigeria, Pentecostal Fellowship of Nigeria, Catholic Association of Nigeria, TEKAN.
- The effects of divisions among Christians in Nigeria.
- The course also examines the need for dialogue between Traditionalists, Muslims and Christians in Nigeria.

CULTURAL AND CREATIVE ARTS (SINGLE MAJOR)

PHILOSOPHY

The Arts, as an expression of the people, reflect the society, the environment, and aspects of their culture, including the folklore and the pragmatic nature of the people. The Arts in traditional culture-music, dance, drama, fine and plastic arts, are usually integrated and are often performed and presented together at appropriate occasions, including festivals thus promoting the cultural heritage. These facts, therefore, constitute the underlying principles for formulating the philosophy for Cultural and Creative Arts Education for Primary and Junior Secondary schools. The cultural and Creative Arts curriculum aims at developing students' acquisition of cultural repertoire, aesthetic perception, artistic talents, creativity and expression. It is designed to stimulate interest and enquiries into the theoretical and practical areas, particularly as they affect the teaching of the arts in schools. Finally, the arts are significant tools for developing and inculcating right attitudes, cultural understanding, national unity and the advancement of the society.

OBJECTIVES

The programme objectives are to:

a. Make students fully aware of the significance and roles of the arts in culture and the importance of their artistic heritage.
b. Inculcate artistic and academic excellence in the students;
c. Produce academically and professionally well trained NCE teachers capable of teaching Cultural and Creative Arts at the Basic 7-9 School levels.
d. Provide opportunities for learning the skills of creative expression in some artistic (local/cultural) media as the skills of responding to the arts, thereby promoting cultural continuity;
e. Prepare qualified personnel with adequate knowledge to teach, appreciate and inculcate right attitudes and values necessary for developing individuals and enhancing national unity and national development;
f. Help students acquire adequate skills and competence for higher education in the arts at the relevant faculty.

ADMISSION REQUIREMENTS

General

General Admission Requirements are possession of a minimum of 5 credits at not more than two sittings including mathematics and English Language in SSCE or its equivalent

Possession of Grade II Teachers' Certificate with credit or merit passes in 5 subjects including English Language and Mathematics.

Additional admission requirements

Candidates to possess 5 credits at the O/L GCE/SSCE/WASC/NECO, one of which must be in Fine Arts or a credit in Fine Arts related subjects from Technical Colleges e.g. Technical Drawing.

FACILITIES

For CCA there should be the following facilities:

a) **Classrooms:** There should be at least three general classrooms for NCE one to three and

each should contain modern classroom furniture.

b) **Art Studios:** There should be at least two studios for two- and three-dimensional Art. An average size Art Studio capable of holding up to 30 students should be about 30ft x 30ft or 900cm x 900cm.

c) Music Classrooms:

i. There should be two specialized rooms prepared for music each with one chalk board and a music chalkboard ruled with 3 or 4 pairs of staves. It should be equipped with storage facilities for safe keeping of instructional equipment and materials.

ii. There should be a large music workshop with soundproof for music practicals. It should be fully air conditioned and equipped with storage and cupboard for keeping instruments, equipment, audio and video cassette records and players etc.

d) **Theatre for Arts and Dance:** A large hall with a stage and proper wooden floor treatment and hand railing for dance practices, integrated arts practicals and other practices.

e) Books in the Library:

i. There must be enough books to cover all the CCA subjects to the ratio of one student to ten books.
ii. NERDC National Curriculum for Junior Secondary School Cultural and Creative Arts (4 copies)

f) Equipment:

1) Music Requirements:
Musical Instruments
a) Local: Drums, wooden drums, bells, maracas, clappers, musical pots, (Udu), xylophone, goge, oja, flutes, sarewa, horns
b) Guitars, school recorders, pianos, electronic keyboard, Orchestral instruments, and graded xylophones.
c) Audio and Video players and recorders, CD players, empty cassettes, turn tables, records phono disks, recorded audio-video tapes CD etc.

Fine Art Requirements
a) Donkey seats, easels, drawing boards, potter's' wheel, kiln, clay dump, print making machine, limo-cutters, fixative, modelling tools, screen frames, T-squares, set squares, scissors, hand gloves, etc.
b) Poster colours, caustic soda, hydro sulphite, calligraphic pens, rapidographic pens, ink, tracing papers, textile materials, assorted markers, kitchen papers, etc.
c) Photographic studio and equipment.

3) Theatre and Dance Requirements:

A Complete lighting system

- At least 7 lamps including flood and follow spot.
- 2 Dimmer boards
- Sewing Machine
- Make-up kits
- Stand-by Generators
- Dimmer Pack

vii) Staff Offices: Every academic staff should have a large room to contain bookshelves, office furniture, keyboard for Music lecturers etc.

viii) Personnel (Academic and Non-Academic)

1. Academic:
   - 2 lecturers to teach Music
   - 1 lecturer to teach Dance
   - 2 lecturers to teach Drama/Theatre arts
   - 2 lecturers to teach Fine Art
   - 2 lecturers to teach Applied and Media Art.

2. Supporting Staff:
   Studio Attendants/Cleaners
   1 Storekeeper
   2 models/cleaners one male and one female (for two- and three-Dimensional Art)
   2 local artisans (as Resource Persons) to teach traditional music, crafts and folklore.
   Local artisans should be invited when necessary

MODE OF TEACHING

The integrated nature of the practice of Cultural and Creative Arts necessitates the use of specialized teaching strategies by the teacher for the theoretical aspects of CCA; team teaching through lecture, demonstration and discussion methods will be appropriate.

For the integrated practical aspects of CCA models are appropriate for processing the elements across the arts to achieve integrated arts objectives.

a) Appropriate teaching aids include, audio and video tape recorders, pictorial reproduction, photographs, slides, film strips, charts, sound- producing objects, improvised sound producing objects, art materials, charts, musical instruments, etc.

b) For Years Two-Three: The Modes of Teaching will include: class teaching/lecture, individual tutorials/studio teaching, group work, assignment, practicum, field trips, etc.

Graduation Requirements

To graduate as a Cultural and Creative Art teacher, a candidate must earn a minimum of 96 credits. The breakdown is as follows:

General Education Courses	-	24
General Studies Courses	-	16
Teaching Practice	-	6
2nd Teaching subject	-	24
Total	**-**	**94**

Assessments

Examinations	-	60%
Continuous Assessments	-	40%

Continuous Assessments to include assignments, tests and practical exercises.

CULTURAL AND CREATIVE ARTS COURSES (SINGLE MAJOR)

100 LEVEL - FIRST SEMESTER

Course Code	Course Title	Credit	Status
CCA 111	History and Development of Cultural and Creative Arts in Nigeria.	1	*C*
CCA 112	Arts Appreciation	1	*C*
CCA 113	Rudiments and Theory of Music I	1	*C*
CCA 114	Introduction to General/Basic Drawing	1	*C*
CCA 115	Introduction to Indigenous Festival Theatre	1	*E*
CCA 116	Introduction to Drama and Theatre	1	*E*
	Total	**5**	
GSE 000A	Media Information Literacy		*C*
GSE 111	General English 1	1	*C*
GSE 112	Introduction to Library Studies	1	*C*

100 LEVEL - SECOND SEMESTER

Course Code	Course Title	Credit	Status
CCA 121	Practical for National Curriculum Cultural and Creative Arts (NERDC)	1	C
CCA 122	African Music	1	E
CCA 123	Chorale (Class) singing	1	E
CCA 124	Introduction to Visual Arts Studio Practice	1	C
CCA 125	Theatre Practice	1	C
	Total	**4**	
GSE 000 B	Media Information Literacy		*C*
GSE 121	General English II	1	*C*
GSE 124	Family Life and Emerging Health Issues	1	*C*

200 LEVEL - FIRST SEMESTER

Course Code	Course Title	Credit	Status
CCA 211	Cultural and Creative Arts Teaching Methods and Materials.	2	C
CCA 212	Nigerian Indigenous Arts and Crafts/Decorative Arts.	1	C
CCA 213	Photography	1	C
CCA 214	History and Literature of Music	1	E
CCA 215	Applied Music	1	E
CCA 216	Basic Print-Making Techniques	1	C
	Total	**6**	
GSE 000C	Media Information Literacy		*C*
GSE 211	General English III	1	*C*
GSE 213	Introduction to Computer Studies II	1	*C*
GSE 214	Trafficking in Persons Issues	1	*C*

200 LEVEL SECOND SEMESTER

NCE II - SECOND SEMESTER 200 LEVEL

Course Code	Course Title	Credit	Status
CCA 221	Contemporary Nigerian Artists and their works	1	C
CCA 222	2 Dimensional Arts	1	C
CCA 223	3 Dimensional Arts	1	C
CCA 224	Theory of Music II	1	C
CCA 225	Children's Theatre and Choreographic Dances	1	C
CCA 226	History of European Art	1	C
	Total	**6**	
GSE 000 D	Media Information Literacy	2	*C*
GSE 221	General English IV	1	*C*
GSE 223	Citizenship Education	1	*C*
GSE 224	Entrepreneurship	1	*C*

300 LEVEL FIRST SEMESTER

Course Title	**Credits**	**Status**
Teaching Practice	6	

SECOND SEMESTER

Course Code	**Course Title**	**Credit**	**Status**
CCA 321	Traditional African Theatre, Drama &	1	C
CCA 322	Community Theatre	1	C
CCA 323	3 Dimensional Arts	1	E
CCA 324	Nigerian Museums and Artifacts	2	C
	Creative Integrated Art Project		
	Total	5	
GSE 322	General English V	1	*C*

Note: In addition, candidates are to take one of the following Mathematics courses plus GSE 323:

GSE 113	Basic General Mathematics I	1	*C*
GSE 122	Basic General Mathematics II	1	*C*
GSE 212	Basic General Mathematics III	1	*C*
GSE 221	General Mathematics IV	1	*C*
GSE 323	Science and Technology in Society	1	*C*

COURSE DESCRIPTION

CCA 111 **History and Development of CCA in Nigeria (1 Credit) C**

The objective of the course is to guide the students in the understanding of the philosophy and historical development of CCA in Nigeria.

- Meaning of philosophy of CCA
- Goals and objectives of CCA
- Arts in Pre-Colonial Nigeria
- Nigerian Art Heritage, Nok, Ife, Benin, Igbo, Ukwu, Mbari, Akwanshi, Kalabari, Hausa Decorative Art.
- Music in Culture
- Rites of Passage
- Dramatic Arts in Culture
- Function of the Arts in the Society
- The Arts in Nigerian Education
- How the Arts got into the schools
- The Emergence of CCA
- The National Policy on Education
- Role of NERDC and the Development
- First Nigerian National Conference in 1969
- The Future of CCA in Nigeria

CCA 112 **Arts Appreciation**

The course objective is to guide the students as follows:

1 Credit (C)

- Goals and Objectives of Art Appreciation (Music, Drama, Dance and Visual Arts)
- Principles/Elements of Art, Forms of Art, Meaning and Context
- A basic survey of Historical and Cultural factors that affect the art forms
- Significance of Arts in Life and Society
- Development of Visual Literacy through analysis of works of Art
- Aesthetics in the Arts - Music, Drama, Dance and Visual Arts.

CCA 113 **Rudiments and Theory of Music I** **(1 Credit) C**

- Goals and Objectives of Music
- Notation of Rhythms, Scales, Intervals
- Trails and Chords
- Music Reading and sight singing, development of musical litracy
- Musical terms, signs, symbols and abbreviations.

CCA 114 **Introduction to General/Basic Drawing** **(1 Credits) C**

This course introduces students to:

- Goals and objectives of Drawing
- Still Life Drawing
- Drawing of Cultural Tools from different parts of Nigeria
- Perspective and Tonality

CCA 115 **Introduction to Indigenous Festival Theatre Appreciation (1 Credit) E**

The purpose of the course is to introduce students to:

- Field Trips to Local Festival
- Study of Local Traditional Arts Culture and Artifacts with emphasis on Form and Functions.
- Study of Local Masking Tradition in the Society: their significance and practice.
- Festival Music and Dance
- Visual Arts in Festival Theatre - costumes, colour codes, masks, body decoration, etc.
- Integrated Arts in African Festival Theatre.

CCA 116 **Introduction to Drama and Theatre (1 Credit) E**

This course introduces student to element of Drama and Theatre practice:

- Philosophy and Goals of Drama Education
- Survey of Theatre
- Basic Techniques of the Art of Acting, body posture, attitude, movement through space and time, gestures, speech, dialogue, character build-up, sense memory, emotional memory.
- State Business
- Improvisation and Creativity

CCA 121 **Practical for National Curriculum (1 Credit) C**

The purpose of this course is to expose the student to the study and analysis of NERDC National Curriculum for Cultural and Creative Arts for Basic 7-9 School, develop scheme of Work and lesson plans using NERDC National Curriculum. Use the plan lesson notes for Micro-teaching and develop of Instructional Materials to be used during teaching Practices

* NERDC curriculum **must** be used for this course

CCA 122 **African Music** **(1 Credit) E**

The Objectives of the course are for the students to:

Explain, Examine, discus, analyze the:

- Role of Music in culture
- Characteristics of African Music
- Instrumental Resources and Distribution of Folksongs of Africa
- Organization of Music in Africa
- Functions of African Music in societies

CCA 123 **Choral (Class) Singing** **(1 Credit) E**

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

- Goals and objectives of choral singing
- Development of Folk songs repertoire from different Ethnic groups in Nigeria.
- Develop skills for signing of Nigerian Folk songs (a minimum of 100 Folk songs) from different Nigerian Ethnic Groups.
- Develop skills for technical Details: Voice training, language, pronunciation, dictation, expression etc.

CCA 124 **Introduction to Visual Arts, Studio Practice** **(1 Credit) C**

- Still Life Drawing
- Drawing from Life and Nature
- Introduction to Basic Design
- Introduction to Painting - Use of water colour, poster colour and oil colour
- Introduction to Basic Ceramics, Sculpture and Textiles
- Introduction to Tools and Materials
- Mask/Costume Making

CCA 125 **Theatre Practice** **(1 Credit) C**

- Practical Participation in Theatre Production
- Script reading
- Practical Techniques of Acting, Mining, Singing, Speaking, Dancing, Movement and Gesture on Stage.
- Stage Props, Costumes and Sets
- Stage Business

CCA 211 **Cultural and creative Arts Teaching Methods/Materials (2 Credits) C**

- Development stages in Art, Characteristics of children up to adolescence and implication for the Arts.
- Children's art forms in Traditional and Contemporary society
- Integrated Approach to the teaching of CCA through cultural themes e.g. common concepts, games, folktales and festivals.
- Improvisation in Visual Arts, Music and Drama
- Creating instructional materials from folksongs, games art, theatre etc.
- Evaluation in CCA classroom
- Microteaching
- Use NERDC curriculum as a Guide in teaching the topics

CCA 212 **Nigerian Indigenous Arts and Crafts; Nigerian Decorative Arts (1 Credit) C**

Carrying, Wearing, Pottery, Leatherwork, Tie and Dye (e.g. Oyo and Ilorin weavers, Abuja potters, Kano Dye pits, Nupe Brass works, Ibibio masks etc.

- Body Decoration, Tattoos, Scarification etc.
- Items for household decoration, furniture, wall hangs, curtains, mobiles etc.

CCA 213 Photography **(1 Credit) C**

- History of photography
- Photography as Art
- The Camera
- Darkroom processes
- Film Development and Printing, Advanced Techniques.
- Practical Exercises

CCA 214 History and Literature of Music **(1 Credit) E**

- A confirmation of the development of Western Music from the classical to Romantic periods concentrating on major composers of these periods, their contributions and major works.

CCA 215 **Applied Music** **(1 Credit) E**

- Practical works on singing, recorder playing-major scales of keys C, G,F, and technical exercises of intermediate level.
- Introduction to Guitar playing, parts of a Guitar, Techniques of Chord playing.
- Accompany songs with Guitar on keys C, G,F, major and A minor

CCA 216 **Basic Print-Making Techniques** **(1 Credit1) C**

In this course emphasis should be placed on the practical aspect and less theory. Students should be guided to develop, manipulating skills.

- Use of rubber stamp (Lino) method
- Use of wood printing (Relief) method
- Etching
- Screen printing method
- Colour separation for printing
- Introduction to Computer Graphics - Use of Corel Draw

CCA 221 **Contemporary Nigerian Artists and their Works** **(1 Credit) C**

- Studies of works of Ben Enwonwu, Ladi Kwali, Bruce Onabrakpeya, Twin Seven-Seven, Lamidi Fakeye, Adunni Olorisa, Bamidele etc.
- Study of their styles, use of media and their philosophy
- Educational visits to location where their works can be viewed

CCA 222 **2-Dimensional Arts** **(1 Credit) C**

Note: Students should be guided based on Drawing Techniques; Imaginative composition; Portrait, Painting and Designs.

- Drawing Techniques with different media, pen crayons, charcoal etc.
- Imaginative composition in colour
- Portrait printing
- Designs for posters, cards, fabrics etc.
- Textile Design on fabrics

CCA 223 **3-Dimensional Arts** **(1 Credit) C**

The objectives of the course are to guide the students to acquire skills and introduce them to:

- Abstract Drawing
- General and Life Drawing
- Pottery Techniques
- Modeling of objects with clay
- Marquetery
- Basic firing Techniques
- Used of mixed media in modeling - papier Mache, plasticine etc.
- Introduction to casting technique in Plaster Of Paris and Cement.

CCA 224 **Theory of Music II** **(1 Credit) C**

This course introduces students to:

- Introduction to Elementary Harmony, Diatonic Harmony
- Analysis of simple songs, folksongs, and short passages
- Introduction to Elementary Melody Writing
- Analysis of short choral and piano pieces
- Introduction to use of dominant 7^{th} chord and its inversion in Harmony and guide them to acquire the necessary skills.

CCA 225 **Children's Theatre and Choreographic Dances (1 Credit) C**

This course introduces students to:

- Introduction to children's theatre.
- Children's plays, learning through plays, Creative imagination, masks and make-up, practical exercises.

CCA 226 **History of European Art (1 Credit) C**

- Greek, Roman and Medieval Arts
- Islamic Art
- Modern European Art: Renaissance, Impressionism etc.

CCA 321 **Traditional African Theatre, Drama and Community Theatre (1 Credit) C**

- The traditional African Theatre will include: total theatre, characterization in traditional theatre, audience participation e.g. masquerades, and other popular traditional performances. Effects of Western Theatre and Drama on modern African Theatre and Drama. Community theatre and its origins, community theatre. Methodology, puppetry, visit to local festivals and observation of all Creative Arts Aspect. Experiences in local communities.

CCA 322 **3-Dimensional Arts (1 Credit) C**

- General and Life Drawing
- Introduction to Bust Modeling
- Modeling from Life
- Relief sculpture with clay/cement
- Advanced works on moulding of objects - Trinket boxes, flower and flower vases/pots, ritual pots

CCA 323 **Nigerian Museums and Artifacts (1 Credit) E**

- The National Museums and other museum stations
  Specific museums (Esie stone figures museum, war museum at Umuahia, Oron, Monoliths etc.)

CCA 324 **Creative Integrated Arts Project (2 Credits) C**

- All the students come together and work on a theme and present a major work at the end of the semester. Their production will include a full interaction of Music, Visual Arts, Dance and Theatre Arts. This will be presented before an audience. Students should be graded according to inputs and participation.

ECONOMICS (ECO)

PHILOSOPHY

Economics is a subject that is desired by all citizens either as producers or as consumers so that they would acquire knowledge of the economic system and how it works. The insight derivable from the study of economics not only frees the minds of the recipients from the shackles of destiny and chance events but also equips them with solutions to problems of our country. Further, it enables the development of critical thinking required for making logical contribution towards economic growth and development.

OBJECTIVES

The objectives of teaching economics are to:

a) Train teachers who have acquired in-depth knowledge of economic theory and applied economics to be able to appreciate economic problems;

b) Produce teachers who have acquired adequate professional skills to be able to organize and teach economics related courses at the Primary school level in Nigeria;

c) Prepare teachers who would be able to undertake further education in economics or related areas of study; and

d) Produce teachers who have acquired economic skills and abilities and are able to apply them to their daily activities.

ADMISSION REQUIREMENTS

General

a) A Senior Secondary School Certificate (SSSC) or G.C.E. O' Level with credit in 5 subjects including English Language, Mathematics and economics at not more than two sittings.

b) All candidates wishing to be considered for admission must fulfill the requirements of a selection examination organized by an accredited body such as JAMB.

c) It should be noted that Colleges should in addition to all of the above, administer their own elimination tests and or interviews.

FACILITIES

i) Classrooms

3 large lecture rooms and a well-equipped Economics resource room are required.

ii) List of Equipment

a) Economics wall maps of Nigeria, Africa and the World.
b) Audio-visual materials such as computer system, projector, Slides, etc.
c) Other instrumental aids.

iii) Staff Offices

Each senior staff should have a comfortably furnished office to himself. There should also be offices for support staff (Computer Operator, Clerks) with relevant equipment e.g. Computer; reproduction machines etc.

iv) Books in the Library

There must be enough books to cover all the areas of the subject to the ratio of one student to ten books.

PERSONNEL

a) Academic

A Department of Economics should have a minimum of eight lecturers who shall have a minimum qualification of 2^2 degree in Economics. In addition, he/she should possess a minimum teaching qualification of NCE or Post Graduate Diploma in Education. A B.Sc. (Ed) degree in Economics for fresh graduate will be an added advantage.

Staff - student ratio of 1:25.

b) Others

1. A Clerk
2. A Computer Operator
3. A resource room Attendant

MODE OF TEACHING

The mode of teaching would be lectures, tutorial, industrial trips and the use of discussion, games and simulations.

GRADUATION REQUIREMENTS

Minimum credits required for graduation.

1.	Education Courses	-	24 Credit Units
2.	General Studies Courses	-	16 Credit Units
3.	Teaching Practice	-	06 Credit Units
4.	Economics Courses	-	24 Credit Units
	2nd Teaching Subject	-	24 Credit Units
	Total	-	94 Credit Units

TEACHING PRACTICE

Every student is required to do Teaching Practice and the Credit earned recorded in EDU 311.

PROJECT

Every student is required to write a project in either of the subject combinations or EDUCATION and the Credit earned recorded in EDU 323.

COURSE CONTENT

YEAR ONE - FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT	STATUS
ECO 111	Principles of Economics I	2	C
ECO 112	Introduction to Public Finance	1	E
ECO 113	Introductory Statistics I	1	C
ECO 114	Introduction to Business Finance	1	E

GSE Courses

GSE 000A	Media Information Literacy		Compulsory
GSE 111	General Education I	1	Compulsory
GSE 112	Introduction to Library Studies	1	Compulsory
GSE 113	Basic General Mathematics I	1	Compulsory

	YEAR ONE - SECOND SEMESTER		
COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
ECO 121	Principles of Economics II	1	C
ECO 122	Introduction to Mathematics for Economics	2	C
ECO 123	Introductory Statistics II	1	C

GSE Courses

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	YEAR TWO - SECOND SEMESTER		
ECO 221	Macroeconomics	2	C
ECO 222	Introduction to Business Economics	1	E
ECO 223	Economics of Production	1	C
ECO 224	Structure of the Nigerian Economy	1	E
ECO 225	Development Economics	1	C
ECO 226	Introduction to Financial Accounting	1	C

GSE COURSES

GSE 000D	Media Information Literacy	2	Compulsory
GSE 221	General English IV	1	Compulsory
GSE 223	Citizenship Education	1	Compulsory
GSE 224	Entrepreneurship	1	Compulsory
GSE 221	Basic General Mathematics Iv	1	Compulsory

	YEAR THREE - FIRST SEMESTER		
	Teaching Practice	06	C
	YEAR THREE - SECOND SEMESTER		
ECO 321	Applied Economics	1	E
ECO 322	International Economics	1	C
ECO 323	History of Economic Thought	1	C
ECO 324	Labour Economics	1	E
ECO 325	Human Resources Development	1	C

GSE COURSES

GSE 322	General English V	1	Compulsory
GSE 323	Science & Technology in Society	1	Compulsory

Note: Candidates to take any **one** of the following mathematics courses Plus GSE 323:

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE 113	Basic General Mathematics I	1	Compulsory
GSE 122	Basic General Mathematics II	1	Compulsory
GSE 212	Basic General Mathematics III	1	Compulsory
GSE 221	Basic General Mathematics Iv	1	Compulsory

GSE 323	Science & Technology in Society	1	Compulsory

COURSE DESCRIPTION

ECO 111 PRINCIPLES OF ECONOMICS I (2 CREDITS) C

- Nature, scope and methodology of Economics (Tools of Economic analysis).
- The basic economic problems and concepts (scarcity, scale of preference, choice, opportunity cost, etc).
- Elementary theories of demand and supply, types of demand and supply, shifts in demand and supply curves. Elasticity of demand and supply.
- Introduction to production, types of production (primary, secondary and tertiary). Factors of production - land, labour, capital entrepreneurship; mobility of factors of production, the law of diminishing returns; division of labour.

ECO 112 INTRODUCTION TO PUBLIC FINANCE (1 CREDIT) E

- The nature, scope and methodology of public finance,
- Comparison of government with business firms.
- Sources of business finance, sources of public finance in Nigeria.
- The forms and financing of government expenditure budget.
- Principles and problems of public debts.
- Principles and goals of taxation.
- Personal income tax, company tax, import, export and excise duties, VAT.
- Federal, State and Local fiscal systems, inter-governmental fiscal relations.
- Public Expenditure
- The Public Budget
- Balanced Budget and Fiscal Policy
- Division of Tax Burden
- Incidence of Taxes
- Classification and Choice of Taxes

ECO 113 INTRODUCTORY STATISTICS I (1 CREDIT) C

- Descriptive Statistics:
- The nature, scope and purpose of statistics,
- sources of statistical data and problems of data collection,
- frequency distribution, quartiles, percentiles,
- measures of central tendency, (mean, median and mode), (grouped and ungrouped data)
- The use of diagrams and histograms in statistical economic analysis.
- Measures of dispersion - Range, (mean deviation) variance and standard deviation.
- Logic and Basic Inferential Statistics
- Sampling Design and Selection
- Application of Basic Statistical Concepts to Economic Research.
- Probability Theory and its applications in Statistics
- Data gathering and problems of Data gathering

- Sampling distribution and the Central Limit Theorem.
- Tests of Statistical Hypotheses
- Chi-square Test and Goodness of Fit Analysis

ECO 114 INTRODUCTION TO BUSINESS FINANCE (1 CREDIT) E

- Elementary concepts of money and capital market.
- Basic financial concepts (stocks, bonds, shares, debentures).
- Concept of mortgage (saving, current account, fixed deposit, certificate of deposit,)
- bank loans and overdraft,
- cheques,
- promissory notes
- discounting bills, bills of exchange and treasury bills
- Concepts and differences between business and public finance.
- Source of business finance. Business EnvironmentEntrepreneurship Development Programme Business Financial Statement Financial management Financial Ratios and Analysis Staffing and Manpower Development The concept of Management
- Legal Aspects of Business Operation.

ECO 121 PRINCIPLES OF ECONOMICS II (1 CREDIT) C

- Population Theories: Malthusian and Demographic Transition Theories: over - population, under-population and optimum population,
- Geographical, occupational and age distribution of population, Ageing population.
- Economic systems - Capitalism, Socialism and mixed economy.
- Forms of business organization - sole proprietorship, partnership, Joint Stock Company. Co-operative society and state - owned corporations.

ECO 122 INTRODUCTION TO MATHEMATICS FOR ECONOMICS (2 CREDITS) C

- Relevance of Mathematics to Economics
- Arithmetical and geometrical progressions,
- Simultaneous linear equations, Crammar's Rule Matrix inversion.
- Techniques of differentiating and integrating simple algebraic, logarithmic and exponential functions and their applications to economics.
- Set theory: Definition and Evaluation of Limits of various functions.
- Variables, constant and parameters. Functional relationship and equations e.g. definitional and behavioural changes.
- Mathematical Versus Non Mathematical Economics
- The Nature of Mathematical Economics
- Relations and Functions: Ordered pairs
- Types of functions: Constant Functions, Polynomial Functions, Relational Functions, Non algebraic Functions
- Quadratic Equation versus Quadratic Functions
- Inequalities and Absolute Values

ECO 123 INTRODUCTORY STATISTICS II (1 CREDIT) C

- Inferential statistics: The concept of permutations and combinations,

- Probability theory, estimation of simple statistics and population parameters,
- Correlation, coefficient and simple regression analysis,
- Index numbers and time series.
- Theoretical Frequency Distributions (Movements, Skewness and Kurtosis)
- stochastic Variables: Probability Distribution Function
- Binomial Distribution or the Bernoulli Processes
- Poisson Distribution or the Poisson Approximation to the Binomial
- chi- square Test and Goodness of Fit Analysis

NOTE: Emphasis should be laid on application of concepts rather than the theoretical application of the statistical principles.

ECO 211 MICROECONOMICS (2 CREDITS) C

- Nature and Scope of Micro-economics.
- Theory of consumer behaviour, demand and supply functions,
- price determination, utility and preference, elasticity, income, price and substitution effect,
- Combination of factors of production.
- Pricing and output under perfect competition, monopoly, monopolistic competition, duopoly and oligopoly.
- Pricing of factors of production and factor proportions, returns to scale, marginal productivity of factors of production, theories of determination of wages, rents, interests and profits.

ECO 212 MONEY AND BANKING (1 CREDIT) C

- Definition of money,
- Evolution and functions of money.
- The quantity theory of money and changes in the value of money and the theory of interest rates.
- The Nigerian monetary system: Central and Commercial Banks.
- The role of other financial institutions.
- Problems and concepts of money and capital markets in Nigeria.
- Monetary policy. Concept of universal banking, mergers and acquisition.
- Non-interest banking
- Financial system regulatory agencies in Nigeria
- Liquidity, Near Monies and Money Substitutes
- The Money Supply (Stock)
- Banking and Financial Intermediation
- The Demand for Money and Monetary Equilibrium
- Relative Effectiveness of Monetary and Fiscal Policies
- Integrating the Real and monetary sectors – The IS-LM Framework

ECO 213 ECONOMICS TEACHING METHODOLOGY (2 CREDITS) C

- The nature of economics, objectives of teaching and learning economics in secondary schools. Problems of teaching economics in Nigerian Secondary schools.
- Factors that influence the choice of methods of teaching economics e.g. (Age, ability, size of class, time, finance etc.).

- Different methods of teaching (lecture, problem solving, demonstration, discussion, case studies and field trips).
- The use of instructional materials. Evaluation of learning in economics and evaluation of economics textbooks.
- Unit preparation and lesson notes.
- Micro-teaching exercises.
- A detailed study of the syllabus of Secondary School economics. Microsoft Excel and its uses in Economics
- Statistical Packages for Social Sciences
- Simulation (benefits to learners)
- Multimedia projector and teaching of economics- importance and classroom application
- Class control and management
- Application of computer in the teaching of economics

ECO 214 RESEARCH METHODS IN ECONOMICS (1 CREDIT) C

- The nature and scope of research projects in economics.
- Planning and design of research.
- Types of research.
- Basic sampling techniques
- Methods of data collection, analysis, and interpretation.
- Report writing.
- Referencing and plagiarism.

ECO 221 MACROECONOMICS (2 CREDITS) C

- Nature and scope of macroeconomics: macroeconomic policy objectives and instruments.
- National income accounting,
- income determination,
- the multiplier and acceleration principle
- The theory of consumption, inflation, employment. Interest rates, investment, economic growth, business cycles and problems of economic growth.
- Macro-Economic Policy in Practice
- Macro-Economic Policy for Full Employment in Nigeria
- Macro-Economic and Employment Policies in Africa
- Macro-Economic Policy in Open African Economies
- Restructuring African Financial Markets for Growth
- Foreign Aid and Economic Development in Africa
- The Impact of External Debt on Growth in Africa.

ECO 222 INTRODUCTION TO BUSINESS ECONOMICS (1 CREDIT) E

- The nature and scope of business economics
- Objectives (traditional and modern) and functions of firms
- Forms of business organization - formation, financing, advantages and disadvantages
- Sources of Finance and problems of business organizations in Nigeria
- The role of business organisations in economics development
- Functions of Management

- Profit - its concepts and measurement
- The development of business organizations in Nigeria since independence

ECO 223 ECONOMICS OF PRODUCTION (1 CREDIT) C

- Production function; cost concepts and characteristics of cost, location of industries, plant layout and materials handling, inventory, policy and control. The classical (Elementary) Theory of Production
- The Firm and the Industry
- The Production Function
- Short run Production Analysis
- Production in the Long Run
- Short and Long Run Production Costs
- Economies and Diseconomies of Scale
- Revenue and Profit Analysis
- The Breakeven Point
- When the Firm would not Produce

ECO 224 STRUCTURE OF THE NIGERIAN ECONOMY (1 CREDIT) E

- Profile and structure of the Nigerian economy.
- Sectorial breakdown of the Nigerian economy; Primary sector - Agriculture, Mining and quarrying.
- Secondary Sector – Industries
- Tertiary Sector - Commerce and Services
- Contributions of the different sectors to the Nigerian economy.
- Changing structure and policies of the Nigerian economy since 1960 (Austerity measures: SAP, etc.)
- Structure of the Economy and the role of Investment
- The Relative contribution of Public Sector and Private Sector Investment to Nigerian's Economic Development since 1960
- Monetary Policy, capital Accumulation and Output in the Nigerian Economy
- Foreign Investment Policy and Development of the Nigerian Economy
- Economic Policy in the Internal and External Sectors

ECO 225 DEVELOPMENT ECONOMICS (1 CREDIT) C

- Growth and development - concepts and measures (per capita income and social indicators).
- The characteristics and causes of under development
- Some theories of economic growth - Rostow, Balance and unbalance growth
- Problems of agricultural transformation, industrialization and technological changes
- Problems of dualism
- Population and Economic development
- Foreign aids, foreign trade and Economic development
- The role of capital, natural and human resources in economic development
- Development plan and economic development - Nigeria's experience.

- Urbanization and Rural-Urban Migration: Theory and Policy
- Human capital: Education and Health in Economics Development
- Agricultural Transformation and Rural Development
- Development Policy making and the Roles of market, state and Civil Society.
- Balance of Payment, Developing-Country Debt and the Macro-Economic Stabilization – Controversy
- The Global Environment and the Developing World

ECO 226 INTRODUCTION TO ACCOUNTING (1 CREDITS) C

- The nature, scope and purpose of accounting,
- basic financial statements,
- accounting conventions,
- theory and mechanics of double entry book-keeping, books of original entry,
- the cash book and the ledger classification,
- recording and summary of business transactions,
- trial balance,
- correction of book-keeping errors.
- Revenue accounting, profits and loss accounts and balance sheets of business concerns.
- Valuation of assets and measurement of business income.
- Ratio analysis and interpretation of account.
- Bank reconciliation.
- Three Column Cash Book
- Petty Cash Book
- Prepayments and Accruals
- Types of Business Organization and Accounting Procedures
- Preparation of Final Accounts
- Interpretation of Financial Statements
- Business Amalgamation (Mergers and Acquisitions)

ECO 321 APPLIED ECONOMICS (1 CREDITS) E

- Nigeria national income - size, growth rate and structural composition, changes in size, growth rate and structure.
- Major sectors of the Nigerian economy - agriculture, mining, industrial, social services and foreign sectors - development, prospects and problems.
- Nigerian population: size, structure, occupational distribution, spatial distribution, stages of demographic transition, Malthusian population theory and its relevance to Nigeria.
- Nigerian Labour market - trade unions and employers associations. Industrial relations in Nigeria.
- Government recent policies and their effects on the economy. Nigerian Enterprises promotion Decree, Land Use Decree, privatisation and commercialisation of enterprises. NEEDS, SEEDS AND LEEDS.

ECO 322 INTERNATIONAL ECONOMICS (1 CREDITS) C

- Domestic versus International Trade
- Theories of International Trade: Absolute Advantage, Comparative advantage; factor

endowment.

- Commercial policies and theory of customs unions
- Economic integration: types and advantages, ECOWAS etc., prospects and problems.
- Balance of payments: Concepts, problems and adjustments of disequilibrium: International Financial Institutions:- IMF, IBRD, GATT, UNCTAD
- International Trade and Economic Development
- Contemporary International Economic problems: the debt problem; South/South Dialogue, the Group of 7 or other similar phenomena.
- International Macro-Economic policy
- Exchange rates and open-Economy Macro-Economics
- The Standard Trade Model
- International factor Movements
- The political Economy of Trade Policy
- Trade Policy in Developing Countries
- Controversies in Trade Policy
- Macro-Economic Policy and Co-ordination under floating Exchange Rates
- Optimum Currency Areas and the European Experience

ECO 323 HISTORY OF ECONOMIC THOUGHT (1 CREDIT) C

- The nature, scope and methodology of History of Economic Thought - its evolution, importance and limitation.
- The pre-classical economic ideas - mercantilism and physiocracy
- The classical economic doctrine-tenets and contributions of Adam Smith, David Ricardo, Rev. T.R. Malthus, etc.
- Marxian Economics and relevance to modern economic development
- The Historical school and marginalism with special reference to the contribution of Jevons and Marshall.
- Keynesian revolution and relevance to contemporary economic development
- The contributions of Pareto and Edgeworth etc. Application and relevance.
- Contributions of Nigerians to Economic Thought.

ECO 324 LABOUR ECONOMICS (1 CREDIT) E

- The meaning and scope of Labour Economics.
- Labour Unions in Nigeria.
- Labour Unions and bargaining power.
- Wage differentials, employer and employee relationships.
- Strikes and lockouts.
- Mobility of labour (causes and effects).
- Industrial relations in Nigeria.
- Investment in and efficiency of human capital.
- The Labour market (demand for and supply of labour).
- The Theory of Individual Labour Supply
- Labour Quality: Investing in Human Capital
- The wage Structure
- The Economic Impact of Unions

- Government and the Labour Market: Legislation and Regulation.
- Labour Market Discrimination – Gender and Racial Differences
- Discrimination and its Dimensions
- The crowding Model: Occupational Segregation
- World of Work - The Gender Pay Gap
- Antidiscrimination – Policies and Issues

ECO 325 HUMAN RESOURCES DEVELOPMENT (1 CREDIT) C

- Concepts of human capital,
- Returns to investment in human capital, choice between human capital investment and investment in physical capital.
- Determinations of human capital resources
- Social and private costs and returns to investment in education,
- Manpower planning and unemployment problems.
- The socio-economics implication of HIV/AIDS on human resources,
- Entrepreneurship skill and development.

ECUMENICS (ECU)

PHILOSOPHY

The main philosophy of the programme is to produce ecumenically oriented teachers, qualified to teach courses in the areas of religious and moral education in combination with other teaching subjects normally in Basic 1-9 Levels of our education system.

Such teachers of ecumenism are expected to have correct sense of ethics in terms of moral sensitivity, moral intelligence and moral courage. The curriculum strongly envisages that the final products shall be sufficiently mature to judge the moral input of socio-religious issues of everyday life and be able to evaluate the contents of religious behavioural patterns of their immediate society. The students are trained to be able to avoid provocative sentiments, hostile words, inimical actions towards other people's faith and be intellectually mature enough to enquire into areas of co-operation between different religions and denominations.

The programme incorporates and makes use of the most modern ecumenical techniques to harmonise morality with youthful aspirations. Ecumenism is borne out by the provision for different religionists studying in the college. The curriculum is also specifically

designed to cater for the great religions of the world, especially in Africa and particularly in Nigeria. It is believed that a teacher of Ecumenics should be able to hold healthy dialogue with people of different value pursuits, no matter what country, class or creed the other may belong.

Ecumenism attempts specially to inculcate into the life pattern of the students an evaluation and appreciation for socially accepted standards to help them fit into the social life of the community and society at large to enhance their commitment to national objectives.

OBJECTIVES

At the end of the programme the students will be able to:

a. analyze and evaluate the functions of religion in society;
b. act without religious prejudice and mix up freely with members of other religions.
c. avoid hostile words and actions towards members of other religions and inquire into areas of co-operation between religious groups;
d. judge the moral import of social and religious issues and evaluate the contents of religious writings;
e. evaluate the efforts of religious leaders in West Africa and use their experiences for a healthier evangelism of the Nigerian society; and
f. teach religion to students in Basic 1-9 of our education system.

Admission Requirements

General

i) A Senior Secondary School Certificate (SSC) or G.C.E. 'O' Level with credits in five (5) subjects including English Language, and Mathematic in not more than two sittings.
ii) A Grade II Teachers Certificate (TC II) with credit or merit passes in five (5) subjects including English and Mathematics;
vi) All candidates wishing to be considered for admission must meet the selection requirements of an accredited body such as JAMB.
vii) Colleges may, in addition to all the above, administer their own qualifying tests and /or interview. This is legitimate.

FACILITIES

a) **Classroom:** a minimum of three classrooms for lectures (one per level of NCE)
b) **Staff Offices** - Each Senior Staff should have a comfortable furnished office to himself. There should also be an office for support staff (typists; Clerks) with relevant equipment e.g. Typewriters and computers.
c) **Books in the Library:** There must be enough books to cover all the areas of the subject to the ratio of 10 book titles per one student.
d) **Other Special facilities:**
   (i) Audio visual aids
   (ii) Films and video cassettes of the Religions of the World.
   (iii) Holy books e.g. Bible, Koran other relevant documents.

PERSONNEL

a) A minimum of eight (8) academic staff are needed to mount the course or staff-students ratio of 1:25 per year of study. Any Ecumenical teacher is expected to possess a minimum qualification of B.Th. with Diploma or Certificate in Ecumenism; B.A. (Comparative Religion); B.A. (Islamic Studies). To head the Department, a minimum qualification of M.A (Rel.) or M. Theo. or its equivalent is required. A teaching qualification not below NCE or PGDE is required.

b) Others
   i) One typist
   ii) One messenger/cleaner
   iii) One clerical officer

4.6 MODE OF TEACHING

The teaching of Ecumenics will be by games, simulation, discussions, lectures, seminars, workshops, fieldtrips, observations use of films, cassettes and other relevant modern gadgets on the religions of the world. Visits to Mosques, Churches and Shrines would form part of educational experiences.

4.7 Graduation Requirements

Distribution of minimum credits required for graduation are as following.

a)	Education Courses	-	24 Credits Units
b)	General Studies Courses	-	16 Credits Units
c)	Teaching practice	-	6 Credits
d)	Ecumenics courses	-	24 Credits
e)	Second teaching subject	-	24 Credits
Total			94 credits

TEACHING PRACTICE

Every student is required to do Teaching Practice and the credit earned recorded in EDUC 324.

PROJECT

Every student is required to write a project in both Ecumenics or Education and the credit earned recorded in EDUC 323.

SUBJECT COMBINATION

Ecumenics as a single major subject may be combined with anyone of the following subjects: Christian Religions Studies; Islamic Studies, Social Studies (Single Major), History, Geography, English, Yoruba, Igbo, Hausa and Political Science.

COURSE CONTENTS

COURSE CODE	COURSE TITLE	CREDIT	STATUS
Year 1, First Semester			
ECU 111	Introduction to the study of Religion	1	C

ECU 112	Comparative Religion	2	C
ECU 113	Introductory Study of Prophetic Religions	1	C
ECU 114	Introduction to Ecumenism	1	C
	TOTAL	5	Units
Year 1, Second Semester			
ECU 121	African Religion and Philosophy	1	C
ECU 123	History and Religion of Islam	1	C
ECU 124	History of Christianity in West Africa	2	C
	TOTAL	4	Units

	Year II, First Semester		
ECU 211	Christian Ethics	1	C
ECU 212	Contemporary Religious Issues	2	C
ECU 213	Fundamental Dispositions for Ecumenism	1	C
	TOTAL	4	Units

SECOND SEMESTER			
COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
ECU 221	Understanding Religious Man	1	C
ECU 222	Religion in the Age of Science	1	C
ECU 223	Ecumenism in Action	2	C
	Total	4	C

	NCE YEAR III FIRST SEMESTER		
	Teaching Practice	6	Units

	SECOND SEMESTER		
ECU 321	Modern Religions and Atheistic Thoughts	2	C
ECU 322	Contemporary Moral Issues	2	C
ECU 323	Sociology of Religion	1	C
ECU 324	Myth, Dreams and Religious Experience	1	E
ECU 325	Paradigm for Religious Experience	1	E
	TOTAL	7	Units

Compulsory GSE For Ecumenics Students

First semester NCE 1

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE 000A	Media Information Literacy	2	C
GSE 111	General English 1	1	C
GSE 112	Introduction to Library Studies	1	C
Second semester NCE 1			
GSE 000B	Media Information Literacy		
GSE 121	General English 11	1	C
GSE 123	Introduction to Computer Studies 1	1	C
GSE 124	Family Life &Emerging Health Issues	1	C
First semester NCE 2			
GSE 000C	Media Information Literacy		
GSE 211	General English 111	1	C
GSE 213	Introduction to Computer Studies	1	C
GSE 214	Trafficking in Persons Issues	1	C
Second semester 200 Level			
GSE 000D	Media Information Literacy		
GSE 221	General English 1V	1	C
GSE 223	Citizenship Education	1	C
GSE 224	Entrepreneurship	1	C
GSE 323	General English V	1	C
	TOTAL	14 CREDITS	

Ecumenics students are required to take any one (1) of the following mathematics courses plus GSE 323

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE113	Basic General Mathematics 1	1	C
GSE122	Basic General Mathematics 11	1	C
GSE 212	Basic General Mathematics 111	1	C
GSE 221	Basic General Mathematics 1V	1	C
GSE 323	Science & Technology in Society	1	C

Summary

NCE YEAR	COMPULSORY	ELECTIVE	TOTAL
Year One	9 Credits	-	9 Credits
Year Two	8 Credits	-	8 Credits
Year Three	7 Credits	2 Credits	7 Credits
Overall Total	**24 Credit**	**2 Credit**	**24 Credits**

COURSE DESCRIPTION

ECU 111 Introduction to the Study of Religion (1 Credit) C

- The Concept of Religion
- Theories of religion about its nature
- Branches of Religion
- Characteristics of religion
- Methods or approaches to the study of religion
- Religious texts

ECU 112 Comparative Religion (2 Credit) C

- Hinduism
- Jainism
- Buddhism: the Theravada, the Mahayana
- Confucianism
- Taoism
- A brief overview of other religions of the world

ECU 113 Introductory Study of the Prophetic Religions (1 Credit) C

- Judaism, or the Religion of Israel
- Christianity: the early church, the Eastern Orthodox
- Church and Protestantism
- Islam
- Zoroastrianism

ECU 114 Introduction to Ecumenism (1 Credit) C

- Meaning of Ecumenism
- The Ecumenical Movement
- The World Council of Churches (WCC)
- Ecumenical development in and by the Catholic Church

ECU 121 African Religion and Philosophy (1 Credit) C

- The nature of African Traditional Religion (ATR)
- Concepts of God, divinities, deities, spirits and ancestors in ATR
- The idea of some other concepts and beliefs: Man, Life after death and reincarnation, sacrifice, prayer, divination, priesthood, good and evil
- Morality in African Traditional Religion
- Names and attributes of the Supreme Being in ATR

ECU 122 History and Religion of Islam (1 Credits) C

- The concept of Islamic Religion
- Theories of religion of Islam
- Ways to approach revelation of Quran.
- The attitude of the Qur'an to other faiths

ECU 123 History of Christianity in West Africa (2 Credits) C

- Background of the 18 century mission to West Africa

- Scramble for West Africa and the 19th century missionary movement
- The missionary impact in Nigeria
- Emergence of New Religious Movements

ECU 211 Christian Ethics (1 Credits) C

- Understanding the concept of morality
- Responsibility and human freedom
- Conscience
- Nature of moral law
- Human rights

ECU 212 Contemporary Religious Issues (2 CREDITS) C

- Ecumenical initiatives and efforts among Christian bodies: the world Council of Churches (WCC), All African Conference of Churches (AACC), Christian Council of Nigeria (CCN), the Catholic Church, Christian Association of Nigeria (CAN), areas of collaboration between the WCC (Protestants) and the Catholic Church
- Islam and Christianity

ECU 213 Fundamental Dispositions for Ecumenism (1 Credit) C

- Historical development of ecumenism in Nigeria
- How to handle diversity
- Dialectics of man's response

ECU 221 Understanding Religious Man (1 Credit) C

- Man as a religious being
- Man and religion
- Man's attitude to modern religion

ECU 222 Religion in the Age of Science (1 Credits) C

- The concept of science
- Conflict between science and religion
- Effect of Technology on religion

ECU 223 Ecumenism in Action (2 Credits) C

- An overview of the major divisions that occurred in the Church
- The impetus to church unity
- Spiritual Ecumenism
- Ecumenism and *Koinonia*
- Ecumenism and *Diakonia*
- Requirements for fruitful ecumenical relations

ECU 321 Modern Religions and Atheistic Thoughts (2 Credits) C

- The concept of Atheism
- Hegel and Hume

- Some of the major critiques: Feuerbach, Niche and Marx and areas of their religious critique.

ECU 322 Contemporary Moral Issues (2 Credits) C

- The value and sanctity of human life
- Artificial Reproduction Technologies (ART)
- Abortion
- Suicide
- Euthanasia
- Capital Punishment
- Just War Theory
- Population Control of humans

ECU 323 Sociology of Religion (1 Credits) C

- Meaning of Sociology of Religion
- Theories of Sociology of Religion
- Symbols of Religion
- People's value judgment in religion

ECU 324 Myths and Dreams as Religious Experience (1 Credits) E

- The concept of myth
- Theories of Religion on dreams
- Symbolic system
- Religions Social therapy

ECU 325 Paradigms for Religious Experience (1 Credit) E

- Define the term "paradigm"
- Identifying religious and spiritual founders
- Identify concrete models from the life and teachings of religious founders
- Communicating faith by the religious founders

GEOGRAPHY

PHILOSOPHY

The geography programme aims at studying the earth, including the activities of man. The study involves both descriptive and analytical techniques of looking at geographical phenomena. The Phenomena, whether physical, human or environmental are increasingly significant in the planning and management of land and its resources upon which man depends. Consequently, the philosophy of the geography programme is to create an opportunity for prospective modern geography student teacher to:

a. Develop new descriptive, interpretative, and analytical techniques of studying the earth and activities of man;
b. Develop practical skills and methodologies of understanding geographical features, phenomena and processes,
c. Search for explanations in geography, such as why certain processes behave in the way they do;
d. Develop skills to impart geographical knowledge or information with a view to include better perception of geography and at the same time to promote the learning and teaching of the discipline; and

e. Undertake (i) to (iv) above along national aspirations and goals as may be enshirined in the National Policy on Education.

OBJECTIVES

i) To develop in the student teachers, appropriate skills in the teaching of geography at the primary and post primary levels, using modern tools and methods.

ii) To develop and promote the use of basic skills and methods of practical work, both in the field and in the laboratory, to explore new frontier through better initiatives, independent thinking, and group participation in the determination of geographical phenomena

iii) To give account of the spatial distribution of the earth's resources and to take appropriate measures for the sustainable management of resources by man;

iv) To provide an explanation for the understanding of the spatial distribution and variability of the earth's physical and cultural features and processes.
To also determine the extent to which man exercise influence over these features and processes.

v) To develop in the student teachers, skills of learning basic techniques of carrying out map interpretation and analysis, basic land and air surveys, field and laboratory methods, and to adapt to the use of modern tools and including information Technology; and

vi) To provide possible succor to victims of physical hazards.

ADMISSION REQUIREMENTS

i) General

a) A senior Secondary School Certificate (SSC)/NECO or G.C.E O' Level with credit passes in five (5) subjects including English language and mathematics in not more than two settings. Three of the credits must be in Geography, English and Mathematics.

b) A Grade II Teacher's Certificate (TC II) with credit or merit passes in five subjects two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and mathematics are additional requirements.

c) All candidate wishing to be considered for admission must meet the selection requirements of an accredited body such as JAMB.

f) There should be a selection interview for all the candidates.

FACILITIES AND EQUIPMENT

The following minimum facility requirements are needed for the programme of NCE Geography

a) Physical Facilities

i) A Geography lecture room with a store. The room should be enough to provide an average space of 1.2 square meters (1.2m2) per student

ii) A Geography laboratory with map-making facilities including tracing tables, drawing boards, and trays, models, worktables, shelves for rock samples and map drawers.

iii) Staff offices: Each academic staff should have a comfortably furnished office to himself. There should also be an office for support staff (typist, Clerks) with relevant equipment eg. Typewriter, reproduction machines etc. The head of department should have a separate office

iv) Books in the library: There must be enough books to cover all the areas of the subject to the ratio of ten book titles to one student.

v) Geographical garden (weather station) with standard equipment consisting of

- Maximum and Minimum Thermometer
- Hygrometer
- Aneroid barometer
- Sunshine recorder
- Stevenson's Screen complete with accessories
- Evaporation pan/Evaporimeter
- Earth/grass and surface/air thermometers
- Wind vane
- Shadow stick
- Weather Board

vi) Geographic Information System (GIS) Laboratory equipped with the following
Set of Computer Systems installed with GIS software such as (ArcGIS, ERDAS Imagine, IDRISI, ILWIS, Quantum GIS etc.

- A4 Printer
- Scanner
- Internet Services
- Satellite Images
- Atlas Maps
- Global Positioning System (GPS)
- Google Earth Pro Software

b) List of some Materials

- Planetarium
- Wall maps – two set of physical maps viz; relief and drainage, climate; vegetation, soils for the world, Africa, West Africa and Nigeria
- Wall Maps – Political and Economic for Africa, West Africa and Nigeria
- Globes – two size
- Topographical sheet – three set of 50 maps each of any area in Nigeria on 1,50000 scale including school map series enough to go round the number of students in the class

Rock samples:

- Igneous rocks – two types
- Sedimentary rocks – two types
- Metamorphic rocks – two types

c) Consumables

- Tracing paper rolls
- Drawing papers
- Graph papers
- Transparent paper
- Camera and Camera films
- Drawing ink etc.

d) Survey Instruments

- Compasses (about 4)
- Levels (one Abney level and one surveyor's level)

- Ranging poles (5)
- Arrows – 2 sets of ten each
- Drawing pens – set of 0.018, 0.25, 0.35, 0.5 with accessories
- Binoculars (2)
- Survey chain – metric type – (30-meter length) 3 set
- Measuring tape 30 meters – 5 No, 100 meter – 2 No

e) Air Photo Interpretation Equipment

i) Aerial Photographs of scenes in Nigeria, stereo pairs on 1:2000, 1:10,000, 1:25,000 and 1:40,000 scale

ii) Pocket stereoscopes 10 pieces, and 2 No Mirror stereoscopes

f) Audio Visual Aid

- Projectors – slide (16mm) and overhead
- Cameras – at least 3
- Video Screen

g) Field Equipment

- Munsell colour chart
- Soil auger
- Camping tents

- GPS

In addition to the above listed facilities, computer and accessories should be provided. EDM satellite imagery and remote sensing plus multimedia projector should be provided

PERSONNEL

i) Academic

A minimum of eight (8) lecturers who should possess at least a good first degree in Geography with teaching qualification of B.Ed, B. A/B.Sc. Ed Geography from a recognized institution and a staff-student ratio of 1:25.

ii) **Support staff**

a) Cartographer I, Typist I
b) Two weather observers trained to function in a shift system
c) Cleaner/Messenger/Laboratory Attendant

MODE OF TEACHING

This include

a. Lecture/Discussion methods
b. Practical
c. Field Studies
d. Projects
e. Simulation
f. game

g. Tutorial and Seminars

GRADUATION REQUIREMENT

Minimum Credit requirement for graduation

Education Courses	-	24 Credits Units
General Studies Courses	-	16, Credits Units
Teaching Practice	-	6 Credits Units
Geography Courses	-	24 Credits Units
Second teaching subject	-	24 Credits Units
Total	-	94 Credit Units

TEACHING PRACTICE

Every student is required to do Teaching Practice and the credit earned recorded in EDUC 324

PROJECT

Every student is required to write a project in either Geography or Education and the credit earned recorded in EDUC 323

COURSE CONTENT 1

NCE I FIRST SEMESTER			
COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
GEO 111	The Earth in Relation to the Sun	2	C
GEO 112	Map Reading and Interpretation	2	C
GEO 113	Introduction to Geomorphology	2	C
GEO 114	Local Geography	1	C
GEO 115	Recreation and Tourism	1	E

NCE I SECOND SEMESTER			
COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
GEO 121	Climatology	2	C
GEO 122	Introduction to Biogeography	2	C
GEO 123	Introduction to Environmental Studies	2	C

NCE II FIRST SEMESTER			
COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
GEO 211	Regional Geography of Nigeria	2	C
GEO 212	Introduction to NERDC National Curriculum for Geography	2	C
GEO 213	Population & Settlement Geography	2	C
GEO 214	Geographic Thought and Development of Geography in Nigeria	2	C

NCE II SECOND SEMESTER			
COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
GEO 221	Practicum of NERDC National Curriculum (Geography)	2	C
GEO 222	Research methods and Statistics in Geography	2	C
GEO 223	Regional Geography of West Africa	2	C
GEO 224	Field Work in Geography	2	C
GEO 225	Introduction to Geographic Information System (GIS)	1	E

NCE III FIRST SEMESTER			
COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
EDUC 321	Teaching Practice	6	C

NCE III SECOND SEMESTER			
COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**

GEO 321	Regional Geography of Africa	2	C
GEO 322	Resources of Developing Regions outside Africa	1	E
GEO 323	Political Geography	1	E
GEO 324	Economic Geography	1	C
GEO 325	Geography of the Developed World	2	C
GEO 326	Elementary Land Survey	1	C

COMPULSORY GSE FOR GEOGRAPHY STUDENTS

First semester NCE 1

COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
GSE 000A	**Media Information Literacy**	**2**	**C**
GSE 111	**General English 1**	**1**	**C**
GSE 112	**Introduction to Library Studies**	**1**	**C**
Second semester NCE 1			
GSE 000B	**Media Information Literacy**		
GSE 121	**General English 11**	**1**	**C**
GSE 123	**Introduction to Computer Studies 1**	**1**	**C**
GSE 124	**Family Life &Emerging Health Issues**	**1**	**C**
First semester NCE 2			
GSE 000C	**Media Information Literacy**		
GSE 211	**General English 111**	**1**	**C**
GSE 213	**Introduction to Computer Studies**	**1**	**C**
GSE 214	**Trafficking in Persons Issues**	**1**	**C**
Second semester 200 Level			
GSE 000D	**Media Information Literacy**		
GSE 221	**General English 1V**	**1**	**C**
GSE 223	**Citizenship Education**	**1**	**C**
GSE 224	**Entrepreneurship**	**1**	**C**
GSE 323	**General English V**	**1**	**C**
	TOTAL	**14 CREDITS**	

GSE COURSES FOR ARTS AND SOCIAL SCIENCES/LANGUAGES

History candidates are required to take any one (1) of the following mathematics courses plus GSE 323

COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
GSE113	Basic General Mathematics 1	**1**	**C**
GSE122	Basic General Mathematics 11	**1**	**C**
GSE 212	Basic General Mathematics 111	**1**	**C**
GSE 221	Basic General Mathematics 1V	**1**	**C**
GSE 323	Science & Technology in Society	**1**	**C**

GEO 111 THE EARTH IN RELATION TO THE SUN (2 CREDITS) C

- The Earth as a member of the solar system
- The size, shape, position and posture of the Earth (including the significance thereof)
- Spatial and Temporal Distribution of solar Radiation and its Effects on Global Climatic and Geomorphological processes.
- Effects of latitudes on weather and climate
- Longtitudes and variation in local Times
- Importance of latitude and longitude in the Determination and Location of places and Features on the earth's surface
- Latitude and Distance Calculation.

GEO 112 MAP READING AND INTERPRETATION (2 CREDITS) C

- Types of maps and marginal information including conventional signs
- Map scales: Types of scales, conversion of scales, and application of scales including calculation of irregular areas.
- Map Reproduction: Enlargement and reduction, and their scale implications.
- Location of places on maps (Atlas and Topographical maps), the use of the compasses, bearings, grid references in the location of features on maps.
- Representative of features on topographical maps.
  (i) Physical features: Relief, drainage and vegetation.
  (ii) Cultural features: settlements and communications, types and spatial distributions.

Description and interpretation of features on topographical maps:

- Physical features: identification and description of relief forms, types of drainage and their area extent.
- Types and density of vegetation.
- Description and interpretation of cultural features i.e. land use represented on topographical maps, settlement and line of communication.
- Relationship between relief and drainage and cultural features such as influence of relief and drainage on settlement and transport.

GEO 113 INTRODUCTION TO GEOMORPHOLOGY (2 CREDITS) C

- Composition and structure of the earth's crust
- Types of rocks (formation, characteristics and their economic importance)
- Endogenic processes i.e. folding, faulting, igneous intrusion, volcanicity

- Exogenic process i.e. weathering, mass movement, fluvial process, including development of drainage network characteristics, aeolin processes, coastal erosion and sedimentation.
- Impact of population and geomorphic processes on the environment
- Land evaluation.

GEO 114 LOCAL GEOGRAPHY (1 CREDIT) C

The course is essentially the study of the geography of the immediate locality within which the institution is located.
The focus is on:

- Historical Evolution of the settlement
- Growth and Development of the settlement
- Landforms, Hydrology, soils, weather, Climate and Vegetation
- Layout of the Locality
- Land use and Human Activities
- Settlement crises and prospects of control and management
- Continuous assessment should be based on field studies of the locality.

GEO 115 RECREATION AND TOURISM (1 CREDIT) E

- Definition and meaning of Recreation and Tourism
- Differences between Recreation and Tourism
- Recreation activities
- Identify cultural and natural tourism features.
- The spatial location of the physical features of tourism
- The spatial location of cultural features of tourism
- Explain the relevance of both natural and cultural features of tourism to the economy of Nigeria.
- Examine the overall importance of Recreation and Tourism to man.

GEO 121 CLIMATOLOGY (2 CREDITS) C

- Composition and structure of the atmosphere (heat distribution) – Vertical (i.e identify variations in the elements of the atmosphere at each level).
- Understanding the elements and factors of weather and climate.
- Pressure systems - types and distribution, patterns and factors influencing them.
- Planetary systems – wind, air masses, and their origin and influence on weather and climate. Relevant examples worldwide and local to illustrate.
- Koppen classification

- Case studies of local climate, using a nearby well established meteorological data source from some stations including actual reading of weather instruments and recording such readings.
- Climate and human activities: climate, land and settlement, climate and land use.

GEO 122 INTRODUCTION BIOGEOGRAPHY (2 CREDITS) C

- Definition and scope of biogeography
- The concept of biogeography
- Soils – types, composition and factors of formation
- Properties of soils
- The concept of soil profile and horizons
- World major classification of soil – zonal, azonal and intra-zonal soils
- Plant structure, growth, successions and community.
- Vegetation Adaptation
- Ecological structure, components and their relationships
- Food chain including water cycling
- Factors influencing development of plant communities
- Word major vegetation types, characteristic and distributions.

GEO 123 INTRODUCTION TO ENVIRONMENTAL STUDIES (2 CREDITS) C

- Introduction to environmental studies
- The definition, scope and classification of environment
- Environmental hazard in Nigeria.
- Causes, effects and management in Nigeria
- Environment and Agricultural system.
- Environment laws and policies.
- Environmental Education and decision making.

GEO 211 REGIONAL GEOGRAPHY OF NIGERIA (2 CREDITS) C

- Identify and explain the six Geo-political regions
- Physical environment; relief, landforms, drainage, climate, hydrology, soil and vegetation
- Cultural features – population (age, sex, characteristics, census and vital registration) Settlement, transport, agriculture, mining, commerce and industry are also compared

GEO 212 NATIONAL EDUCATION RESEARCH AND DEVELOPMENT

COUNCIL (NERDC) GEOGRAPHY (2 CREDITS) C

- Nature of geography, definition and scope
- Why study geography
- Aims/objective of geography
- Geography and National Philosophy
- Geography syllabus
- Preparation of scheme of work from syllabus
- Relevance and methods of teaching Geography.
- The Geography teacher and classroom.
- The Geography room and weather station.

GEO 213 POPULATION AND SETTLEMENT GEOGRAPHY (2 CREDITS) C

- Introduction to population geography
- Meaning and scope of population geography
- Theory of population geography
- Population dynamics – fertility, mortality, migration
- Population data – census Nigerian population policies.
- World population trend.
- Meaning and classification of settlement
- Settlement growth
- Settlement function
- Pattern of settlement
- Contemporary issues of settlement studies (rural-urban) migration.
- Urban problems – congestion, pollution, etc.

GEO 214 GEOGRAPHIC THOUGHT AND DEVELOPMENT OF GEOGRAPHY IN NIGERIA (2 CREDITS) C

- Simple historical development of the discipline and its relationship with other related disciplines.
- Major contributions of scholars using schools of thought:

a. Environmental determination
b. Possibilism
c. Dualism
d. Radicalism
e. Probabilism etc.

- Development of branches of Geography as a discipline:

a. Social science (i.e. cultural geography, political geography
b. Science (i.e. Geomorphology, biogeography, climatology, hydrology).

- The development of geography in Nigeria:

a. The recency of Geography as a discipline
b. Current development of thoughts in population Geography

c. Medical Geography and Population Education in Nigeria.

GEO 221 Practicum of NERDC National Curriculum (Geography) (2 Credits) C

- Planning to teach
- Instructional objectives in 3 domains
- Explain teaching apparatus.
- Scheme of work, lesson plan, lesson note
- Long range lesson plan.
- Comprehensive lesson plan.
- Micro-teaching
- Evaluation: types of evaluation, essay, and objectives test, WAEC, NECO etc.
- Final evaluation of students.

GEO 222 RESEARCH METHOD AND STATISTICS IN GEOGRAPHY (2 CREDITS) C

- Definition of research in Geography
- Data and data types
- Data sampling and collection techniques, simple processing and analysis of Geographic information, using totals, percentages, mode, medium and mean.
- T/test standard deviation and coefficient of variability. Rank order correlation and product moment correlation.
- Presentation of geographic information in graphic forms, i.e. using Histogram, Pie-charts, Chloropleth and in tabular forms.
- Methods of data collection.
- Steps involved in writing research in geography.

GEO 223 REGIONAL GEOGRAPHY OF WEST AFRICA (2 CREDITS) C

- Relief of west Africa (as Mineral resources base)
- Drainage and climate of West Africa (as water and energy resource base)
- Soil and vegetation (as crop, forest and livestock resource base.)
- The uses and management of land base resource for agriculture and manufacturing.
- Population growth, distribution and demography
- Regional cooperation (ECOWAS).

GEO 224 FIELD WORK IN GEOGRAPHY (2 CREDITS) C

The course introduces students to field studies in geography. It involves 4-7 days of study of physical and human aspect of geography. It emphasizes the writing of study report based on sampling, collection, analysis and interpretation of data. It encourages the use of field equipment to generate quantitative data. It improves the perception of geographical phenomena and features. It examines some population related problems in the study area.

GEO 225 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEM (1 CREDIT) E

- Meaning and overview of Geographic Information System
- meaning, types, sources and examples of Geographic Data
- importance of geo-referencing Geographic Data
- GIS Hardware Components, GIS Software, GIS Data Methods and Procedures for GIS People
- GIS personnel. Data Sources, land Surveying, Remote Sensing, Map digitizing, Map Scanning
- Field Investigation Tabular Data etc.
- Area of GIS Application: Defense, Agriculture, Urban development, Mapping, Surveying, Transportation, Disaster Management
- Problems with GIS implementation in Nigeria: Power, Personnel, Cost of Hardware and Software, Poor GIS Education, Corruption

GEO 321 REGIONAL GEOGRAPHY OF AFRICA (2 CREDITS) C

- Position, location and size
- Relief and drainage of Africa
- Climate of Africa
- Vegetation
- soil
- Population and settlement
- Types and problems of population movement
- Features of intra-Africa cooperation (e.g AU)
- Regional trade and transportation.

GEO 322 RESOURCES OF DEVELOPING REGIONS OUTSIDE AFRICA (1 CREDIT) E

- Natural and other types of resources in the developing regions outside Africa.
- Resource development in the Third World, using selected examples from various third world regions in Asia, Latin America, Australia etc.
- Population and resource development in the Third Word.
- Problems and prospects of developing agriculture, mining, fishing and manufacturing, in the regions.
- Methodology: Topical approach, drawing examples from at least two regions outside Africa.
- Rapidly developing nations in Asia.

GEO 323 POLITICAL GEOGRAPHY (1 CREDIT) E

- Concepts of Nations, State, Group of nations etc. national boundaries-land sea and air
- Evaluation of Nigeria as a political entity-Influences of colonial administration and cultural background on unity, stability, and national development.
- Resource sharing and political power struggle
- Geo-political issues-Ethnic balancing, Resource allocation, Politicization of census etc.

GEO 324 ECONOMIC GEOGRAPHY (1 CREDITS) C

- The meaning and scope of economic geography
- Factors of production and economic development.
- Consequence of population on economic production e.g. age/sex, economically active population.
- Human resources and economic development
- Evolution of economic production system: (i.e. primary, secondary and tertiary production systems, including service industries.
- Some concepts (i.e., Von Thunen theory of Agricultural location).
- Theories of industrial locations.

GEO 325 GEOGRAPHY OF THE DEVELOPED WORLD (2 CREDITS) C

- Major characteristics of developed countries:
- Standard of living and level of income
- Comparison of the population of developed and developing worlds e.g., population characteristics
- Production system
- The problems of raw material availability and value addition
- Environmental problems
- Population, energy consumption and environmental quality.

- The historical development of the developed economies
- Economic development of France
- The economic development of North America
- The economic development of Japan
- Colonial economic policies and strategies
- The relationship between developed and developing economies, such as in trade, technology transfer, aid etc.
- Control over capital and technology
- Control over world trade and transportation
- The challenge of rapidly developing Asian countries to the developed countries.

GEO 326 ELEMENTARY LAND SURVEY (1 CREDIT) C

- Definition of Elementary Surveying
- Types of surveying i.e. chain compass, plain table; Cadastral, Topographic; Hydrographic Surveying.
- Description of the Tools/Equipment used in Surveying and their uses e.g. Theodolite, prismatic, Compass Chain, Ranging poles, Measuring Tapes, Arrows, etc.

- Surveying, map and plan making i.e. how to carry out a simple chain survey of an area.
- Advantages and disadvantages of chain surveying
- Booking, plotting and Drawing of the plan or Map.
- Compass Survey – how to use the Prismatic Compass
- Bearings and Traversing
- Air – photo interpretation using stereoscopes.

HISTORY

PHILOSOPHY

Man is inevitably concerned with the nature of the past, indicators of the present and future. Thus, history offers an understanding of the nature of the society, its values and problems through a critical analysis and assessment of the major events in its social, political and technological developments, the major dramatis personae and philosophies behind their actions.

OBJECTIVES

The history programme at the NCE level serves not only the immediate and mediate roles of preparing effective teachers of Nigerian and African history in the secondary schools, but also prepares teacher trainees for further education. Specifically, the objectives are to:

a. encourage in the students, the growth of an awareness of his responsibilities and opportunities as a Nigerian citizen.
b. stimulate an appreciation of the world in which the student finds himself and to encourage students to develop mentalities which are suitable in post-colonial era and compatible with national and intellectual integrity.
c. enlarge students' knowledge and appreciation of the world beyond Nigeria and Africa and to appreciate the common heritage of mankind.
d. enable students to develop an appreciation and understanding of the historical development in Nigeria and the contribution of our past heroes/heroines.
e. develop in the students the capability of analyzing issues critically.
f. develop skills of the post-secondary approach to the study of history in order to inculcate professional attitude in the student so that he can effectively teach History related subjects in primary and secondary schools in Nigeria of the 21st century.
g. give students solid foundation for further studies and research in history at both local and International levels.

ADMISSION REQUIREMENT(S)

i) General

a) A Senior Secondary School Certificate (SSC) or G.C.E. 'O' Level with credits in five (5) subjects including English Language and Mathematics at not more than two sittings. A credit in History is a basic requirement but credit in either Government or Civic Education is acceptable in lieu of credit in History.

b) A Grade II Teacher's Certificate (TC II) with credit or merit in five (5) subjects, including History or Social Studies. Credit/merit in English Language and Mathematics are required.

c) All candidates wishing to be considered for admission must meet the requirements of the selection examination organized by an accredited body such as JAMB.

d) Some Colleges may in addition to all the above, administer their own elimination tests and or interviews for all programmes so as to enhance the quality of their students' intake.

1.1 **FACILITIES**

e) **Classrooms**

Adequate classrooms, open lecture halls, and offices should be provided.

ii) Resource Room

In each institution there should be a History resource room, where specialized history materials and equipment can be kept. Documentaries on topical historical issues should be provided including globes, maps, relics and artifacts.

iii) Staff Offices

Each Senior Staff should have a comfortably furnished office to himself/herself with sitting arrangement of not less than 12 students for tutorials. There should also be a History Departmental office with support staff (Typists, Clerk) and relevant equipment e.g. computers.

iv) Books in the Library

There must be enough books in the Departmental and main libraries to cover all areas of History and beyond to the ratio of one student to ten book titles. Efforts should be made to include current titles.

v) List of Equipment

a) Instructional materials
b) Overhead projectors
c) Maps
d) Artifact of various grades
e) Close circuit T.V. for microteaching
f) Video and Televisions
g) CDs and DVDs
h) ICT Facilities

PERSONNEL

i. Academic

A minimum of eight (8) lecturers or staff-students' ratios of 1:25 per year of study are required; with the minimum qualifications of:

a) An honours degree in History of 2nd class lower division grade with an NCE Certificate or PGDE/ PDE or its equivalent.
b) A Bachelor of Arts in Education and History degree (B.A. Ed), or a Bachelor of Education degree (B.Ed.) in History with at least a second-class lower division grade.

ii. **Other Staff**

A Clerk and Typist are needed to run History Department office. In addition, a Cleaner and Messenger should be attached to the office.

1.2 **MODE OF TEACHING**

Lectures, Discussions; Inquiry; Tutorials, Assignments, Field Trips, Documentaries, etc. are recommended modes of teaching.

1.3 **GRADUATION REQUIREMENTS**

Distribution of minimum credits required for graduation is as follows:

General Studies	-	16 Credits Units
Education courses	-	24 Credits Units
Teaching Practice	-	6 Credits Units
History Courses	-	24 Credits Units
Second Teaching subject	-	24 Credits Units
TOTAL	-	94 Credit Units

1.4 TEACHING PRACTICE

Every student is required to do Teaching Practice and the credit earned recorded in EDUC 324.

1.5 **PROJECT**

Every student is required to write a project in either History or Education and the credit earned recorded in EDUC 323. (Institutions should endeavour to suggest topics to guard against plagiarism.

1.6 COURSE CONTENT

COURSE CODE	COURSE TITLE	CREDIT	STATUS
	FIRST SEMESTER		
HIS 111	Historiography	2	C
HIS 112	Nigeria Up to 1800	2	C
HIS 113	West Africa Up to 1800	1	C
	TOTAL	**5**	
	SECOND SEMESTER		
HIS 121	Local and Regional History	1	C
HIS 122	East and Central Africa up to 1800	1	C
HIS 123	Major World Civilizations	1	C
	TOTAL	**3**	

	YEAR II FIRST SEMESTER		
COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
HIS 211	Methodology	2	C

HIS 212	Research Methods	1	C
HIS 213	Field Trips to Historical Sites and Monuments.	1	C
HIS 214	European conquest and African Resistance	1	C
	TOTAL	**5**	
	SECOND SEMESTER		
HIS 221	Economic History of Nigeria from 1800	2	C
HIS 222	Nigeria in the 19th and 20th Centuries	2	C
HIS 223	Introduction to Archaeology	1	C
	TOTAL	**5**	
	SECOND SEMESTER		
HIS 321	Africa in the 20th Century	2	C
HIS 322	Themes in Southern African History	2	C
HIS 323	Trends in World History since 1750	2	C
	TOTAL	**6**	

COMPULSORY GSE FOR HISTORY STUDENTS

First semester NCE 1

COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
GSE 000A	Media Information Literacy	2	C
GSE 111	General English 1	1	C
GSE 112	Introduction to Library Studies	1	C
Second semester NCE 1			
GSE 000B	Media Information Literacy		
GSE 121	General English 11	1	C
GSE 123	Introduction to Computer Studies 1	1	C
GSE 124	Family Life &Emerging Health Issues	1	C
First semester NCE 2			
GSE 000C	Media Information Literacy		
GSE 211	General English 111	1	C
GSE 213	Introduction to Computer Studies	1	C
GSE 214	Trafficking in Persons Issues	1	C
Second semester 200 Level			
GSE 000D	Media Information Literacy		
GSE 221	General English 1V	1	C
GSE 223	Citizenship Education	1	C
GSE 224	Entrepreneurship	1	C
GSE 323	General English V	1	C
	TOTAL	**14 CREDITS**	

GSE COURSES FOR ARTS AND SOCIAL SCIENCES/LANGUAGES

History candidates are required to take any one (1) of the following mathematics courses plus GSE 323

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE113	Basic General Mathematics 1	1	C
GSE122	Basic General Mathematics 11	1	C
GSE 212	Basic General Mathematics 111	1	C
GSE 221	Basic General Mathematics 1V	1	C
GSE 323	Science & Technology in Society	1	C

COURSE DESCRIPTION

YEAR I: FIRST SEMESTER

HIS 111 HISTORIOGRAPHY (2 CREDITS) C

An analysis of what History is and why we teach history; sources of history, dating in history, perceptions and interpretation in historical writing - the materialists view and non-materialist. The course also includes problems and issues in the study of African history and, the relationship between history and other disciplines.

HIS 112 NIGERIA UP TO 1800 (2 CREDITS) C

Evolution of early Nigerian cultures in societies and states: This ranges from Stone age culture through the Iron age and Bronze age cultures. The emergence of societies and state. e.g. Hausa States and Borno under the Mais, the Nupe, the Yoruba, Jukun Kingdoms, the Tiv and Igbo. The intergroup relations in pre-colonial times. The European slave trade in Nigeria. The contributions of NOK, Benin, Ife, Igbo Ukwu to civilization.

HIS 113 WEST AFRICA UP TO 1800 (1CREDITS) C

The course examines the empires of the savanna and forest regions in West Africa. External factors of change in West Africa: Trans-Saharan Trade and trans-Atlantic trade are given prominence.

SECOND SEMESTER

HIS 121 LOCAL AND REGIONAL HISTORY (1 CREDITS) C

This course is an in-depth study of any selected group of people in Nigeria including their origin, migrations, settlement, economy, social and cultural life, political organization and inter-group relations. The focus of this course could be on any one of these i.e. Hausa, Igbo, Yoruba, Ijaw, Urhobo, Tiv, Edo, Kanuri, Jukun etc., and others in the locality of the institution. Students are expected to carry out field study of the locality

HIS 122 EAST AND CENTRAL AFRICA UP TO 1800 (1 CREDIT) C

General survey of the land and people. The coming of the Arabs and the development of the Swahili culture. Portuguese presence in East Africa, the formation of states, Bunyoro, Kitara, Buganda, Malawi, Luba, Lunda, Kongo, Rozwi, etc. The Masai and the Kikuyu. Consequences of Bantu migration. Luba/Lunda states of central Africa.

HIS 123 MAJOR WORLD CIVILISATIONS (1 CREDIT) C

This course introduces students to a general survey of some of the major world civilizations and their contributions to historical development. Civilizations to be examined are Egyptian, the Greek and the Roman, Mesopotamian civilization, the Chinese, and Latin American civilization.

YEAR II: FIRST SEMESTER

HIS 211 METHODOLOGY (2CREDITS) C

Analysis of aims and objectives of teaching History, Teaching of History and other disciplines. Scheme work and the use of instructional materials. Design of History syllabus and lesson notes. map work and Audio-Visual aids, Micro teaching in the classroom, planning lesson notes. Problems facing history teaching in schools. History and nation building.

HIS 212 RESEARCH METHODS (1 CREDIT) C

This course introduces students to the basic concepts and skills of research. Topics to be treated includes what is research: types of research; sources of information and procedure of writing Historical research. Research reporting methods. Importance of Field Trips to historical sites.

HIS 213 FIELD TRIPS TO HISTORICAL SITES AND MONUMENTS (1CREDIT) C

All students offering History as a course **MUST** undertake Field Trip to Historical sites. A full report of the field report must be compiled, graded and preserved in the Departmental Library.

HIS 214 EUROPEAN CONQUEST AND AFRICAN RESISTANCE (1 CREDITS) C

The course will be examined in two parts, European imperialism and African resistance. Background to European imperialism in Africa, the Scramble and partition of Africa. African response to European invasion e.g. military, passive, alliance and adaptation, etc. Factors of Strength and weakness in African resistance e.g. dynastic dispute, interstate rivalry. The role of religion etc.

SECOND SEMESTER

HIS 221 ECONOMIC HISTORY OF NIGERIA FROM THE EARLIEST TIMES (2 CREDITS) C

A survey of the major units and institutions of production and distribution and their impacts. Major economic activities e.g. agricultural production, salt-making, ironworking, soap-making, lumbering/woodworking, fishing, leatherworks, carving and weaving, pottery and bronze casting etc. Distribution, Marketing and Trade linkages. Inter-group relations e.g. at the levels of economic, social, political etc. Trends in Nigeria economic development by 1800. Patterns of economic

development during the colonial era. Patterns of economic development since Independence.

HIS 222 NIGERIA IN THE 19TH AND 20th CENTURIES (2 CREDITS) C

The Sokoto jihad and the establishment of the Caliphate Borno in the 19th century19th Century, Yorubaland, Benin and the Europeans, the Igbo and the South-Eastern communities and Christian missionary activities in Nigeria. Central Nigerian communities e.g., Tiv, Jukun, Nupe, Igala, etc. Gbagyi, Angas. Establishment of colonial rule. Colonial Administration. Constitutional Development and Nationalism. Problems of Post-Independence Nigeria: Military Rule, disunity, Neo-colonialism and Nigeria's economic development.

HIS 223 INTRODUCTION TO ARCHAEOLOGY (1 CREDIT) C

Definitions and scope of Archaeology; Techniques in archaeology (Analytical methods and dating of archaeology) significance of the study of archaeology; Archaeology and the origins of man.

YEAR III FIRST SEMESTER
Teaching Practice
SECOND SEMESTER

HIS 321 AFRICA IN THE 20TH CENTURY (2 CREDITS) C

The nature of colonial administration in Africa and the struggle for independence, decolonization process in the continent, Post-colonial developments and Nation building. African Nationalism. Military in Politics. Organization of African Unity/ African Union, ECOWAS. Problems of independent African states including but not limited to boundary crisis, civil wars, neocolonialism, leadership and external debts

HIS 322 THEMES IN SOUTHERN AFRICAN HISTORY (2 CREDITS) C

A survey of the land and people. The Bushmen and the Hottentots, The Bantu: their migration and culture. Cape settlement and relations with indigenous peoples. Monomotapa (Mwene Mutapa) Empire. Contact with the Dutch and the English. Mfecane and the Zulu Kingdom. The Great Trek. The discovery and exploitation of minerals in South Africa and the Anglo-Boer war. Apartheid system/policy and efforts at nation building since independence.

HIS 323 TRENDS IN WORLD HISTORY SINCE 1750 (2 CREDIT) C

Industrial Revolution. The French Revolution. Napoleonic Europe. Russia under representative government. European imperialism and American War of independence. The Inter-war years. The Second World War. The Cold War between the Superpowers. Trends in the Middle East, Horn of Africa and globalization

ISLAMIC STUDIES (ISS) SINGLE MAJOR

Philosophy

Islam is a comprehensive religion that pervades all aspects of man's life including matters of faith and practical living. For a Muslim to conduct his personal and social life in accordance with the tenets of Islam, there is need for him to acquire an in-depth knowledge of Islam. The philosophy of Islamic studies at the NCE level is the development of a balanced personality that is socially accommodating, intellectually alert, morally sound and spiritually dedicated to the cause of Allah. As an aspect of religious study, the focus is the achievement of social solidarity, ethical harmony, human equality and brotherhood in the Nigerian society.

Objectives of the Programme

The objectives of Islamic Studies are to:

a. acquaint the students with the broad knowledge of Islam.
b. prepare the students to understand Islam as a culture and civilization
c. enable graduates to make rigorous and scholarly approach to the contemporary problems of the Nigerian Muslim Community
d. instill the spirit of God consciousness and to lead students to appreciate and uphold the values and teachings of Islam, and to live by them.
e. prepare students to teach at the Basic Education level
f. give the students adequate intellectual exposure that will enable them to pursue further education in Islamic studies particularly at the B. Ed degree level.

Admission Requirements

a. A Senior Secondary School Certificate Examination (SSCE) or G.C.E. 'O' Level with credits in 5 subjects including English Language and mathematics at not more than two sittings. Two of the credits must be relevant to the course the candidate wishes to offer.

b. A Grade II Teacher's Certificate (TC II) with credit or merit in 5 subjects which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and Mathematics are required.

c. A Senior Arabic and Islamic Schools Certificate (SAISC) or Certificate in Arabic and Islamic Studies or Higher Islamic Studies Certificate from recognized institutions will be considered for admission provided they have not less than 5 credits or merits which must include Islamic Studies, Arabic and English.

d. All candidates wishing to be considered for admission must meet the requirements of an accredited body such as JAMB.

e. It should be noted that colleges in addition to all the above should administer their own elimination tests and interviews.

Facilities

i) Minimum of three Classes/Lecture rooms
ii) One adequate and well-equipped resource room

iii) Staff Offices: Each Senior Staff should have a comfortably furnished office to himself. There should also be an office for support staff (Typists, Clerks etc.) with relevant equipment e.g. computer (both English and Arabic enabled with Arabic keyboards) printer, scanner, photocopier etc.

iv) Books in the library: There must be enough books to cover all the areas of the subject to the ratio of ten book titles to a student.
-Enough e-books for the programme to cover all the areas of the subject
-Journals, periodicals, Islamic magazines etc.

v) Other Specialized facilities for the programme:
   a) Maps of Islamic World
   b) Other Historical maps, Diagrams, Charts etc.
   c) Islamic software/applications

vi) Islamic Audio and video CD/DVD plates. Memory cards/chips etc.

vii) Computer Projector

viii) T.V, Radio, cable satellite, Tape-recorder, Video-slides

ix) Cardboard papers

x) Internet facilities

Personnel

i) The Minimum qualification for a lecturer of Islamic studies at the NCE Level is any of the following:

- A graduate of Islamic Studies with at least a Second Class Honours (lower Division) degree and a professional teaching qualification of not less than NCE.
- A graduate having B. Ed (Islamic Studies) or B.A Ed (Islamic Studies) with at least Second Class Honours (Lower Division).
- Any combined 2nd class (Lower division) honours degree that has Islamic Studies as one of the areas of specialization with at least NCE as minimum professional teaching qualification.
- All the lecturers must have a working knowledge of Arabic
- A minimum of 8 academic staff with different area of specialization must be appointed for the Islamic Studies Department or staff-students ratio of 1:25 per year of study.

ii) **Other Requirements**

a) Computer operator with both Arabic and English skills
b) One Clerical Officer
c) One Cleaner/Messenger

Mode of Teaching

A combination of various methods is recommended. These include lecture method, narration, history and story methods, discovery, demonstration, dramatisation, assignments, discussion, recitation, field trips, excursion, PowerPoint presentations etc.

Graduation Requirements

Minimum credits required for graduation :
Education Courses - 24 Credits

General Studies - 16 Credits
Teaching Practice - 6 Credits
Islamic Studies Course - 24 Credits
2nd Teaching subject - 24 Credits.

Teaching Practice

Every student is required to do Teaching Practice and be supervised by subject specialist in his course of study and the credit earned recorded in EDU 324.

Project

Every student is required to write a project in either Islamic Studies or Education and the credit earned recorded in EDU 323.

Subject Combination

Islamic Studies as a single Major subject could be combined with any one of the following subjects: English, Hausa, Yoruba, Igbo; Social Studies, Arabic, Economics, History, Political Science, French etc.

COURSE OUTLINE

COURSE CODE	COURSE TITLE	CREDIT	STATUS
	NCE YEAR I SEMESTER		
ISS 111	*Imān* in Islam (Articles of faith)	1	C
ISS 112	*Tahāra*h (Purification)	1	C
ISS 113	Arabic I	1	C
1SS 114	Introduction to *Qur'ān Al-Karīm*	1	C
1SS 115	Pre-Islamic Arabian History and the life of Prophet Muhammad (S.A.W)	1	C
	TOTAL	**5**	
	SECOND SEMESTER		
ISS 121	*Aṣ-Ṣalāh*	1	C
ISS 122	Introduction to *Ḥadīth*	1	C
ISS 123	Science of *Tajwīd*	1	C
ISS 124	Introduction to Islamic Law	1	C
ISS 125	History of *Khulafā' Ar-Rashidūn* (Rightly Guided Caliphs)	1	C
	TOTAL	**5**	

	200 LEVEL FIRST SEMESTER		
ISS 211	*Zakāh* and *Ṣawm*	1	C
ISS 212	Textual Study of *Ḥadīth* I	1	C
ISS 213	Arabic II	1	C
ISS 214	Introduction to Islamic Economic System	1	C
ISS 215	Muslim Thought and Philosophy	1	E
ISS 216	Introduction to ICT in Islamic Studies	1	E
	TOTAL	**6**	
	2ND SEMESTER – 200 LEVEL		
ISS 221	*Ḥajj* in Islam	1	C
ISS 222	Islamic Ethics and Morality	1	C
ISS 223	Islamic Personal Law (*Nikāh, Talāq* and *Mirāth*)	1	C
ISS 224	Research/Teaching Methodology	1	C
ISS 225	Islam in West Africa and the Role of some Muslim Organisations in the Spread of Islam in Nigeria	1	C
	TOTAL	**5**	

	300 LEVEL 1ST SEMESTER		
See EDUCATION	Teaching Practice	6	C
	300 LEVEL 2ND SEMESTER		
ISS 321	Textual Study of *Al-Qur'ān Al-Karīm*	1	C
ISS 322	Textual Study of *Ḥadīth* II	1	C
ISS 323	Comparative Study of Religions	1	C
ISS 324	Introduction to Sufism	1	E
ISS 325	Introduction to *Da'awah*	1	E

SUMMARY

NCE YEAR	COMPULSORY	ELECTIVE	TOTAL
YEAR ONE	10	-	10
YEAR TWO	09	2	11
YEAR THREE	03	2	05
TOTAL	**22**	**4**	**26**

Minimum Credit required for graduation (24 credits)

Compulsory	‘	22 Credits Units
Elective	‘	02 Credits Units
Total	‘	24 Credits Units

COURSE DESCRIPTION

ISS 111 *IMĀN* IN ISLAM (ARTICLES OF FAITH) (1 CREDIT) C

This is a general course aimed at introducing students to an in-depth study of the articles of faith in Islam.

It is intended to cover the following areas:

- Unity of Allah
- The names and attributes of Allah and their implications *Asmā'ullahil Husnāh* (99) names of Allah.
- *Kalimat al-Shahādah* and its significance
- Belief in the Prophets and its significance with particular reference to Prophets Nuhu, Ibrahim, Musa, Isa (*Alayhimus Salam*) and Muhammad (S.A.W).
- Belief in the Angels and their functions
- Belief in the Holy Books sent by Allah and their significance
- Belief in the last Day and its significance
- Belief in *al-Qadar* and its significance

ISS 112 *TAHĀRAH* (PURIFICATION) (1 CREDIT) C

The course examines the whole concept of *Tahārah*, its kinds and performance.

The course intends to acquaint the students with the following:

- *Tahārah* and its significance
- Major and minor impurities
- Water and its classifications
- *Istinjā'* and *Istijmār*
- Ritual Bath (Al-Ghusl)
- *Al-Wuḍu'* and *Tayammum*: Definitions, significance and performance.
- *Fard, Sunnah*, and *Mustahhab* steps of *Al-Wuḍu'* and *Tayammum*
- Things which vitiate *Al-Wuḍu'* and *Tayammum*

ISS 113 ARABIC I (1 CREDIT) C

This course deals with the introduction to Arabic and a language of Islam. The course should cover the following:

- The importance of Arabic in Islamic Studies
- Introduction to Arabic alphabets
- Vocalization signs in Arabic
- Words formation in Arabic
- Simple sentences structure
- Formation of short sentences
- Nominal phrase
- Verbal phrase

ISS 114 INTRODUCTION TO *QUR'ĀN AL-KARĪM* (1 CREDITS) C

This course deals with a general introduction to *Al-Qur'ān Al-Karīm*. The students should be acquainted with the following:

- A historical survey of how *Al- Qur'ān Al-Karīm* was revealed
- Preservation of *Al-Qur'ān Al-Karīm*
- The compilation of *Al-Qur'ān Al-Karīm*
- *Al-Makki* and *Al-Madani Suwar*
- Different names of *Al-Qur'ān Al-Karīm*
- An examination of the contents and divisions of *Al-Qur'ān Al-Karīm*
- Importance of *Al-Qur'ān Al-Karīm* to Muslims

ISS 115 PRE-ISLAMIC ARABIAN HISTORY AND THE LIFE OF PROPHET MUHAMMAD (SAW) (1 CREDIT) C

This is a general introduction to the history of Arabia before Islam to the early stages of Islam. The following areas are expected to be given coverage.

- Outline history of the Jahiliyyah period viz:
- The social, political, economic, cultural, intellectual and religious conditions in Pre-Islamic Arabia.
- Birth and childhood of the Prophet (S.A.W.)
- Marriage of the Prophet (S.A.W.)
- The call to Prophethood
- Persecution of the Prophet (S.A.W.) and his followers
- *Hijrah* to Abyssinia and Madinah and their importance
- The establishment of Muslim *Ummah* in Madinah and relationship between non-Muslims and Muslims
- The causes and consequences of the battles of Badr, Uhud and Khandaq
- The treaty of Hudaybiyya and its significance to the spread of Islam.
- The conquest of Makkah and its effects
- Farewell pilgrimage of the Prophet (S.A.W.) and its lessons
- The death of the Prophet (S.A.W.) and the lessons of his life time.

2ND SEMESTER

ISS 121 *AṢ-ṢALĀH* (1 CREDIT) C

- Definition
- Difference between *Aṣ-Ṣalāh* and *Du'ah*
- Importance of *Aṣ-Ṣalāh*
- Types and description of *Aṣ-Ṣalāh*
- *Adhan, Iqamah, Tashahud* and *Taslim* – definition, times, texts and significance
- *Fara'id, Sunan, Mustahabat* and *Makruhatu-ṣ- Ṣalāh*
- Things that vitiate *Aṣ-Ṣalāh*
- Detailed study of performance of *Aṣ-Ṣalāh*
- Description of five obligatory *Ṣalawāt* and their times
- Description of *Ṣalātu Al-Jamā'ah* (congregational prayer)
- How to join congregational prayer
- Qualities of an *Imām*
- Roles of the followers
- *Sujūd al-Sahwi*

ISS 122 INTRODUCTION TO *ḤADĪTH* (1 CREDIT) C

The course is a general survey of the historical development of *Ḥadīth*, its aims and functions. The students should be acquainted with the following:

- Definition and concept of *Ḥadīth*
- Historical development of *Ḥadīth*.
- Significance of *Ḥadīth*
- Introduction to the Science of *Ḥadīth* (*Mustalahul Ḥadīth*)
- Biography of compilers of *Kutub Sitta* and *Muwatta*

ISS 123 SCIENCE OF *TAJWĪD* (I CREDIT) C

This course enables the students learn about the development of the Science and importance of *Tajwīd*. The areas to be covered should include the following:

- Definition of Science of *Tajwīd*
- Development of Science of *Tajwīd*
- The importance of *Tajwīd*
- *Makharij wa sifat al-huruf* (places and manner of articulation)
- Special *Hafs* and *Warsh* types of recitation
- Conditions for reciting *Ta'awūz* and *Basmalah*
- *Al-alif-al-Shamsiyyah* and *alif-al-Qamariyyah*
- *Ahkamu an-Nun as-Sakinah wat Tanwin*
  - *-Al-Izhār* (Pronunciation)
  - *-Al-Ikhfā'* (Hidden condition)
  - *-Al-Idghām* (Assimilation)
  - *-Al-Iqlāb* (Depolarization)
- *Al-Qalqalah* (Intensification)
- *Al-mim As-Sakinah*
- *Al-mim wan-Nun Al-Mushaddadatayni*
- *Al-Ra Al-muraqqaqah* and *Al-muffakhamah*
- Detailed discussion on *al-mudud* (prolongation) its types and conditions.

ISS 124 INTRODUCTION TO ISLAMIC LAW (1 CREDIT) C

- Pre-Islamic Arabian Customary Law
- Islamic reform of the customary law
- The definition and scope of *Sharī'ah*
- Historical development of *Sharī'ah*
- The sources of *Sharī'ah*: *Qur'ān Al-Karīm*, *Sunnah, Ijma'* and *Qiyās*
- The four Sunni schools of law
- The importance of *Sharī'ah* to the Muslims
- *Sharī'ah* in Nigeria
- Implementation of *Sharī'ah* in Nigeria: Issues, problems and prospects.

ISS 125 HISTORY OF KHULAFĀ' AR-RĀSHIDŪN (RIGHTLY GUIDED CALIPHS) (1 CREDIT) C

The study of the Islamic history from the period of the death of Prophet Muhammad (S.A.W.) to the end of the Caliphate of Aliyu Ibn Abi Talib. It is intended to cover the following:

- Institution of *Khilāfah* (Caliphate) and *Shūrah* (consultation) in Islam
- The period of Abubakar as-Siddiq
- The period of Umar bn al-Khattab
- The period of Uthman bn Affan
- The period of Aliyu Ibn Abi Talib

200 LEVEL YEAR II
FIRST SEMESTER

ISS 211 *ZAKĀT* AND *ṢAWM* (1 CREDIT) C

- Definition of *Zakāh*
- The significance of *Zakāh*
- Beneficiaries of *Zakāh*
- Items on which *Zakāh* is paid (Livestock, farm produce, precious metals or Bank notes).
- Payment of *Zakāh*
- Items on which *Zakāh* is not paid (non-taxable items)
- Fasting in Islam and its significance
- Fasting of Ramadan and its conditions
- People exempted from Fasting
- Recommended acts during Ramadan - *Suhur, Iftār, Tarāwih* and *I'tikāf*
- *Laylatul-Qadr*, *Zakātul-Fitr* and *'Id al-Fitr*
- Other types of Fasting
  -The Fasting of atonement (*Kaffarah*) and the fasting of vow (*Nadhr*)
- Expiation and compensatory fast
- Things that vitiate *Mufṭirat as-Ṣawm*)

ISS 212 TEXTUAL STUDY OF *ḤADĪTH* I (1 CREDIT) C

This course is an in-depth study of *Arba'una Ahādīth* of Al-Nawawi's collection.

-Brief history of Imam Al-Nawawi

-In-depth study of *Ḥadīth* Nos. 1 – 20 including their texts, translation, commentaries and application to Muslims daily life

ISS 213 ARABIC II (1 CREDIT) C

This course is the continuation of Arabic I. Therefore, it is more advanced and should cover the following topics:

-Further sentence structure
-Reading and writing short comprehensive passages in Arabic
-Short composition exercise in Arabic
-Reading and writing of full vocalized Arabic passage
-Simple dictation of short Arabic passages
-Simple conversation in Arabic Language

ISS 214 INTRODUCTION TO ISLAMIC ECONOMIC SYSTEM (1 CREDIT) C

This course is to introduce the students to the general meaning and concept of Islamic economic life with specific emphasis on the following:

- Concept of Islamic Economic system

- Sources and principles of Islamic Economic system
- Islamic position on usury, hoarding and other economic vices
- Islamic sources of revenue (*Zakāh*, *jizyah, kharāj, ghanimah, waqf, sadaqah*, etc.
- Concept of *Baitul-Māl*
- Islamic Banking and *Takaful* (Insurance)
- Difference between Islamic and conventional economic systems

ISS 215 MUSLIM THOUGHT AND PHILOSOPHY (1 CREDIT) E

This course gives an in-depth analysis of the doctrines of *Ah-lus-Sunnah* and the history and doctrines of the following sects:

- *Shi'ah*
- *Khawarij*
- *Murji'ah*
- *Mu'tazilah*

The course also deals with the following:

- Definition of Philosophy and Islamic Philosophy
- Relationship between Islam and Philosophy
- *Qur'ān Al-Karīm* verses on reasoning
- The study of the following Quranic philosophical concepts:

(a) At-Tawhīd
(b) Al-Imān
(c) Al-Khalq wa- al-Kawn
(d) Al-Rūh
(e) *Al-Ākhirah*

ISS 216 INTRODUCTION TO ICT IN ISLAMIC STUDIES (1 CREDIT) E

This course introduces the students to the use of various Islamic software on *Qur'ān*, *Tafsīr*, *Tajwīd*, *Ḥadīth*, Sirah etc. The course also guides the students on the use of Islamic websites. The course covers the following topics:
-Brief introduction to Computer Studies
-Using modern technology in Islamic Studies
-Use of e-library in Islamic Studies eg. *Maktabah ash Shāmilah*
-Use of e-books in Islamic Studies
-Advantages and Disadvantages of using e-books
-Famous Computer software in Islamic Studies
-Definition and use of Internet
-Advantages and Disadvantages of using internet in Islamic Studies

2ND SEMESTER

ISS 221 *ḤAJJ* IN ISLAM I CREDIT C

- Definition of *Ḥajj* and its significance
- The *Ka'abah*; its description, history and importance
- Conditions governing *Ḥajj*

- Types of *Ḥajj* (*Ifrād, Qirān and Tamattu'*)
- Pillars of *Ḥajj*
  a) Ihrām
  b) Tawāf
  c) Sa'ay
  d) Wuqūf bi al 'Arafah
- Performance of *Ḥajj* in chronological order (practical demonstration)
- *Ḥajj Badal* (*Ḥajj* by representation) and its conditions
- The *'Umrah* (Lesser *Ḥajj*)
- Recommended acts of *Ḥajj*
- Visit to Madina and other places

ISS 222 ISLAMIC ETHICS AND MORALITY (1 CREDIT) C

This course discusses contemporary issues on Ethics and morality and the Islamic position on them. The following topics should be covered in the course: Punctuality, Justice, Equity, Fair play, trustfulness, good relationship, brotherhood, generosity and tolerance. Others should include intoxication, drug abuse, miserliness etc. others include health in Islam; rules of conduct governing sneezing, greetings, eating, dressing, visiting the toilet etc.

In addition, reference should be made to the following chapters and verses: *Suratul 'Asr* to *Suratul Kauthar* (Q chapter 103-108), *Surah Luqman* (Chapter 31:12-21), *Surah Al Hujurat* (Chapter 49), *Surah Al-Mutaffif* (Chapter 83), etc.

ISS 223 ISLAMIC PERSONAL LAW: (*NIKĀH, TALĀQ* AND *MIRĀTH*) (1 CREDIT) C

a) Nikāh
- Islamic Concept of Marriage
- Essentials of Marriage
- Rights and Responsibilities of husband and wife
- Legal Prohibitions of marriage in Islam
- Polygamy - Islamic point of view
- Family Planning: Islamic point of view

b) *Talāq*
- Methods of divorce in Pre-Islamic Arabia
- Islamic View on divorce
- Forms of divorce
- *'Iddah* period etc.

c) Mirāth
- Pre-Islamic customary/convention of inheritance
- Introduction to basic principles of Islamic Law of Inheritance
- *Dhawul-Arhām*
- Impediments/Exclusion from Inheritance
- Quranic shares and sharers
- Justification for Islamic formula of an inheritance.

ISS 224 RESEARCH/TEACHING METHODOLOGY (1 CREDIT) C

A Research Methodology in Islamic Studies

- Definition of Research
- Types of Research
- Types of research methodology
- Choosing of research topic
- Elements of research
- Literature Review
- Method of Data collection
- Data Presentation and Analysis
- Conclusion and Recommendations
- Referencing/Bibliography

B Teaching Methodology in Islamic Studies

- Objectives of Islamic Education
- Ethics of learning in Islam
- Brief history of Quranic, *'Ilm* and Islamiyyah Schools in Nigeria
- The problem in Islamic teacher education
- The qualities of a good Islamic Studies teacher
- Methodology of Teaching
- Lesson planning and preparation
- Selection and use of Audio-Visual Aids
- Special methodology approaches e.g. in *Aṣ-Ṣalāh*, *Ḥajj*, *Tawḥīd* etc.

ISS 225 ISLAM IN WEST AFRICA AND THE ROLE OF SOME MUSLIM ORTGANIZATIONS TO THE SPREAD OF ISLAM IN NIGERIA

(1 CREDIT) C

- Spread of Islam in West Africa
- The role of traders, teachers, Murabitun and Sufi orders
- Intellectual activities and centres of learning e.g. Sankore, Timbuktu
- Literary contributions of the Jihadists e.g Uthman Ibn Fudi, Abdullahi Ibn Fudi, Muhammad Bello and others Muhammad Al-Kanem, Muhammad Shitta Bey
- The impact of Islam on the political, economic, cultural, intellectual, religious and social life of the people of West African Empires such as:
    a) Ghana
    b) Mali
    c) Songhai
    d) Borno
    e) Hausa land

NOTE: Excursion to some historic places like Sokoto, Borno, National Mosques, Arewa Hausa, Timbuktu, Sankore University should form part of the course.

The course should also treat:

The contributions of some Muslim organizations in Nigeria like:

- *Ansar-ud-deen*
- *Jamaatul Nasril Islam*
- Federation of Muslim Women Association in Nigeria (FOMWAN)
- *Izalatul Bid'ah Wa'iqamatus Sunnah* Movement`etc.

NOTE: Visit to the mosques, hospitals, offices and headquarters of these organizations should be conducted.

NCE III FIRST SEMESTER
Teaching Practice

ISS 321 TEXTUAL OF *AL-QUR'ĀN AL-KARĪM* (1 CREDIT) C

This course deals with an in-depth study of the texts, translations and commentaries of the following *Suwār*:

- *Suratul-Al An'am* (Chapter 6, Verses 151-153)
- *Suratul-Isra'i* (Chapter 17, Verses 23-27)
- *Suraltul Luqman* (Chapter 31 verses 12 – 19)
- *Suratul Jumu'a* (chapter 62)
- *Surutul-Duha* (Chaper 93)
- *Surutul-Inshirah* (Chapter 94)
- *Suratul Alaq* (chapter 96)
- *Suratul-Qadr* (Chapter 97)
- *Suratul-Zilzilah* (Chapter 99)
- *Suratul Adiyah* (Chapter 100)
- *Suratul-Qari'ah* (Chapter 101)
- *Suratul-Takathur* (Chapter 102)

ISS 322 TEXTUAL STUDY OF *ḤADĪTH* II (1 CREDIT) C

This course deals with an in-depth Study of the texts, translation and commentaries of *Ḥadīth* 21 - 42 of Al-Nawawi's collections.

ISS 323 COMPARATIVE STUDY OF RELIGIONS (1 CREDIT) C

This course Studies of the following:

a) A comparative study of the origins of Islam, Christianity, Judaism and African Traditional Religion.
b) The concept of God in Islam, Christianity, Judaism and African Traditional Religion.
c) Life and works of Jesus Christ (Isa Ibn Maryam) from the Islamic point of view.
d) Belief of the Muslims on Jesus Christ (Isa Ibn Maryam) compared with that of the Christians.
e) Atonement/Original sin, capital punishment in the Bible and Crucifixion/Resurrection.
f) Causes of misunderstandings and conflicts among the various religious groups in Nigeria and possible solutions to them.

ISS 324 INTRODUCTION TO SUFISM (1 CREDIT) E

The course introduces the students to the concept and practice of Sufism in Islam.

- The definition and origin of Sufism in Islam
- The stages and states of Sufism
- Study of some Sufi orders e.g. *Qadiriyyah, Tijjaniyyah* etc
- The impact of Sufism and Sufi Orders in Nigeria

ISS 325 INTRODUCTION TO *DA'AWAH* (1 CREDIT) E

The course gives a brief introduction on *Da'awah*, its significance and how to call people to Islam with wisdom and good exhortation (*Al–hikmah wal-mauizatul hasanah*). The course contains the following:

- Concept of *Da'awah*
- Significance of *Da'awah*
- Aims and objectives of *Da'awah*
- Pillars of *Da'awah*
- Principles of *Da'awah*
- The qualities of the caller (*ad-Da'iyah*)
- The ways and methods of *Da'awah*
- Problems and Challenges facing *Da'awah* activities in Nigeria
- Possible solutions to the problems and Challenges of *Da'awah* activities in Nigeria
- Prospects of *Da'awah* activities in Nigeria

MUSIC (SINGLE MAJOR)

PHILOSOPHY

Globally, formal education has transformed from its earliest practice where only two subjects of learning—music and gymnastics—operated. The term music was derived from Muse, the Greek goddess of creativity. Music was all-encompassing, bestriding the cognitive and affective domains of education, and covering the art and science practices in the humanities, social sciences, physical sciences, biological sciences, and logic. The natural delineation of education affords the educated individual the opportunities to become productive unto himself as an entity and unto the whole as a unit within the community. This productivity expressed through his/her attitudes, knowledge, and skills must conform to the cultural dictates of his/her immediate and distant environments. In line with this trend of educational thought is the educational philosophy of Nigeria which aims at fostering the much needed unity of Nigeria so as to correct the imbalances in inter-state and intra-state development.

Music in Nigeria, as much as in Africa, is a spiritual and socio-cultural heritage with lots of intrinsic functional values. Uppermost in these functions is that of imparting the norms, values, duties and traditions of the society to the citizen. The education of the Nigerian child is, therefore, a sacred duty conducted through music—along with other media of transmission. Folklore, mnemonics, jingles, slogans, memory enhancers, nursery rhymes and other agencies of education is first encountered in music.

The holistic view of music education in Nigeria favours the approach of looking at education through music. This philosophy stresses the importance of educating the whole person through the process of music-making. The utilitarian function of music in the education of the Nigerian learner is broadly seen as the embodiment of all knowledge, skills, attitudes and experiences which students are exposed to under the guidance of schools to enable them harness resources (material and human) to improve the quality of life and the environment. Music, as a medium of creative interaction in today's classroom, therefore, provides a common ground for the blending of the teacher-learner's national and cultural values.

OBJECTIVES

The NCE programme in Music is intended to

a. offer courses in African and Western European music;
b. produce qualified NCE teachers capable of teaching music at Pre-Primary, primary and the junior secondary school level;
b. produce teachers for the private sector: churches, mosques, Armed Forces, Media houses, advertising companies etc.
c. produce NCE teachers who are prepared and are capable of benefiting from further education in music;
d. promote cultural continuity;
e. make NCE teachers acquire skills in music for self-reliance as well as produce good conductors and composers who are able to compose appropriate music for various occasions, interpret music meaningfully and conduct choirs, orchestras, bands, and cultural troupes with confidence;

f. produce professionals in specialized music disciplines such as Music Librarianship, Music and Mass Media, Music Merchandise and Entertainment Business, Music Therapy, Music Production and Management, Musical Acoustics and Audio Engineering, Musical Instrument Technology, and Electronic Music.

ADMISSION REQUIREMENTS

i) General

a) A Senior Secondary School Certificate (SSCE), GCE, NECO, WASC) O' Level with a minimum of 5 credits including English and a pass in Mathematics at a maximum of 2 sittings.
b) A Grade II Teacher's Certificate (TC II) with credit or merit in five subjects including Credit/merit in English Language and Mathematics.
c) All candidates wishing to be considered for admission must meet the requirements of a selection examination organized by an accredited body such as JAMB.
d) Colleges should in addition to all the above administer their own elimination tests and interviews.

ii) Additional Admission Requirements

a. Candidates who do not have credit in Music should be subjected to aptitude test to be conducted by the department.

b. Candidates may be admitted if they possess credits at the O/L GCE /SSC/WASC/NECO/NABTEB, which may include a pass grade in music at a level not below grade III of any of the following institutions:

i. The Royal Schools of music (ABRSM)
ii. Trinity College of music (LTC)
iii. Music Society of Nigeria (MUSON)

FACILITIES

Classroom

A minimum of 5 classrooms with a piano and chalkboard ruled as staves (3 or 4 pairs of Staves) in each classroom.

Laboratories/Studio, etc.

a) One auditorium fully equipped for large and chamber/ensemble rehearsals and concerts.
b) Fully and continually air-conditioned rooms for the storage of various instruments and equipment, records, cassettes, videotapes, computer software, etc.

c) About half a dozen or more practice cubicles properly sound proofed, each with a piano or portable electronic keyboard for private practices on the piano or any other instruments.

d) A well-equipped audio room or listening.
e) Music instrument technology workshop.
f) Fully equipped digital recording studio
g) Two (2) Power generators
a. An 8 kv generator for studio
b. A 5 kv generator for rehearsals

Staff Offices

Each senior staff should have a comfortably furnished office to himself. There should also be an office for support staff (Typist, Clerks) with relevant equipment e.g. desktop computers, reprographic machines, computer printers, etc. Each lecturer's office should have an upright pianoforte or seven-and-half octaves electronic keyboard.

Books in the Library

There must be enough books to cover all the areas of the subject. Collection of books should include Groves Dictionary of Music. This should also include MUSIC ARCHIVE.

Other Specialized Facilities

Group One: Western Keyboard and Orchestral Instruments:

(a) One grand or a good upright piano or an electronic organ or keyboard in the auditorium. (At least an organ (manual) or electric keyboard of 7½ octaves is needed).
(b) Some 10 or more upright pianos - one in each practice room, classroom and staff office. However, to minimize cost, a half of the number of pianos could be good quality portable electronic keyboards, two (2) manual organs
(c) WINDS e.g. piccolos, flutes, clarinets (B Flat, A, alto and bass), oboes, bassoons, saxophones (alto, tenor and baritone saxophones). Cor anglais, horns
(d) BRASSES: trumpets, Cornets, trombones, etc.
(e) PERCUSSIONS; jazz drum sets (Complete with cymbals, snare drum and high-hats), Marimba or vibraphones, or glockenspiel, tambourines, triangles and wooden claves.
(f) STRINGS: Violins, violas, violoncello, double basses, guitars (acoustic and electric).
(g) RECORDERS: descant, treble, and alto

Group Two: African Instruments

a) Idiophones: e.g. musical pots (*udu*), *ekwe*, bells, maracas, clappers, *koi-koi*, *ubo-aka*, xylophones, gongs etc.
b) Membranophones: Assorted types of the leather drum e.g. *dundun*, *konga*, bongo drum, etc.
c) Chordophones: Assorted types of string instrument e.g. *goge*, *une*, *ubo-akwara*, etc.
d) Aerophones: Assorted types of wind instruments e.g. *opi*, *oja*, *kakaki*, etc.

Group Three

a) Electro-acoustical instruments and equipment, e.g. amplifiers, loudspeakers, microphones with stands, equalizers, synthesizers.

Group Four: Audio Visual Aids

c. Overhead Projector
d. Cable Television.
e. C.D Players
f. Video/Audio Cassettes/and tapes, CD

h) DVD players
i) Video Tape-recorders with monitors (colour TV sets), CD Videos
j) Mp3, mp4, LP records of classical symphonies, concertos, string quartets, etc.
k) Digital cameras and

l) Electronic podium/screen board.

PERSONNEL

i) Academic Staff

a. A minimum number of 8 lecturers is required to run the programmes effectively as single major.
b. A Minimum qualification of a good honours degree in music (B. A Music or B. Music or B. Ed Music) not below 2nd Class LOWER division. Those without a teaching qualification shall be eligible for appointment; however, they shall be given time to update themselves as certificated teachers within the first 5 years of their appointment.
c. Licentiates, Associateships and Diplomas obtained in Europe, America and Nigeria from accredited music Conservatories, Colleges and Universities shall be recognized and acceptable for appointments.

ii) Tutorial Staff

Highly skilled instrumentalists on African and Western instruments shall be appointed on permanent or part-time basis as music tutorial staff or instructors.

The following qualifications will be acceptable for appointment at these levels:

i. B.A/B.ED music below 2nd Class lower division, HND, NCE and OND Certification on a given instrument will be an advantage. With respect to African instruments, demonstrable performance ability on an instrument shall be acceptable.
ii. A computer music Technologist

iii) Administrative and Other Staff

a. Departmental Secretary, Typists, Messengers, Cleaners
b. Lab-technicians/Attendants - Trade Test Certificates are necessary
c. Instrument technologists. e.g. piano-tuners, repairers, African Musical Instrument builders; appointment is either permanent or part-time.

Staff-students ratio of 1:5

MODE OF TEACHING

These include:

iii. Class teaching/Lecturing
iv. Individual Tutorials
v. Assignment
vi. Group work
vii. SIWES (Outdoor practical experiences)
viii. Field Trips
ix. Teaching Practice

GRADUATION REQUIREMENTS

Distribution of minimum of credits required for Graduation for Single Major:

Education Courses - 24 Credit Units

General Courses	-	16 Credit Units
Teaching Practice	-	6 Credit Units
Music Courses	-	24 Credit Units
Second teaching subject	-	24 Credit Units
Total for graduation	-	94 Credits

TEACHING PRACTICE

Every student is required to do Teaching Practice and the credits earned recorded in EDUC 324.

PROJECT

Every student is required to write a project which can be in either Music or Education and the credits earned recorded in EDUC 323. To foster growth in the music field, music students can be encouraged to write project in music.

The following are areas of consideration for research:

i. African Music.
ii. Music Education.
iii. Musicology.
iv. composition
v. performance and
vi. music technology

COURSE OUTLINE AND STATUS

COURSE CODE	COURSE TITLE	CREDIT	STATUS
	YEAR I, FIRST SEMESTER		
MUS 111	Theory of Music I	1	C
MUS 112	Introduction to African Music	1	C
MUS 113	Ear-Training and Sight-Reading I	1	C
MUS 114	History and Appreciation of Western Music I	1	C
MUS 115	Applied Music I	1	C
MUS 116	Ensemble Music Studies 1	1	C
MUS 117	Musical Instruments Technology 1	1	E
	TOTAL	7	6C 1E
	YEAR I, SECOND SEMESTER		
MUS 121	Theory of Music II	1	C
MUS 122	African Music and Appreciation II	1	C
MUS 123	Ear-Training and Sight-Reading II	1	E
MUS 124	History and Appreciation of Western Music II	1	E
MUS 125	Applied Music II	1	E
MUS 126	Ensemble Music Studies 1I	1	E
MUS 127	Musical Instruments Technology 1I	1	E
MUS 128	Music Methodology I	1	C
	TOTAL	8	3C 5E
	YEAR 1I, FIRST SEMESTER		
MUS 211	Theory of Music III	1	C
MUS 212	African Music and Entrepreneurship	1	C
MUS 213	Ear-Training and Sight-Reading III	1	E
MUS 214	History and Appreciation of Western Music III	1	E
MUS 215	Applied Music III	1	C
MUS 216	Ensemble Music Studies III	1	E
MUS 217	Music Technology	1	C
MUS 218	Music Methodology II	1	C
	TOTAL	8	5C 3E
	YEAR 1I, SECOND SEMESTER		
MUS 221	Theory of Music IV	1	C
MUS 222	African Music and Appreciation IV	1	C
MUS 223	Ear-Training and Sight-Reading IV	1	E

MUS 224	History and Appreciation of Western Music IV	1	E
MUS 225	Applied Music IV	1	C
MUS 226	Ensemble Music Studies 1V	1	E
MUS 227	SIWES (Outdoor Practical Experience)	2 *	C (not ctd)
MUS 228	Education Methodology III	1	C
	TOTAL	7	4C 3E
	YEAR III, FIRST SEMESTER		
	Teaching practice	6	C
	YEAR III, SECOND SEMESTER		
	Theory of Music V		
MUS 321	Music Business and Multimedia	1	C
MUS 322	Elementary Keyboard Harmony	1	C
MUS 323	Conducting and Ensemble Management	1	C
MUS 324	Applied Music V	1	C
MUS 325	Ensemble Music Studies V	1	C
MUS 326	Introduction to Orchestration	1	C
MUS 327		1	E
	TOTAL	7	6C 1E

COMPULSORY GSE FOR MUSIC STUDENTS

First semester NCE 1

COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
GSE 000A	**Media Information Literacy**	**2**	**C**
GSE 111	**General English 1**	**1**	**C**
GSE 112	**Introduction to Library Studies**	**1**	**C**
Second semester NCE 1			
GSE 000B	**Media Information Literacy**		
GSE 121	**General English 11**	**1**	**C**
GSE 123	**Introduction to Computer Studies 1**	**1**	**C**
GSE 124	**Family Life &Emerging Health Issues**	**1**	**C**
First semester NCE 2			
GSE 000C	**Media Information Literacy**		
GSE 211	**General English 111**	**1**	**C**
GSE 213	**Introduction to Computer Studies**	**1**	**C**
GSE 214	**Trafficking in Persons Issues**	**1**	**C**
Second semester 200 Level			
GSE 000D	**Media Information Literacy**		
GSE 221	**General English 1V**	**1**	**C**
GSE 223	**Citizenship Education**	**1**	**C**

GSE 224	**Entrepreneurship**	**1**	**C**
GSE 323	**General English V**	**1**	**C**
	TOTAL	**14 CREDITS**	

GSE COURSES FOR ARTS AND SOCIAL SCIENCES/LANGUAGES

Music students are required to take any one (1) of the following mathematics courses plus GSE 323

COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
GSE113	**Basic General Mathematics 1**	**1**	**C**
GSE122	**Basic General Mathematics 11**	**1**	**C**
GSE 212	**Basic General Mathematics 111**	**1**	**C**
GSE 221	**Basic General Mathematics 1V**	**1**	**C**
GSE 323	**Science & Technology in Society**	**1**	**C**

SUMMARY

NCE YEAR	COMPULSORY	ELECTIVES	TOTAL
Year One	8	6	15
Year Two	10	6	16
Year Three	6	1	7
Overall Total	24	13	38

Note: Electives are optional for students.

Minimum Credits for Graduation
Compulsory - 24
Elective - 13
Total - 38

COURSE CONTENT AND DESCRIPTION
YEAR ONE – FIRST SEMESTER

MUS 111 THEORY OF MUSIC I (1 CREDIT) C

Introduction of Music Theory: the Staff, Clef, Musical notes/rests and their corresponding values. Pitch, duration, amplitude and timbre, accents, rhythm, bars and bar lines, time signatures, key signatures. Major scales with or without key signatures. Signs and abbreviations, etc.

MUS 112: INTRODUCTION TO AFRICAN MUSIC (1 CREDIT) C

Introduction to Historical development of African Music. Types of African music: Folk/traditional; Popular music, African Art music. Characteristics of African music

(Folk, popular & African Art); Classification of African musical instruments. Geographical Spread. Appreciation of Musical sounds of various African instruments, classification and identification (with emphasis on Nigerian society).

MUS 113: EAR-TRAINING AND SIGHT - READING I (1CREDIT) C

Study of tonal relationships within time, pitch and intervals recognition, simple rhythmic and melodic dictations not exceeding 8 bars. Sight-reading of simple melodies in $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ times, not exceeding four bars.

MUS 114: HISTORY AND APPRECIATION OF WESTERN MUSIC I (1 CREDIT) C

An outline history of music from the Medieval, through Renaissance, to the Baroque periods. A short biography of some important composers of the periods, e.g. Palestrina, Dufay, Dunstable, Gibbons, William Byrd, Josquin Deprez, etc. (Renaissance) Baroque: Handel, Bach, MonteVerdi, Corelli, Antonio Vivaldi, etc. Appreciation of musical works of the periods.

MUS 115: APPLIED MUSIC I (1CREDIT) C

Individual instruction for beginners on a student's chosen African or Western instruments. Candidates shall be exposed to basic Piano. Scales and arpeggios of keys C, G, F and their relative minors. Students should study at least 2 pieces.

MUS 116: ENSEMBLE MUSIC STUDIES I (1CREDIT) C

Active participation in the departmental ensembles (African and Western), where the ideals and principles of singing and playing together are emphasized and inculcated. Choir, Band, African instrumental ensemble, Orchestra.

MUS 117: MUSICAL INSTRUMENTS TECHNOLOGY I (1 CREDIT) E

Basic knowledge on maintenance and repairs of musical instruments. Various ensemble materials and tools used in the construction of selected African and Western musical instruments. The effect of atmospheric conditions: heat, temperature, humidity, etc. on construction materials.

YEAR ONE – SECOND SEMESTER

MUS 121: THEORY OF MUSIC II (1 CREDIT) C

Relative minor scales, chromatic scale, more signs and abbreviations, introduction to intervals, triads, melody writing and scansion.

MUS 122: AFRICAN MUSIC AND APPRECIATION (I CREDIT) C

Functions and uses of music in the Africa Society, The application of music and Festivals in Nigeria: Methods of recruiting/training and taxonomy (emphasis in Nigeria). Performance practices in African music: Folk/Traditional music; Popular music, and Art music

MUS 123: EAR-TRAINING AND SIGHT-READING II (ICREDIT) C

More work on materials of MUS 113. Aural recognition of triads: Primary triads, II and VI. Recognition of cadences: Perfect, Imperfect, Plagal and Interrupted Cadences. More sight reading of simple melodies in $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ times.

MUS 124: HISTORY AND APPRECIATION OF WESTERN MUSIC II (ICREDIT) E

The development of Western music from Renaissance to Baroque. Study of lives and works of major composers of the era.

MUS 125: APPLIED MUSIC II (I CREDIT) C

Scales and arpeggios, D, B Flat major, B Minor and G Minor; development of fine and good techniques, a good intonation, breathing, etc; acquisition of repertoire of at least 2 pieces (one African and one Western).

MUS 126: ENSEMBLE MUSIC STUDIES II (I CREDIT) E

As for MUS 116. More items rehearsed and performed.

MUS 127: MUSICAL INSTRUMENTS TECHNOLOGY II (I CREDIT) E

Construction of an African or Western musical instrument and equipment, e.g. recorder, speakers, guitars, xylophone, drums, etc. Introduction of musical acoustics: modes of sound production, transmission, electro-acoustical equipment such as microphones, loud speakers; basic elements of architectural (room) acoustics—good and bad absorbers and reflectors.

MUS 128: MUSIC METHODOLOGY I (1 CREDIT) C

Aims and objectives of music education at the pre-primary, primary and junior secondary school levels. History of music education in Nigeria. Approaches to the teaching of various aspects of music, e.g. theory and applied music, at the pre-primary and junior secondary levels of education. Introduction to Micro-teaching. The use of song for the teaching of other subjects (e.g. Mathematics, English, Social Studies, etc. at the pre-primary/primary schools)

YEAR TWO – FIRST SEMESTER

MUS 211 THEORY OF MUSIC AND APPRECIATION III (1 CREDIT) C

Construction of primary triads I-IV-V, Voice-leading rules. Introduction of 4 part harmony. Non-harmonic tones: passing tones, neighbouring tones, suspension, anticipation, etc.

MUS 212 AFRICAN MUSIC AND ENTREPRENEURSHIP (1 CREDIT) C

Cultural heritage inherent in African Music, rhythmic, melodic and harmonic organizations in African Music, relationship between speech and melodic tones. A field trip within and outside location of the College, to acquaint students with the fundamentals of music business and media studies, as well as the problems and difficulties associated with the profession. Outline of the activities and attributes of music business, music media director, journalist and broadcaster, music librarian, music critics and public relations.

MUS 213 EAR-TRAINING AND SIGHT-READING III (1 CREDIT) E

More work on materials of MUS 123. Two-part melodic dictations, aural recognition of triads and the dominant 7^{th} chord and their inversions. Sight-reading of simple melodies with no modulation. Simple rhythmic dictations in compound time.

MUS 214 HISTORY AND APPRECIATION OF WESTERN MUSIC III (1CREDIT) E

The development of Western music from Classical to Romantic..Major composers such as Vivaldi, Henry Purcell, Bach, Handel, Haydn, Mozart, Beethoven, etc. The major vocal forms: oratorio, mass, cantata, opera, etc; and instrumental forms: sonata, symphony, concerto grosso, etc.

MUS 215 APPLIED MUSIC III (I CREDIT) C

As for MUS 125. In addition, the following keys should be studied - A major, F sharp minor, C minor, chromatic scales. Students should study at least 2 pieces per semester.

MUS 216 ENSEMBLE MUSIC STUDIES III (1 CREDIT) C

As for MUS 126. More materials rehearsed and performed.

MUS 217 MUSIC TECHNOLOGY (1 CREDIT) C

Studies in how synthesis tools and software can be used for creative purposes. Methods of digital recording, processing, synthesis, and score typesetting. Studies in the electronic means of creating, filtering and modifying sound. Introduction to digital audio software such as Cakewalk, Cubase, Sonar, Nuendo, Fruity Loops, Finale, Sibelius, Adobe Audition etc. and study of factors affecting the fidelity of digital audio sounds. Practical application of the knowledge of electronic techniques and software to produce jingles, film sound-tracks, pop songs, multi-media tracks (computer-based orchestration, notation and audition), live electronic music, etc

MUS 218 MUSIC METHODOLOGY II (1 CREDIT) C

Studies in further approaches to the teaching of other aspects of music, classroom management, extra-curricular organisations involving music, preparation/construction of instructional materials/aids, lesson notes, micro-teaching. Motivational, instructional and evaluation techniques, music educational approaches to the teaching of theory at junior secondary school levels of education, methods of teaching music and other subjects, including Christian Religious Studies, History, English, Mathematics, etc.

YEAR TWO – SECOND SEMESTER

MUS 221 THEORY OF MUSIC IV (1CREDIT) C

More works on triads and their inversions. Non-harmonic tones: passing tones, neighboring tones, suspension, anticipation etc. Introduction to four part harmony: basic harmony rules. Types of 6/4 chords: passing, stationary cadential and arpeggio. Types of motions e.g. similar, and parallel. Setting works to music and scansion. Cadences.

MUS 222 AFRICAN MUSIC AND APPRECIATION IV (ICREDIT) C

Life and works of some selected Nigerian Folk/Traditional, Popular, and Art musicians: Folk/Traditional musicians—Dan Maraya Jos, Mamman Shatta, Ezigbo Obiligbo, Aderonmu Kokoro. Popula—Rex Jim Lawson, Victor Uwaifo etc. (Highlife), Fela Anikulapo Kuti, Orlando Julius, etc. (Afro beat), Shina Peters, Sunny Ade, etc. (Juju), Sonny Okosun, etc. (Ozzidism), Sikiru Ayinde, etc. (Fuji), Onyeka Onwenu, etc. (Afro Rock). Art—Ayo Bankole, Sam Akpabot, Meki Nzewi, Sam Ojukwu etc. Appreciation of some selected recorded works of the understudied musicians.

MUS 223 EAR-TRAINING AND SIGHT-READING IV (ICREDIT) E

Further two-part melodic dictations. Writing down the upper or the lower part of a 2 - part passage, sight-reading of fairly difficult melodies, and aural recognition of cadences. Melodic dictations with chromatic notes, not exceeding eight bars.

MUS 224 HISTORY AND APPRECIATION OF WESTERN MUSIC IV (1 CREDIT) E

The development of Western Music from Neoclassic to 20th Century. Study and appreciation of the vocal and instrumental forms of the era, and study of the lives and works of the composers of the period.

MUS 225 APPLIED MUSIC IV (1 CREDIT) C

As for MUS 215. In addition, the following keys should be studied - A major, F sharp minor, C minor. Students should study at least 2 pieces.

MUS 226 ENSEMBLE MUSIC STUDIES IV (I CREDIT) E

As for MUS 216. More materials rehearsed and performed.

MUS 227 STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES) (2CREDITS) C

Students are expected to go for outdoor practical experience in any of the following: media houses: Radio, Television, Recording Studio, Ministry of Art and Culture, Music Technology Workshop, Military Band (Army, Navy, Air Force, Police), Film Industry, Religious Band, Popular Music Band, Private Organisation, approved standard Choirs, etc. for at least a period of six (6) weeks.

The attachment will be during the long vacation at the end of second year for 16 weeks.

- To acquaint the students with practical music experience;
- To expose the students to possible areas of interest in music;
- To make the students understand the management of musical enterprises, etc.

MUS 228 MUSIC METHODOLOGY III (I CREDIT) C

Further approaches to the teaching of other aspects of Music. Classroom Management and extra-curricular organizations, involving music; preparation/construction of instructional materials. Motivational, instructional and evaluation techniques. Micro-teaching.

YEAR THREE – FIRST SEMESTER
TEACHING PRACTICE

YEAR THREE – SECOND SEMESTER

MUS 321 THEORY OF MUSIC V (1 CREDIT) C

Introduction to dominant 7th chord: Characteristic dissonance, inversions, figuration and resolutions. Secondary 7th chord on the supertonic and its inversions. The concept of related keys, simple diatonic modulation to related keys. Harmonization in minor keys. Analysis of short choral or piano pieces.

MUS 322: MUSIC BUSINESS AND MULTIMEDIA (ICREDIT) C

Study of talents in pop business and their various duties: professional pop musician, composer-arranger, producer, artiste and repertoire manager, promoter, artiste manager, etc. Studies in patronage, unionism, copyright protection, signing on a label, promo, choosing an Entertainment Law Attorney, publishing, marketing, etc. Studies in choosing various media of dissemination - cassette tapes, LPs, CDs, TV, Radio, Internet, etc; and production of video clips, video cassettes, and VCDs.

MUS 323 ELEMENTARY KEYBOARD HARMONY (1CREDIT) C

Harmonization of simple melodies at the keyboard using the primary triads e.g. I/i, IV/iv and V. Playing of a given hymn tune.

MUS 324 CONDUCTING AND ENSEMBLE MANAGEMENT (1 CREDIT) C

In-depth study of conducting: The conductor, skills, functions, endowed and acquired attributes, repertoire, various kinds of ensemble, female voice, male voice, mixed-voice choir, children choir, etc. Practical choral conducting, the rehearsal, planning a programme for concert, and discipline in ensemble; practical conducting examination.

MUS 325 APPLIED MUSIC V (1 CREDIT) C

As for MUS 225 but more advanced pieces. Scales to be practiced are A flat to D flat major, G sharp minor, B flat minor. Students should study at least 2 pieces.

MUS 326 ENSEMBLE MUSIC STUDIES V (1CREDIT) C

As for MUS 226. More materials rehearsed and performed.

MUS 327 INTRODUCTION TO ORCHESTRATION (I CREDIT) E

Distinction between orchestration and instrumentation: Knowledge of basic facts, names of instruments, their ranges etc. Behaviour of transposing instruments. The order of instrumental score on the orchestral page, number of each instrument in an instrumental ensemble, clefs used by various instruments, types of scores -piano score, miniature score, open and short score, orchestral score. Scoring music for the departmental band of known instrumentation, study of the various timbres and the characteristics of some selected African musical instruments and how to use them in an instrumental ensemble.

MUSIC (SINGLE MAJOR)

PHILOSOPHY

Globally, formal education has transformed from its earliest practice where only two subjects of learning—music and gymnastics—operated. The term music was derived from Muse, the Greek goddess of creativity. Music was all-encompassing, bestriding the cognitive and affective domains of education, and covering the art and science practices in the humanities, social sciences, physical sciences, biological sciences, and logic. The natural delineation of education affords the educated individual the opportunities to become productive unto himself as an entity and unto the whole as a unit within the community. This productivity expressed through his/her attitudes, knowledge, and skills must conform to the cultural dictates of his/her immediate and distant environments. In line with this trend of educational thought is the educational philosophy of Nigeria which aims at fostering the much needed unity of Nigeria so as to correct the imbalances in inter-state and intra-state development.

Music in Nigeria, as much as in Africa, is a spiritual and socio-cultural heritage with lots of intrinsic functional values. Uppermost in these functions is that of imparting the norms, values, duties and traditions of the society to the citizen. The education of the Nigerian child is, therefore, a sacred duty conducted through music—along with other media of transmission. Folklore, mnemonics, jingles, slogans, memory enhancers, nursery rhymes and other agencies of education is first encountered in music.

The holistic view of music education in Nigeria favours the approach of looking at education through music. This philosophy stresses the importance of educating the whole person through the process of music-making. The utilitarian function of music in the education of the Nigerian learner is broadly seen as the embodiment of all knowledge, skills, attitudes and experiences which students are exposed to under the guidance of schools to enable them harness resources (material and human) to improve the quality of life and the environment. Music, as a medium of creative interaction in today's classroom, therefore, provides a common ground for the blending of the teacher-learner's national and cultural values.

OBJECTIVES

The NCE programme in Music is intended to

a. offer courses in African and Western European music;
b. produce qualified NCE teachers capable of teaching music at Pre-Primary, primary and the junior secondary school level;
g. produce teachers for the private sector: churches, mosques, Armed Forces, Media houses, advertising companies etc.
h. produce NCE teachers who are prepared and are capable of benefiting from further education in music;
i. promote cultural continuity;
j. make NCE teachers acquire skills in music for self-reliance as well as produce good conductors and composers who are able to compose appropriate music for various occasions, interpret music meaningfully and conduct choirs, orchestras, bands, and cultural troupes with confidence;

k. produce professionals in specialized music disciplines such as Music Librarianship, Music and Mass Media, Music Merchandise and Entertainment Business, Music Therapy, Music Production and Management, Musical Acoustics and Audio Engineering, Musical Instrument Technology, and Electronic Music.

ADMISSION REQUIREMENTS

i) General

e) A Senior Secondary School Certificate (SSCE), GCE, NECO, WASC) O' Level with a minimum of 5 credits including English and a pass in Mathematics at a maximum of 2 sittings.

f) A Grade II Teacher's Certificate (TC II) with credit or merit in five subjects including Credit/merit in English Language and Mathematics.

g) All candidates wishing to be considered for admission must meet the requirements of a selection examination organized by an accredited body such as JAMB.

h) Colleges should in addition to all the above administer their own elimination tests and interviews.

ii) Additional Admission Requirements

c. Candidates who do not have credit in Music should be subjected to aptitude test to be conducted by the department.

d. Candidates may be admitted if they possess credits at the O/L GCE /SSC/WASC/NECO/NABTEB, which may include a pass grade in music at a level not below grade III of any of the following institutions:

iv. The Royal Schools of music (ABRSM)
v. Trinity College of music (LTC)
vi. Music Society of Nigeria (MUSON)

FACILITIES

Classroom

A minimum of 5 classrooms with a piano and chalkboard ruled as staves (3 or 4 pairs of Staves) in each classroom.

Laboratories/Studio, etc.

m) One auditorium fully equipped for large and chamber/ensemble rehearsals and concerts.
n) Fully and continually air-conditioned rooms for the storage of various instruments and equipment, records, cassettes, videotapes, computer software, etc.
o) About half a dozen or more practice cubicles properly sound proofed, each with a piano or portable electronic keyboard for private practices on the piano or any other instruments.
p) A well-equipped audio room or listening.
q) Music instrument technology workshop.
r) Fully equipped digital recording studio
s) Two (2) Power generators
a. An 8 kv generator for studio
b. A 5 kv generator for rehearsals

Staff Offices

Each senior staff should have a comfortably furnished office to himself. There should also be an office for support staff (Typist, Clerks) with relevant equipment e.g. desktop computers,

reprographic machines, computer printers, etc. Each lecturer's office should have an upright pianoforte or seven-and-half octaves electronic keyboard.

Books in the Library

There must be enough books to cover all the areas of the subject. Collection of books should include Groves Dictionary of Music. This should also include MUSIC ARCHIVE.

Other Specialized Facilities

Group One: Western Keyboard and Orchestral Instruments:

(h) One grand or a good upright piano or an electronic organ or keyboard in the auditorium. (At least an organ (manual) or electric keyboard of 7½ octaves is needed).
(i) Some 10 or more upright pianos - one in each practice room, classroom and staff office. However, to minimize cost, a half of the number of pianos could be good quality portable electronic keyboards, two (2) manual organs
(j) WINDS e.g. piccolos, flutes, clarinets (B Flat, A, alto and bass), oboes, bassoons, saxophones (alto, tenor and baritone saxophones). Cor anglais, horns
(k) BRASSES: trumpets, Cornets, trombones, etc.
(l) PERCUSSIONS; jazz drum sets (Complete with cymbals, snare drum and high-hats), Marimba or vibraphones, or glockenspiel, tambourines, triangles and wooden claves.
(m) STRINGS: Violins, violas, violoncello, double basses, guitars (acoustic and electric).
(n) RECORDERS: descant, treble, and alto

Group Two: African Instruments

e) Idiophones: e.g. musical pots (*udu*), *ekwe*, bells, maracas, clappers, *koi-koi*, *ubo-aka*, xylophones, gongs etc.
f) Membranophones: Assorted types of the leather drum e.g. *dundun*, *konga*, bongo drum, etc.
g) Chordophones: Assorted types of string instrument e.g. *goge*, *une*, *ubo-akwara*, etc.
h) Aerophones: Assorted types of wind instruments e.g. *opi*, *oja*, *kakaki*, etc.

Group Three

b) Electro-acoustical instruments and equipment, e.g. amplifiers, loudspeakers, microphones with stands, equalizers, synthesizers.

Group Four: Audio Visual Aids

c. Overhead Projector
d. Cable Television.
e. C.D Players
f. Video/Audio Cassettes/and tapes, CD
t) DVD players
u) Video Tape-recorders with monitors (colour TV sets), CD Videos
v) Mp3, mp4, LP records of classical symphonies, concertos, string quartets, etc.

w) Digital cameras and
x) Electronic podium/screen board.

PERSONNEL

i) Academic Staff

a. A minimum number of 8 lecturers is required to run the programmes effectively as single major.
b. A Minimum qualification of a good honours degree in music (B. A Music or B. Music or B. Ed Music) not below 2nd Class LOWER division. Those without a teaching qualification shall be eligible for appointment; however, they shall be given time to update themselves as certificated teachers within the first 5 years of their appointment.
c. Licentiates, Associateships and Diplomas obtained in Europe, America and Nigeria from accredited music Conservatories, Colleges and Universities shall be recognized and acceptable for appointments.

ii) Tutorial Staff

Highly skilled instrumentalists on African and Western instruments shall be appointed on permanent or part-time basis as music tutorial staff or instructors.

The following qualifications will be acceptable for appointment at these levels:

i. B.A/B.ED music below 2nd Class lower division, HND, NCE and OND Certification on a given instrument will be an advantage. With respect to African instruments, demonstrable performance ability on an instrument shall be acceptable.
ii. A computer music Technologist

iii) Administrative and Other Staff

d. Departmental Secretary, Typists, Messengers, Cleaners
e. Lab-technicians/Attendants - Trade Test Certificates are necessary
f. Instrument technologists. e.g. piano-tuners, repairers, African Musical Instrument builders; appointment is either permanent or part-time.

Staff-students ratio of 1:5

MODE OF TEACHING

These include:

iii. Class teaching/Lecturing
iv. Individual Tutorials
v. Assignment
vi. Group work
vii. SIWES (Outdoor practical experiences)
viii. Field Trips

Teaching Practice

6.7 GRADUATION REQUIREMENTS

Distribution of minimum of credits required for Graduation for Double Major:

Education Courses - 24 Credit Units
General Courses - 16 Credit Units
Teaching Practice - 06 Credit Units
Music Courses - 48 Credit Units
Total for graduation - 94 Credits

TEACHING PRACTICE

Every student is required to do Teaching Practice and the credits earned recorded in EDUC 324.

TEACHING PRACTICE

Every student is required to do Teaching Practice and the credits earned recorded in EDUC 324.

PROJECT

Every student is required to write a project which can be in either Music or Education and the credits earned recorded in EDUC 323. To foster growth in the music field, music students can be encouraged to write project in music.

The following are areas of consideration for research:

i. African Music.
ii. Music Education.
iii. Musicology.
iv. Composition
v. Performance and
vi. Music technology

COURSE OUTLINE AND STATUS

COURSE CODE	COURSE TITLE	CREDIT	STATUS
	YEAR I, FIRST SEMESTER		
MUS 111	Theory of Music I	2	C
MUS 112	Introduction to African Music	2	C
MUS 113	Ear-Training and Sight-Reading I	1	C
MUS 114	History and Appreciation of Western Music I		
	Applied Music I	1	C
MUS 115	Ensemble Music Studies 1	2	C
MUS 116	Musical Instruments Technology 1	1	C
MUS 117	TOTAL	1	C
		10	
	YEAR I, SECOND SEMESTER		

MUS 121	Theory of Music II		
MUS 122	African Music and Appreciation II	2	C
MUS 123	Ear-Training and Sight-Reading II	2	C
MUS 124	History and Appreciation of Western Music II	1	C
MUS 125	Applied Music II		
MUS 126	Ensemble Music Studies 1I	1	E
MUS 127	Musical Instruments Technology 1I	1	C
MUS 128	Music Methodology I	1	C
		1	C
	TOTAL	2	C
	YEAR 1I, FIRST SEMESTER	11	
MUS 211	Theory of Music III		
MUS 212	African Music and Entrepreneurship		
MUS 213	Ear-Training and Sight-Reading III	2	C
MUS 214	History and Appreciation of Western Music	2	C
MUS 215	III	1	C
MUS 216	Applied Music III		
MUS 217	Ensemble Music Studies III	1	E
MUS 218	Music Technology	1	C
	Music Methodology II	1	C
	TOTAL	1	C
		2	C
	YEAR 1I, SECOND SEMESTER	11	
MUS 221			
MUS 222	Theory of Music IV		
MUS 223	African Music and Appreciation IV		
MUS 224	Ear-Training and Sight-Reading IV	2	C
MUS 225	History and Appreciation of Western Music	2	C
MUS 226	IV	1	C
MUS 227	Applied Music IV		
MUS 228	Ensemble Music Studies 1V	1	E
	SIWES (Outdoor Practical Experience)	1	C
	Education Methodology III	1	C
	TOTAL	2*	C (nct)
		2	C
	YEAR III, FIRST SEMESTER	10	
	Teaching practice		
MUS 321		6	C
MUS 322	YEAR III, SECOND SEMESTER		
MUS 323	Theory of Music V		
MUS 324	Music Business and Multimedia		
MUS 325	Elementary Keyboard Harmony	2	C
MUS 326	Conducting and Ensemble Management	2	C

MUS 327	Applied Music V Ensemble Music Studies V Introduction to Orchestration TOTAL	1 1 1 1 1 9	C C C C C
SUMMARY			
NCE YEAR	COMPULSORY	ELECTIVES	TOTAL
Year One	20	1	21
Year Two	19	2	21
Year Three	9	-	9
Overall Total	48	3	51

COMPULSORY GSE FOR MUSIC STUDENTS

First semester NCE 1

COURSE CODE	**COURSE TITLE**	**CREDIT**	**STATUS**
GSE 000A	**Media Information Literacy**	**2**	**C**
GSE 111	**General English 1**	**1**	**C**
GSE 112	**Introduction to Library Studies**	**1**	**C**
Second semester NCE 1			
GSE 000B	**Media Information Literacy**		
GSE 121	**General English 11**	**1**	**C**
GSE 123	**Introduction to Computer Studies 1**	**1**	**C**
GSE 124	**Family Life &Emerging Health Issues**	**1**	**C**
First semester NCE 2			
GSE 000C	**Media Information Literacy**		
GSE 211	**General English 111**	**1**	**C**
GSE 213	**Introduction to Computer Studies**	**1**	**C**
GSE 214	**Trafficking in Persons Issues**	**1**	**C**
Second semester 200 Level			
GSE 000D	**Media Information Literacy**		
GSE 221	**General English 1V**	**1**	**C**
GSE 223	**Citizenship Education**	**1**	**C**
GSE 224	**Entrepreneurship**	**1**	**C**
GSE 323	**General English V**	**1**	**C**
	TOTAL	**14 CREDITS**	

GSE COURSES FOR ARTS AND SOCIAL SCIENCES/LANGUAGES

Music students are required to take any one (1) of the following mathematics courses plus GSE 323

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE113	**Basic General Mathematics 1**	**1**	**C**
GSE122	**Basic General Mathematics 11**	**1**	**C**
GSE 212	**Basic General Mathematics 111**	**1**	**C**
GSE 221	**Basic General Mathematics 1V**	**1**	**C**
GSE 323	**Science & Technology in Society**	**1**	**C**

Compulsory - 48
Elective - 3
Total - 51

COURSE CONTENT AND DESCRIPTION
YEAR ONE – FIRST SEMESTER

MUS 111 THEORY OF MUSIC I (2 CREDITS) C

Introduction of Music Theory: the Staff, Clef, Musical notes/rests and their corresponding values. Pitch and duration, accents, rhythm, bars and bar lines, time signatures, key signatures. Major scales with or without key signatures. Signs and abbreviations, etc.

MUS 112: INTRODUCTION TO AFRICAN MUSIC (I CREDIT) C

Introduction to Historical development of African Music. Types of African music: Folk/traditional; Popular music, African Art music. Characteristics of African music (Folk, popular & African Art); Classification of African musical instruments. Geographical Spread. Appreciation of Musical sounds of various African instruments, classification and identification (with emphasis on Nigerian society).

MUS 113: EAR-TRAINING AND SIGHT - READING I (2CREDITS) C

Study of tonal relationship within time, pitch and interval recognition, simple rhythmic and melodic dictation not exceeding 8 bars. Sight-reading of simple melodies in $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ times, not exceeding four bars.

MUS 114: HISTORY AND APPRECIATION OF WESTERN MUSIC I (1 CREDIT) C

An outline history of music from the Medieval, through Renaissance, to the Baroque periods. A short biography of some important composers of the periods, e.g. Palestrina, Dufay, Dunstable, Gibbons, William Byrd, Josquin Deprez, etc. (Renaissance) Baroque: Handel, Bach, MonteVerdi, Corelli, Antonio Vivaldi, etc. Appreciation of musical works of the periods.

. Or

MUS 115: APPLIED MUSIC I (3CREDITS) C

Individual instruction for beginners on a student's chosen African or Western instruments: Candidates shall be exposed to basic Piano, Scales and arpeggios of keys C, G, F and their relative minors. Students should study at least 2 pieces.

MUS 116: ENSEMBLE MUSIC STUDIES I (2CREDITS) C
Active participation in the departmental ensembles (African and Western) where the ideals and principles of singing and playing together are emphasized and inculcated. Choir, Band, African instrumental ensemble. Orchestra.

MUS 117: MUSICAL INSTRUMENTS TECHNOLOGY I (I CREDIT) E
Knowledge of the materials used in the construction of selected African and European musical instruments. The effect of atmospheric conditions: heat, temperature, humidity, etc. on construction materials. The construction of an African or Western musical instrument and equipment, e.g. recorder, speakers, guitars, xylophone, drums, etc.

YEAR ONE – SECOND SEMESTER

MUS 121: THEORY OF MUSIC II (2 CREDITS) C
Relative minor scales, chromatic scale, more sings and abbreviation, introduction to intervals, triad, melody writing and scansion.

MUS 122: AFRICAN MUSIC AND APPRECIATION II (I CREDIT) C
Functions and uses of music in the Africa Society, The application of music and Festivals in Nigeria: Methods of recruiting/training and taxonomy (emphasis in Nigeria). Performance practices in African music: Folk/Traditional music; Popular music, and Art music

MUS 123: EAR-TRAINING and SIGHT-READING II (I CREDIT) C
More work on materials of MUS 113. Aural recognition of triads: Primary triads, II and VI. Recognition of cadences: Perfect, Imperfect, Plagal and Interrupted Cadence. More sight reading of simple melodies in $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ time.

MUS 124: HISTORY AND APPRECIATION OF WESTERN MUSIC II (ICREDIT) C
The development of Western music from Renaissance to Baroque. Study of lives and works of major composers of the era.

MUS 125: APPLIED MUSIC II (2CREDITS) C
Scales and arpeggios, D, B Flat major, B Minor and G Minor; development of fine and good techniques, a good intonation, breathing, etc; acquisition of repertoire of at least 2 pieces (one African and one Western).

MUS 126: ENSEMBLE MUSIC STUDIES II (ICREDIT) C
As for MUS 116. More items rehearsed and performed.

MUS 127: MUSICAL INSTRUMENTS TECHNOLOGY II (ICREDIT)C
Construction of an African or Western musical instrument and equipment, e.g. recorder, speakers, guitars, xylophone, drums, etc. Introduction of musical acoustics:

modes of sound production, transmission, electro-acoustical equipment such as microphones, loudspeakers; basic elements of architectural (room) acoustics—good and bad absorbers and reflectors.

MUS 128: MUSIC METHODOLOGY I (1CREDIT) C

Aims and objectives of music education at the pre-primary, primary and junior secondary school levels. History of music education in Nigeria. Approaches to the teaching of various aspects of music, e.g. theory and applied music, at the pre-primary and junior secondary levels of education. Introduction to Micro-teaching. The use of song for the teaching of other subjects (e.g Mathematics, English, Social Studies, etc. at the pre-primary/primary schools)

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YEAR TWO – FIRST SEMESTER

MUS 211 THEORY OF MUSIC AND APPRECIATION III (2 CREDIT) C

Non-harmonic tones: passing tones, neighbouring tones, suspension, anticipation, etc. Introduction of 4-part harmony, construction of primary traids I-IV-V, Voice-leading rules.

MUS 212 AFRICAN MUSIC AND ENTREPRENEURSHIP (1 CREDIT) C

Cultural heritage inherent in African Music, rhythmic, melodic and harmonic organizations in African Music, relationship between speech and melodic tones. A field trip within and outside location of the College, to acquaint students with the fundamentals of music business and media studies, as well as the problems and difficulties associated with the profession. Outline of the activities and attributes of music business, music media director, journalist and broadcaster, music librarian, music critics and public relations.

MUS 213 EAR-TRAINING AND SIGHT-READING III (2 CREDITS) C

More work on materials of MUS 123. Two-part melodic dictation, aural recognition of triads and the dominant 7^{th}chord and their inversions. Sight-reading of simple melodies with chromatic notes with no modulation. Simple rhythmic dictations in compound time.

MUS 214 HISTORY AND APPRECIATION OF WESTERN MUSIC III (1CREDIT) C

The development of Western music from Classical to Romantic. Major composers such as Vivaldi, Henry Purcell, Bach, Handel, Haydn, Mozart, Beethoven, etc. The major vocal forms: oratorio, mass, cantata, opera, etc.; and instrumental forms: sonata, symphony, concerto Grosso, etc.

MUS 215 APPLIED MUSIC III (3 CREDITS) C

As for MUS 125. In addition, the following keys should be studied - A major, F sharp minor, C minor, chromatic scales. Students should study at least 2 pieces per semester.

MUS 216 ENSEMBLE MUSIC STUDIES III (1 CREDIT) C

As for MUS 126. More materials rehearsed and performed.

MUS 217 MUSIC TECHNOLOGY (1 CREDIT) C

Studies in how synthesis tools and software can be used for creative purposes. Methods of digital recording, processing, synthesis, and score typesetting. Studies in the electronic means of creating, filtering and modifying sound. Introduction to digital audio software such as Cakewalk, Cubase, Sonar, Nuendo, Fruity Loops, Finale, Sibelius, Adobe Audition etc. and study of factors affecting the fidelity of digital audio sounds. Practical application of the knowledge of electronic techniques and software to produce jingles, film soundtracks, pop songs, multi-media tracks (computer-based orchestration, notation and audition), live electronic music, etc

MUS 218 MUSIC METHODOLOGY II (1 CREDIT) C

Studies in further approaches to the teaching of other aspects of music, classroom management, extra-curricular organizations involving music, preparation/construction of instructional materials/aids, lesson notes, micro-teaching. Motivational, instructional and evaluation techniques, music educational approaches to the teaching of theory at junior secondary school levels of education, methods of teaching music and other subjects, including Christian Religious Studies, History, English, Mathematics, etc.

YEAR TWO – SECOND SEMESTER

MUS 221 THEORY OF MUSIC IV (2CREDITS) C

More works on triads and their inversions. Non-harmonic tones: passing tones, neighboring tones, suspension, anticipation etc. Introduction to four-part harmony: basic harmony rules. Types of 6/4 chords: passing, stationary cadential and arpeggio. Types of motions e.g. similar, and parallel. Cadences. Setting works to music and scansion.

MUS 222 AFRICAN MUSIC AND APPRECIATION IV (I CREDIT) C

Life and works of some selected Nigerian Folk/Traditional, Popular, and Art musicians: Folk/Traditional musicians—Dan Maraya Jos, Mamman Shatta, Ezigbo Obiligbo, Aderonmu Kokoro. Popula—Rex Jim Lawson, Victor Uwaifo etc. (Highlife), Fela Anikulapo Kuti, Orlando Julius, etc. (Afro beat), Shina Peters, Sunny Ade, etc. (Juju), Sonny Okosun, etc. (Ozzidism), Sikiru Ayinde, etc. (Fuji), Onyeka Onwenu, etc. (Afro Rock). Art—Ayo Bankole, Sam Akpabot, Meki Nzewi, Sam Ojukwu etc. Appreciation of some selected recorded works of the understudied musicians.

MUS 223 EAR-TRAINING AND SIGHT-READING IV (I CREDIT) C

Further two-part melodic dictations. Writing down the upper or the lower part of a 2 - part passage, sight-reading of difficult melodies, and aural recognition of cadences. Melodic dictations with chromatic notes, not exceeding eight bars.

MUS 224 HISTORY AND APPRECIATION OF WESTERN MUSIC IV (I CREDIT) C

The development of Western Music from Neoclassic to 20th Century. Study and appreciation of the vocal and instrumental forms of the era, and study of the lives and works of the composers of the period.

MUS 225 APPLIED MUSIC IV (3CREDITS) C

As for MUS 125. In addition, the following keys should be studied - A major, F sharp minor, C minor. Students should study at least 2 pieces.

MUS 226 ENSEMBLE MUSIC STUDIES IV (I CREDIT) C

As for MUS 126. More materials rehearsed and performed.

MUS 227 STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES) (1CREDIT) C

Students are expected to go for outdoor practical experience in any of the following: media houses: Radio, Television, Recording Studio, Ministry of Art and Culture, Music Technology Workshop, Military Band (Army, Navy, Air Force, Police), Film Industry, Religious Band, Popular Music Band, Private Organization, approved standard Choirs, etc. for at least a period of six (6) weeks.

The attachment will be during the long vacation at the end of second year for 16 weeks.

- To acquaint the students with practical music experience.
- To expose the students to possible areas of interest in music.
- To make the students understand the management of musical enterprises, etc.

MUS 228 MUSIC METHODOLOGY III (ICREDIT) C

Further approaches to the teaching of other aspects of Music. Classroom Management and extra-curricular organizations, involving music; preparation/construction of instructional materials. Motivational, instructional and evaluation techniques. Micro-teaching.

YEAR THREE – FIRST SEMESTER
TEACHING PRACTICE

YEAR THREE – SECOND SEMESTER

MUS 321 THEORY OF MUSIC V (2CREDITS) C

Introduction to dominant 7^{th}chord: Characteristic dissonance of the dominant 7^{th}chord, inversions of dominant 7^{th}chord, figuration and resolutions of the dominant 7^{th}chord.Secondary 7^{th}chord on the supertonic and its inversions. The concept of related keys, simple diatonic modulation to related keys. Analysis of short choral or piano pieces.

MUS 322: MUSIC BUSINESS AND MULTIMEDIA (2CREDITS) C

Study of talents in pop business and their various duties: professional pop musician, composer-arranger, producer, artiste and repertoire manager, promoter, artiste manager, etc. Studies in patronage, unionism, copyright protection, signing on a label, promo, choosing an Entertainment Law Attorney, publishing, marketing, etc. Studies in choosing various media of dissemination - cassette tapes, LPs, CDs, TV, Radio, Internet, etc; and production of video clips, video cassettes, and VCDs.

MUS 323 ELEMENTARY KEYBOARD HARMONY (1CREDIT) C

Harmonization of simple melodies at the keyboard using the primary triads e.g. I/i, IV/iv and V. Playing of a given hymn tune.

MUS 324 CONDUCTING and ENSEMBLE MANAGEMENT (1 CREDIT) C

In-depth study of conducting: The conductor, skills, functions, endowed and acquired attributes, repertoire, various kinds of ensemble, female voice, male voice, mixed-voice choir, children choir, etc. Practical choral conducting, the rehearsal, planning a programme for concert, and discipline in ensemble; practical conducting examination.

MUS 325 APPLIED MUSIC V (1 CREDIT) C

As for MUS 225 but more advanced pieces. Scales to be practiced are A flat to D flat major, G sharp minor, B flat minor. Students should study at least 2 pieces.

MUS 326 ENSEMBLE MUSIC STUDIES V (1CREDIT) C

As for MUS 226. More materials rehearsed and performed.

MUS 327 INTRODUCTION TO ORCHESTRATION (1 CREDIT) C

Distinction between orchestration and instrumentation: Knowledge of basic facts, names of instruments, their ranges etc. Behaviour of transposing instruments. The order of instrumental score on the orchestral page, number of each instrument in an instrumental ensemble, clefs used by various instruments, types of scores -piano score, miniature score, open and short score, orchestral score. Scoring music for the departmental band of known instrumentation, study of the various timbres and the characteristics of some selected African musical instruments and how to use them in an instrumental ensemble.

THEATRE ARTS (THA) SINGLE MAJOR

PHILOSOPHY

Theatre is life and it seeks the meaning of existence with the same passion and dexterity that has characterized the work of great philosophers. For the arts of the theatre rest on a common foundation with all learning on man's capacity to explore, wonder and reflect. The theatre has exerted great influence on human civilization since the prehistoric era. Theatre's heritage, therefore, commands respect and there is the need to learn and teach it. The theatre is the meeting point of all the arts such as music, dance, drama, painting, sculpture, etc. Undoubtedly, the teaching and learning of Theatre Arts in Nigerian Colleges of Education will provide trained teachers for Creative Arts at the Primary School and Junior Secondary School levels as well as provide entrepreneurial skills for self-sufficiency. Recent developments in theatre forms and practices have been discovered to have potent weapons for National Development.

OBJECTIVES

The NCE Theatre Arts programme is designed to

a. Inculcate artistic and academic excellence in the students;
b. Teach and help the students to create plays and other theatrical genre through collective and individual creations.
c. Inculcate in our students the spirit of utilizing theatre for rural development;
d. Prepare qualified personnel to teach creative arts in our primary and junior secondary schools under the UBE 1 - 9 system of Education.
e. Develop an outreach programme into our communities and schools. This is done through the organization of Community Theatre Projects and Performing Arts Festivals for primary and post-primary institutions; and
f. Train students to develop an appreciation and understanding of theatrical developments in Nigeria and elsewhere towards enhancing national unity, and using theatre for national development.

ADMISSION REQUIREMENTS

i) General

a) A Senior Secondary School Certificate (SSC) or G.C.E. 'O' Level with credits in 5 subjects including mathematics and English Language at not more than two sittings. A credit in Literature in English is required.
b) A Grade II Teacher's Certificate (TC II) with credit or merit in five subjects, one of which must be Literature in English and Mathematics are the requirements.
c) Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad is also an acceptable qualification.
d) All candidates wishing to be considered for admission must meet the requirement of a selection examination organized by an accredited body such as JAMB.

FACILITIES

i) **Classrooms:** a minimum of six (6) classrooms.
ii) **Theatre Space:** a large indoor or open-air-theatre with the green room conveniences. At least four supporting rooms, a lighting booth, a box office, a parking space and front of house will be needed i.e.
- Woodwork/Carpentry Workshop
- Media Resource Room
- Costume/Make-up, props, puppets and masks Room
- Studio for Music and Dance
- Two Changing Rooms

iii) **Staff Offices:** There should be HOD's Office and Secretary's office. Each senior members of staff should have a comfortably furnished office. There should also be an office for members of support staff (typists, clerks) with relevant equipment e.g. computers, printers and photocopiers.
iv) **Books and Journals in the Library:** there must be enough relevant books and journals to cover all the areas of the subject to the ratio of one student to ten books and journals in the College Library. Departmental Library is also required.

OTHER SPECIALIZED FACILITIES

A complete lighting system

- At least 7 lamps including flood and follow spots
- 2 dimmer boards
- Sewing machines
- Make - up kits
- Standby generators
- Dimmer pack
- Audio visual editing suite and recording studio with all the necessary equipment
- Video cameras and recording gears
- A set of drums
- Computers
- NERDC National Curriculum for Junior Secondary School – (40 copies)

PERSONNEL

- A minimum of eight (8) members of academic staff are required for the Department with at least 2nd class lower degree in Theatre Arts and related fields.

  The following are the support staff required for the Department.

  1. Theatre Manager
  2. Costume, props, puppets, masks and Make-up Manager
  3. Carpenter
  4. A secretary with computer literacy
  5. A typist with computer literacy
  6. A cleaner
  7. An office Attendant
  8. Technical Personnel: drummers, choreographers, electrician etc.
  9. Video cameraman

MODE OF TEACHING

The following modes of teaching would be adopted:

a) Lecture method/Tutorials
b) Practical Theatre Workshop sessions and exercises
c) Group and Individual work.
d) Andragogy.

GRADUATION REQUIREMENTS

a) Distribution of minimum credits required for graduation are as follows:

Education Courses	-	24 Credit Units
General Studies Courses		-16 Credit Units
Teaching Practice	-	06 Credit Units
Theatre Arts Courses (Single Major)	-	24 Credit Units
2nd Teaching Subject	-	24 Credit Units
Total	=	**94 Credit Units**

b) **Teaching Practice**

Every student is required to do teaching practice and the credit earned recorded in EDUC 311.

c) **Projects**

Every student is required to write a project either in Theatre Arts or Education and the credit earned recorded in EDUC 323.

COURSE CONTENT FOR SINGLE MAJOR

COURSE CODE	COURSE TITLE	CREDIT	STATUS
	Year 1 – First Semester		
THA 111	Select Topics in Theatre History	1	Compulsory
THA 112	Acting/Speech Training	1	C
THA 113	Principles of Directing	1	C
THA 114	Introduction to Drama and Theatre	1	C
THA 115	Introduction to Theatre Management and Administration	1	C
	Total	**5**	**Units**

	Year 1 – Second Semester		
THA 121	Theatre Methodology I	1	Compulsory
THA 122	Fundamentals of Music and Dance	1	C
THA 123	Introduction to Technical Theatre	1	C
THA 124	Theatre Workshop I	1	C
THA 125	Introduction to Mass Communication	1	C
	Total	**5**	**Units**

	Year II – First Semester		
THA 211	Theatre Workshop II	1	Compulsory
THA 212	Children's Theatre/Drama in Education	1	C
THA 213	Introduction to Playwriting	1	C
THA 214	Community Theatre	1	C
THA 215	Studies in Dramatic Literature	1	C
	Total	**5**	**Units**

	Year II – Second Semester		
THA 221	Theatre Methodology II	1	Compulsory
THA 222	Nigerian Drama in English	1	C
THA 223	Theatre Research Method	1	C
THA 224	Introduction to Electronic Media	1	C
THA 225	Directing Theories and Practice	1	C
	Total	**5**	**Units**

	Year III – First Semester		
	Teaching Practice	**6**	

	Year III – Second Semester		

THA 321	Theatre Workshop III (Students' final year project)	1	Compulsory
THA 322	Studies in Film Making	2	C
THA 323	Entrepreneurship in Theatre	1	C
	Total	**4**	**Units**

Compulsory GSE For Theatre Arts students

First semester NCE 1

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE 000A	Media Information Literacy	2	C
GSE 111	General English 1	1	C
GSE 112	Introduction to Library Studies	1	C
Second semester NCE 1			
GSE 000B	Media Information Literacy		
GSE 121	General English 11	1	C
GSE 123	Introduction to Computer Studies 1	1	C
GSE 124	Family Life &Emerging Health Issues	1	C
First semester NCE 2			
GSE 000C	Media Information Literacy		
GSE 211	General English 111	1	C
GSE 213	Introduction to Computer Studies	1	C
GSE 214	Trafficking in Persons Issues	1	C
Second semester 200 Level			
GSE 000D	Media Information Literacy		
GSE 221	General English 1V	1	C
GSE 223	Citizenship Education	1	C
GSE 224	Entrepreneurship	1	C
GSE 323	General English V	1	C
	TOTAL	14 CREDITS	

Theatre Arts students are required to take anyone (1) of the following mathematics courses plus GSE 323

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE113	Basic General Mathematics 1	1	C
GSE122	Basic General Mathematics 11	1	C
GSE 212	Basic General Mathematics 111	1	C
GSE 221	Basic General Mathematics 1V	1	C
GSE 323	Science & Technology in Society	1	C

Summary

NCE year	**Compulsory**	**Elective**	**Total**
Year one	10 credits	-	10 credits
Year two	10 credits	-	10 credits
Year three	4 credits	-	4 credits
Overall Total	**24 credits**	**-**	**24 credits**

Minimum credits required for graduation:
Compulsory - 24
Elective - Nil
Total - 24
Note: Candidates to take any **One** of the following mathematics courses Plus GSE 323:

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE 113	Basic General Mathematics I	1	Compulsory
GSE 122	Basic General Mathematics II	1	Compulsory
GSE 212	Basic General Mathematics III	1	Compulsory
GSE 221	Basic General Mathematics Iv	1	Compulsory
GSE 323	Science & Technology in Society	1	Compulsory

COURSE DESCRIPTION FOR SINGLE MAJOR

THA 111 SELECT TOPICS IN THEATRE HISTORY (1 CREDIT)

There will be a survey of the history of the evolution of drama and theatre from the early rituals and festivals. The focus is on the theatre traditions from
Western Theatre

- Greeco-Roman theatre
- Medieval theatre
- Elizabethan theatre
- Modern theatre
- Oriental theatre

African Theatre

- Nigeria theatre
- Other West African theatre
- East African theatre
- South African theatre
- North African theatre

THA 112 ACTING AND SPEECH TRAINING (1 CREDIT)

Acting: General Introduction to acting as an art

- Acting theories (Stanislavski, Meyerhold, African acting styles etc.)
- The nature of acting
- The actor and his environment
- Brief history of acting - Acting for stage, film and radio
- Improvisation - principles and methods
- Speech training.
- General introduction to the importance of speech as an art
- Organs of speech/speech production
- Delivery techniques
- Projection in speech
- Speech mechanism and its practical work

THA 113 PRINCIPLES OF DIRECTING (1 CREDIT)

- General perspectives on directing from the festivals up to the arrival of the Duke of Saxe Meningen.
- The stage and actor as tools
- Choosing and analyzing a play for directing
- Audition, casting, rehearsal and directing the play
- Composition, Picturisation and Movement
- Rhythm, Tempo, Pantomimic Dramatization
- Postproduction activities

THA 114 INTRODUCTION TO DRAMA AND THEATRE (1 CREDIT)

This course introduces the students to the creation and production of plays for the stage, radio and television.

- The concepts, principles and elements of drama and theatre.
- Theme, language, situation, characters and characterization
- Incident and plot
- Conflict, complication, climax and resolution
- Types of drama - tragedy, farce, comedy etc.
- Basic elements of the theatre: what is to be performed, the process of performance, the performance and the audience.

THA 115 INTRODUCTION TO THEATRE MANAGEMENT AND ADMINISTRATION (1 CREDIT)

- Various concepts of management and administration in the theatre
- The principles of theatre management and administration
- The theatre house and its component parts i.e the stage, front of house department, house management staff
- The various personnel in theatre administration and management -Artistic Director, Technical Director, Executive Director, Business Director, etc.
- Sub units of the business unit publicity, box office, house management etc.

THA 121 THEATRE METHODOLOGY I (1 CREDIT)

- Teaching improvisation
- Developing improvisation skills
- Teaching dialogue and its development
- Teaching conversation
- Teaching scenario and scenario formation
- The teaching of stress, rhythm, tempo, intonation, articulation, pronunciation, fluency, projection and enunciation
- Teaching movement
- Essentials of play production

THA 122 FUNDAMENTALS OF MUSIC AND DANCE (1 CREDIT)

- Elements and forms of Music, Nigerian and African Traditional Music
- Historical development of dance from the prehistoric era to date
- Dance as an art. Nigerian and African dances

- The choreographer as an artist
- The comparison between European and African dance
- Dance notation and Labanotation
- Relationship between dance, music and the theatre.

THA 123 INTRODUCTION TO TECHNICAL THEATRE (1 CREDIT)

- Historical development of stage lighting
- Principles of stage lighting
- Qualities and functions of stage lighting
- Lighting equipment and mounting techniques
- The use of colour in lighting
- Effects in lighting
- Sound and acoustics
- Scenic design (types and functions of scenery)
- Building stage scenery
- Types and application of costumes, masks and make-up.
- Stage Properties

THA 125 INTRODUCTION TO MASS COMMUNICATION (1 CREDIT)

- The meaning of communication and mass communication
- History of communication from earlier periods to date
- Invention of the printing press
- Modes of communication
- The press
- Electronic media
- Functions of the Nigerian Broadcasting Cooperation (NBC)
- Laws and ethnics of the mass media
- Problems of the mass media in Nigeria

THA 211 THEATRE WORKSHOP II (1 CREDIT)

- Students will be carried through the conduct of productions and experimental projects in theatre practice. Students will learn the various production techniques. Class production will be used in illuminating issues in the following areas:
- Production processes
- Tension and its effect on performance
- Stage areas, relaxation and breathing exercises
- Composition and picturization
- Boredom in production.
- Improvisation and its techniques
- Management of the production
- A survey of the various schools of thought in drama (Naturalism, Realism, Absurdism, Expressionism etc.) will be done with specific texts being studied.
- Different genres of drama (tragedy, comedy etc.) will also be studies. Texts will be picked from different parts of the world - Europe, America, Africa etc. The list of texts will be reviewed from time to time by the Departmental Board.

THA 212 CHILDREN'S THEATRE/DRAMA IN EDUCATION (1 CREDIT)

- What is Drama in Education?
- What is Children's Theatre?
- Children's play
- Learning through play
- Creativity and imagination through observation and participation
- Sources of ideas for creating a children's play
- Audience, setting, characterization, the idea of prologue, epilogue and stage directions
- Masks and make-up
- Developmental stages of the child
- The role of drama and theatre in the development of a child
- Practical exercises
- Theatre in Education (TIE) Drama in Education (DIE)
- Puppetry, masquerade and dance

THA 213 INTRODUCTION TO PLAYWRITING (1 CREDIT)

The course introduces the student to the concept, principles and techniques of playwriting for the stage, radio and television. In playwriting consider the following:

- Principles of playwriting
- Sources of ideas for playwriting
- The dramatic form
- Theme
- Setting and mood
- Character and characterization
- Dramatic techniques
- Language and style
- Students should write a suitable story/germinal idea and develop a bone structure

THA 214 COMMUNITY THEATRE (1 **CREDIT)**

- Community theatre and its origins
- Concepts of theatre (Aristotle, Hegel, Brecht, Boal)
- Community theatre methodologies
- Practical work in selected villages after which a typed essay on their experiences must be submitted.

THA 215 STUDIES IN DRAMATIC LITERATURE (1 CREDIT)

- A survey of the various schools of thought in drama
- Naturalism,
- Realism,
- Absurdism,
- Espressionism
- Marxism

- Feminism
- Womanism
- Post colonialism
- Post modernism etc. will be done with specific texts being examined. Different genres of drama
- tragedy,
- Comedy
- Tragi-comedy
- satire etc. will also be examined. Texts will be picked from different parts of the world - Europe, America, Africa etc. The list of texts will be reviewed from time to time by the Departmental Board.

THA 221 THEATRE METHODOLOGY II (1 CREDIT)

- Stage terminologies
- Preparing a scheme of work
- Writing lesson notes
- Micro teaching, community theatre, children's theatre methodology, method of play production.
- Methods of selecting appropriate drama and theatre textbooks for schools
- Make-up methods
- Methods of costuming, properties, masks and puppets design
- Lighting and sound

THA 222 NIGERIAN DRAMA IN ENGLISH (1 CREDIT)

- The origin and development of Drama in English in Nigeria
- Nigerian drama in English
- A study of selected drama texts by Nigerian playwrights

The list of selected texts will be reviewed from time to time by the Departmental Board.

THA 223 THEATRE RESEARCH METHODS (1 CREDIT)

- Elements of Research
- Functions and characteristics of research
- Research concept/design
- Facts, theories, hypotheses and problems in research design
- The historical, documentary method
- The descriptive or survey method etc.
- Data collection
- Data analysis/tion
- Preparing the report (documentation style).

THA 224 INTRODUCTION TO ELECTRONIC MEDIA (1 CREDIT)

- Introduction to the different electronic media
- The history and theory of the electronic media.
- Nature / Characteristics and potentials of the electronic media
- Functions and relevance of the electronic media
- Programmes and programme types – News, Documentary, Television Drama,

Talk shows, Reality T.V. Shows etc.
- Presentational styles of the electronic media
- Documentaries, short and feature films, the video, etc.
- Theory and practice of film, radio and television production.
- The electronic media and the society.
- Experts should be invited to give lecturers and practical demonstration
- Practical exposure in TV/Radio stations and Film production companies is mandatory
- Practical: Students are expected to produce a short 5-10 minutes programme in any of the programme types.

THA 225 DIRECTING THEORIES AND PRACTICE (1 CREDIT)

- Students will be exposed to the different theories of directing. Students will study African as well as Western theories and relationships between the various arts of theatre and the director. The theories of Stanislavski Grotowski, Copeau, Oscar Brockett, Peter Brooks, Artaud, Brecht and African production styles will be studied.

Production Techniques for
- Central staging
- Proscenium staging
- Thrust and other forms

Elements of Production
- Costumes
- Scenery
- Lighting
- Sound
- Make-up etc.
- Students are expected to direct a play to consummate the course.

THA 321 THEATRE WORKSHOP III (1 CREDIT)

- Student's final year production: Students are expected to pick or write a play and produce it under supervision for their final practical examination. An external examiner in the profession must be invited to watch and assess the final production
- The ability to direct, design, produce and market a play.
- Ability for team work.
- Ability for audience engineering

THA 322 STUDIES IN FILMMAKING (1 CREDIT)

- Theoretical introduction to film/ filmmaking
- Nature / Characteristics of feature film/video drama
- Potentials and relevance of film
- Film versus Stage
- Filmmaking gears – Cameras, sound and lighting gears and their uses.
- Film/ Production personnel- Director, DOP, Actors, Producers, Production

managers, Designers, etc.

- Stages/ processes involved in Film making
  - Pre-production Stage- planning
  - Production stage- recording
  - Post production stage- Editing

Filmproduction techniques (Lighting effects, Sound effects, Camera movement and placement, Shots, Angle of view, etc.)

- Film terminologies.
- Practical orientation in a filmproduction is mandatory
- Indoor and outdoor recording
- Lighting effect in recording
- Editing in filmproduction

THA 323 ENTREPRENEURSHIP IN THEATRE (1 Credit)

- Basic business guideline, proprietorship, sole proprietorship and partnership, profit and loss, Employment contract, business letter writing.
- Theatre as business enterprise
- Economic analysis of labour market
- Entrepreneurship and entrepreneurial behaviour
- Entrepreneurial opportunities in theatre
- Troupe organization and events management
- Writing of proposals (funding and performance proposals).
- Funding of projects (governmental, NGOs, start-ups and Bootstrapping, financial institutions, commissions, associations, Advocacy Groups).
- Budgeting
- Experts may be invited to give lectures to students

THEATRE ARTS (THA) DOUBLE MAJOR

PHILOSOPHY

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FACILITIES

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GRADUATION REQUIREMENTS

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Teaching Practice - 06 Credit Units
Theatre Arts Courses 48 Credit Units
2nd Teaching Subject - Nil
Total = **94 Credit Units**

b) **Teaching Practice**

Every student is required to do teaching practice and the credit earned recorded in EDUC 324.

c) **Projects**

Every student is required to write a project either in Theatre Arts or Education and the credit earned recorded in EDUC 323.

d) **Subject Combination**

Theatre Arts as a double major cannot be combined with any other teaching subject.

COURSE CONTENT FOR DOUBLE MAJOR

COURSE CODE	COURSE TITLE	CREDIT	STATUS
	Year 1 – First Semester		
THA 111	Select Topics in Theatre History	3	Compulsory
THA 112	Acting/Speech Training	1	C
THA 113	Principles of Directing	2	C
THA 114	Introduction to Drama and Theatre	2	C
THA 115	Introduction to Theatre Management and Administration	2	C
	Total	**10**	**Units**
	Year 1 – Second Semester		
THA 121	Theatre Methodology I	2	Compulsory
THA 122	Fundamentals of Music and Dance	1	C
THA 123	Introduction to Technical Theatre	2	C
THA 124	Theatre Workshop I	2	C
THA 125	Introduction to Mass Communication	3	C
	Total	**10**	**Units**
	Year II – First Semester		
THA 211	Theatre workshop II	1	Compulsory
THA 212	Children's Theatre/Drama in Education	3	C
THA 213	Introduction to Playwriting	2	C
THA 214	Community Theatre	3	C
THA 215	Studies in Dramatic Literature	3	C
	Total	**12**	**Units**
	Year II – Second Semester		
THA 221	Theatre Methodology II	2	Compulsory

THA 222	Nigerian Drama in English	1	C
THA 223	Theatre Research Method	1	C
THA 224	Introduction to Electronic Media	1	C
THA 225	Directing Theories and Practice	2	C
	Total	**7**	**Units**

	Year III – First Semester		
	Teaching Practice	**6**	

	Year III – Second Semester		
THA 321	Theatre Workshop III (Students' final year project)	3	Compulsory
THA 322	Studies in Film Making	3	C
THA 323	Entrepreneurship in Theatre	3	C
	Total	**9**	**Units**

Compulsory GSE For Theatre Arts students
First semester NCE 1

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE 000A	Media Information Literacy	2	C
GSE 111	General English 1	1	C
GSE 112	Introduction to Library Studies	1	C
Second semester NCE 1			
GSE 000B	Media Information Literacy		
GSE 121	General English 11	1	C
GSE 123	Introduction to Computer Studies 1	1	C
GSE 124	Family Life &Emerging Health Issues	1	C
First semester NCE 2			
GSE 000C	Media Information Literacy		
GSE 211	General English 111	1	C
GSE 213	Introduction to Computer Studies	1	C
GSE 214	Trafficking in Persons Issues	1	C
Second semester 200 Level			
GSE 000D	Media Information Literacy		
GSE 221	General English 1V	1	C
GSE 223	Citizenship Education	1	C
GSE 224	Entrepreneurship	1	C
GSE 323	General English V	1	C
	TOTAL	14 CREDITS	

Theatre Arts students are required to take anyone (1) of the following mathematics courses plus GSE 323

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE113	Basic General Mathematics 1	1	C
GSE122	Basic General Mathematics 11	1	C

GSE 212	Basic General Mathematics 111	1	C
GSE 221	Basic General Mathematics 1V	1	C
GSE 323	Science & Technology in Society	1	C

Summary

NCE year	Compulsory	Elective	Total
Year one	20 credits	-	20 credits
Year two	19 credits	-	19 credits
Year three	9 credits	-	9 credits
Overall Total	**48 credits**	**-**	**48 credits**

1.8 COURSE DESCRIPTION FOR DOUBLE MAJOR

THA 111 SELECT TOPICS IN THEATRE HISTORY (3 CREDITS)

There will be a survey of the history of the evolution of drama and theatre from the early rituals and festivals (. The focus is the theatre traditions from:

Western Theatre

- Greco-Roman theatre
- Medieval theatre
- Elizabethan theatre
- Modern theatre
- Oriental theatre

African Theatre

- Nigeria theatre
- Other West African theatre
- East African theatre
- South African theatre
- North African theatre

THA 112 ACTING AND SPEECH TRAINING (1 CREDIT)

Acting: General Introduction to acting as an art

- Acting theories (Stanislavski, Meyerhold, African acting styles etc.)
- The nature of acting
- The actor and his environment
- Brief history of acting - Acting for stage, film and radio
- Improvisation - principles and methods
- Speech training.
- General introduction to the importance of speech as an art
- Organs of speech/speech production
- Delivery techniques
- Projection in speech

- Speech mechanism and its practical work

THA 113 PRINCIPLES OF DIRECTING (1 CREDIT)

- General perspectives on directing from the festivals up to the arrival of the Duke of Saxe Meningen.
- The stage and actor as tools
- Choosing and analyzing a play for directing
- Audition, casting, rehearsal and directing the play
- Composition, Picturisation and Movement
- Rhythm, Tempo, Pantomimic Dramatization
- Postproduction activities

THA 114 INTRODUCTION TO DRAMA AND THEATRE (2 CREDITS)

This course introduces the students to the creation and production of plays for the stage, radio and television.

- The concepts, principles and elements of drama and theatre and major concerns of a play
- Theme, language, situation, characters and characterization
- Incident and plot
- Conflict, complication and climax
- Types of drama - tragedy, farce, comedy etc.
- Basic elements of the theatre: what is to be performed, the process of performance, the performance and the audience.

THA 115 INTRODUCTION TO THEATRE MANAGEMENT ANADMINISTRATION (2 CREDITS)

Various concepts of management in the theatre: the theatre house and its component parts; i.e. the stage, front of house department, house management and staff. The various personnel in Theatre Administration - Artistic Director, Executive Director, House Manager, etc.

- Various concepts of management in the theatre
- The principles of theatre management
- The theatre house and its component parts i.e. the stage, front of house department, house management of staff
- The various personnel in theatre administration-artistic director, technical director executive director business director
- Sub units of business unit-publicity, Box office, house management etc.

THA 121 THEATRE METHODOLOGY I (2 CREDITS)

- Teaching improvisation
- Developing improvisation skills
- Teaching dialogue and its development
- Teaching conversation
- Teaching scenario and scenario formation
- The teaching of stress, rhythm, tempo, intonation articulation, pronunciation,

fluency, projection and enunciation
- Teaching movement
- Teaching articulation and enunciation
- Essentials of play production

THA 122 FUNDAMENTALS OF MUSIC AND DANCE (1 CREDIT)
- Elements and forms of Music, Nigerian and African Traditional Music
- Historical development of dance from the primitive era to date
- Dance an art. Nigerian and African dances
- The choreographer and artist
- The comparison between European and African dance
- Dance notation and Labanotation
- Relationship between dance, music and the theatre.

THA 123 INTRODUCTION TO TECHNICAL THEATRE (2 CREDITS)
- Historical development of stage lighting
- Principles of stage lighting
- Qualities and functions of stage lighting
- Lighting equipment and mounting techniques
- The use of colour in lighting
- Effects in lighting
- Sound and acoustics
- Scenic design (types and functions of scenery)
- Building stage scenery
- Types and application of costumes, masks and make-up.
- Stage Properties
-

THA 124 THEATRE WORKSHOP I (2 CREDITS)

Students will be given practical training in Live Theatre, and will be exposed to.
- Stage areas; different body positions and stage movement
- Handling stage properties
- Stage characters and types
- General and improvisational exercises
- Principles of costume, properties, make-up and stage construction
- Practical play productions
- General perspective on directing from the festivals up to the arrival of the Duke of Saxe Meiningen
- Stage terminologies
- The stage and actor as tools
- Choosing and analyzing a play for directing
- Casting, Rehearsals, Directing the play
- Composition, Picturisation, Movement
- Rhythm, Pantomimic Dramatization
- Postproduction
- Students should be exposed to practical acting and directing experience

THA 125 INTRODUCTION TO MASS COMMUNICATION (3 CREDITS)

- The meaning of communication
- History of communication from periods to date
- Invention of the printing press
- Modes of communication
- The press
- Electronic media
- Functions of the Nigerian Broadcasting Cooperation (NBC)
- Laws and ethnics of the mass media
- Problems of the mass media in Nigeria

THA 211 THEATRE WORKSHOP II (1 CREDIT)

- Students will be carried through the conduct of productions and experimental projects in theatre practice. Students will learn the various production techniques. Class production will be used in illuminating issues in the following areas:
- Production processes
- Tension and its effect on performance
- Stage areas, relaxation and breathing exercises
- Composition and picturization
- Boredom in production.
- Improvisation and its techniques
- Management of the production
- A survey of the various schools of thought in drama (Naturalism, Realism, Absurdism, Expressionism etc.) will be done with specific texts being examined.
- Different genres of drama (tragedy, comedy etc.) will also be examined. Texts will be picked from different parts of the world - Europe, America, Africa etc. The list of texts will be reviewed from time to time by the Departmental Board.

THA 212 CHILDREN'S THEATRE/DRAMA IN EDUCATION (3 CREDITS)

- What is Drama in Education?
- What is Children's Theatre?
- Children's play
- Learning through play
- Creativity and imagination through observation and participation
- Sources of ideas for creating a children's play
- Audience, setting, characterization, the idea of prologue, epilogue and stage direction
- Masks and make-up
- Developmental stages of the child
- The role of drama and theatre in the development of a child
- Practical exercises
- Theatre in Education (TIE) Drama in Education (DIE)
- Puppetry, masquerade and dance

THA 213 INTRODUCTION TO PLAYWRITING (2 CREDITS)

The course introduces the student to the concept of playwriting for the stage, radio and television. In playwriting consider the following:

- Principles of playwriting
- Sources of ideas for playwriting
- The dramatic form
- Theme
- Setting and mood
- Character and characterization
- Dramatic techniques
- Language and style
- Students should write suitable story /germinal idea and develop bone structure

THA 214 COMMUNITY THEATRE (3 **CREDITS)**

- Community theatre and its origins
- Concepts of theatre (Aristotle, Hegel, Brecht, Boal)
- Community theatre methodologies
- Practical work in selected villages after which a typed essay on their experiences must be submitted.

THA 215 STUDIES IN DRAMATIC LITERATURE (3 CREDITS)

- A survey of the various schools of thought in drama
- Naturalism,
- Realism,
- Absurdism,
- Espressionism
- Marxism
- Feminism
- Womanism
- Post colonialism
- Post modernism etc. will be done with specific texts being examined. Different genres of drama
- tragedy,
- Comedy
- Tragi-comedy
- satire etc will also be examined. Texts will be picked from different parts of the world - Europe, America, Africa etc. The list of texts will be reviewed from time to time by the Departmental Board.

THA 221 THEATRE METHODOLOGY II (2 CREDITS)

- Stage terminologies
- Preparing a scheme of work
- Writing lesson notes
- Micro teaching, community theatre, children theatre methodology, method of play production.
- Methods of selecting appropriate drama and theatre textbooks for schools
- Make-up methods
- Methods of costuming, properties, Masks and puppets design

- Lighting and sound

THA 222 NIGERIAN DRAMA IN ENGLISH (1 CREDIT)

- The origin and development of Drama in English in Nigeria
- Nigerian drama in English
- A study of selected drama texts by Nigerian playwrights

The list of selected texts will be reviewed from time to time by the Departmental Board.

THA 223 THEATRE RESEARCH METHODS (1 CREDIT)

- Elements of Research
- Functions and characteristics of research
- Research concept/design
- Facts theories, hypotheses and problems in research design
- The historical, documentary method
- The descriptive or survey method etc.
- Data collection
- Data analysis/Documentation
- Preparing the report- documentation style

THA 224 INTRODUCTION TO ELECTRONIC MEDIA (1 CREDIT)

- Introduction to the different electronic media
- The history and theory of the electronic media.
- Nature / Characteristics and potentials of the electronic media
- Functions and relevance of the electronic media
- Programmes and programme types – News, Documentary, Television Drama, Talk shows, Reality T.V. Shows etc
- Presentational styles of the electronic media
- Documentaries, short and feature films, the video, etc.
- Theory and practice of film, radio and television production.
- The electronic media and the society.
- Experts should be invited to give lecturers and practical demonstration
- Practical exposure in TV/Radio stations and Film production companies is mandatory
- Practical: Students are expected to produce a short 5-10 minutes programme in any of the programme types.

THA 225 DIRECTING THEORIES AND PRACTICE (2 CREDITS)

- Students will be exposed to the different theories of directing. Students will study African as well as Western theories and relationships between the various articles (arts) of theatre and the director. The theories of Stanislavski Grotowski, Copeau, Oscar Brockett, Peter Brooks, Artaud, Brecht and African production styles will be studied.

Production Techniques for

- Central staging
- Proscenium staging
- Thrust and other forms

Elements of Production
- Costumes
- Scenery
- Lighting
- Sound
- Make-up etc.
- Students are expected to direct a play to consummate the course

THA 321 THEATRE WORKSHOP III (3 CREDITS)

- Student's final year production: Students are expected to pick or write a play and produce it under supervision for their final practical examination. An external examiner in the profession must be invited to watch and assess the final production
- The ability to direct, design, produce and market a play.
- Ability for team work.
- Ability for audience engineering

THA 322 STUDIES IN FILM MAKING (3 CREDITS)

- Introduction to film/ film making
- Theoretical basis of the Introduction to Filmmaking
- Potentials and relevance of film and film making
- Film versus Stage
- Film making gears – Cameras, sound and lighting gears and their uses.
- Film/ Production personnel- Director, DOP, Actors, Producers, Production managers, Designers, etc.
- Stages/ processes involved in Filmmaking
  - Pre-production Stage- planning
  - Production stage- recording
  - - Post production stage- Editing

Filmmaking techniques (Lighting effects Sound effects, Camera movement and placement, Shots, Angle of view etc.)
- Terminologies in Film making.
- Nature / Characteristics of feature film and television drama
- Practical orientation in a film production set is mandatory
- Indoor and outdoor recording
- Lighting effect in recording
- Editing in film production

THA 323 ENTREPRENEURSHIP IN THEATRE (2 CREDITS)

- Basic business guideline, proprietorship, sole proprietorship and partnership, profit and loss, Employment contract, business letter writing.
- Theatre as business Enterprise
- Economic analysis of labour market
- Entrepreneurship and entrepreneurial behaviour
- Entrepreneurial opportunities in theatre
- Troupe organization and events management
- Writing of proposal (funding and performance proposals).
- Funding of projects (governmental, NGOs, start-ups and Bootstrapping, financial Institutions, commissions, associations, Advocacy Groups).
- Budgeting
- Experts may be invited to give lectures to students

SOCIAL STUDIES (SOS)

SINGLE MAJOR

PHILOSOPHY

The central purpose for the institution of the social studies as a core subject in the basic school programme is to ensure the development of responsible citizenship. The subject is geared towards equipping young people with the requisite knowledge, appropriate skills, values and attitudes necessary to making critical and informed decisions in a culturally diverse society such as Nigeria. In the light of which, the NCE social studies curriculum is designed with the appropriate philosophy, content and methodology that is geared towards equipping a crop of teachers who are academically and professionally competent with the desirable values and attitudes to undertake this task. The fundamental focus of social studies is man and his complex relationships in the world around and beyond him. The NCE Social Studies curriculum attempts to instill in its products the basic knowledge, desirable values, and skills for investigating, analyzing and explaining these interrelationships.

OBJECTIVES

The programme is designed to achieve the following:

a. Produce professionally and academically competent NCE Social Studies teachers for the Junior Secondary Schools.
b. Prepare teachers who will inculcate in their pupils' rational adjustment to their physical and social environment through acquisition of knowledge, attitudes, values, appreciations and skills necessary for developing social and civic responsibilities.
c. Produce students who are capable of benefiting from further education in social studies and other related areas.

ADMISSION REQUIREMENTS

i) General:

a) A Senior Secondary School Certificate (SSC) or G.C.E >O' Level with credit passes in 5 subjects including English Language and mathematics in not more than two sittings.

b) A Grade II Teacher's Certificate (TC II) with credit or merit in five subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and mathematics are required.

ii) Additional requirements:

a) In addition to the General Admission Requirements for NCE programmes, candidate with SSC wishing to read Social Studies must have a credit in any two of the following subjects: -

i) Social Studies
ii) civics
ii) History
iii) Geography
iv) Economics

v) Government
vi) Islamic Religious Knowledge
vii) Christian Religious Knowledge

Candidates with TC II must have a merit/credit pass in Social Studies.

iii) It should be noted that colleges should in addition to all the above, administer their own elimination tests and/or interviews. This is legitimate

FACILITIES

i) Space and classrooms - At least three (3) large classrooms.
ii) Social Studies Workshop with a sitting capacity for at least 50 students.
iii) Staff Offices - Each Senior Staff should have a comfortably furnished office to himself. There should also be an office for support staff (Typists, Clerks) with relevant equipment e.g. Typewriters, cyclostyling machine etc.
iv) Books in the library. There must be enough books to cover all the areas of the subject in the ratio of one student to ten books.
v) Equipment such as projectors, film strips; slides, video machine; camera, TV set, world Globe and materials such as atlases, wall maps, textbooks, journals, painting materials, newsprints, newspapers and computer sets should be provided.
vi) Special needs - Functional weather stations in institutions where Geography is not offered.
vii) NERDC National Curriculum for Junior Secondary School Social Studies (40 copies)

PERSONNEL

i) Academic
   a) Eight lecturers or staff-students ratio of 1:25 (Single Major)

ii) Qualifications:
   a) minimum of Second class (2^2) lower degree and/or master or Ph.D. in Social Studies Education
   b) Second class lower (2^2) degree; master or Ph.D. in any of the social Sciences and at least NCE (Social Studies) or PGDE.

iii) Support Staff
   a) Technical Staff [Workshop Assistant (NCE Social Studies qualification)]
   b) Departmental Secretary
   c) Departmental Messenger/Cleaner
   d) Computer Operators

MODE OF TEACHING

Various methodological approaches should be adopted in teaching NCE Social Studies, with special emphasis on inquiry, problem solving and field trip.

GRADUATION REQUIREMENT

Distribution of Minimum credits required for graduation for the programme
Education Courses - 24 Credits

General Studies Courses - 16 Credits
Teaching Practice - 6 Credits
Social Studies Courses - 24 Credits
Second teaching subject minimum of 24 Credits
Total **94**

TEACHING PRACTICE
Every student is required to go on Teaching Practice and the credit earned recorded in EDUC 324.

PROJECT/CASE STUDIES
Every student is required to write a project/Case Studies in either Social Studies Education or the other teaching subject, and the credit earned recorded in EDUC 323.

SOCIAL STUDIES (SINGLE MAJOR)

11.10

COURSE CODE	COURSE TITLE	CREDITS	STATUS
	100 level (1st Semester)		
SOS 111	Foundations of Social Studies	2	C
SOS 112	Man and His Social Environment	2	C
SOS 113	Man and His Physical Environment	2	C
	100 level (2nd Semester)		
SOS 121	Introduction to NERDC National Curriculum for Social Studies	2	C
SOS 122	Nigeria as a nation	2	C
SOS 124	Man and his Economic Activities	2	C
	200 Level (1st Semester)		
SOS 211	Nigerian Political Life	2	C
	200 Level (2nd Semester)		
SOS 221	Issues and problems of National Development and Modernization	2	C
SOS 222	Citizenship Education	2	C
SOS 223	Social services and social change in Nigeria	2	C

COURSE CODE	COURSE TITLE	CREDITS	STATUS
	300 Level (1st Semester)		
	Teaching Practice	6	C
	Project	3	C
	300 Level (2nd Semester)		
SOS 321	Population and Family Life Education	2	C
SOS 323	Social Institutions	2	C

COMPULSORY GSE FOR SOCIAL STUDIES STUDENTS

First semester NCE 1

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE 000A	Media Information Literacy	2	C
GSE 111	General English 1	1	C
GSE 112	Introduction to Library Studies	1	C
Second semester NCE 1			
GSE 000B	Media Information Literacy		
GSE 121	General English 11	1	C
GSE 123	Introduction to Computer Studies 1	1	C
GSE 124	Family Life &Emerging Health Issues	1	C
First semester NCE 2			
GSE 000C	Media Information Literacy		
GSE 211	General English 111	1	C
GSE 213	Introduction to Computer Studies	1	C
GSE 214	Trafficking in Persons Issues	1	C
Second semester 200 Level			
GSE 000D	Media Information Literacy		
GSE 221	General English 1V	1	C
GSE 223	Citizenship Education	1	C
GSE 224	Entrepreneurship	1	C
GSE 323	General English V	1	C
	TOTAL	**14 CREDITS**	

GSE COURSES FOR ARTS AND SOCIAL SCIENCES/LANGUAGES

11.12

Social Studies candidates are required to take any one (1) of the following mathematics courses plus GSE 323

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE113	**Basic General Mathematics 1**	**1**	**C**
GSE122	**Basic General Mathematics 11**	**1**	**C**
GSE 212	**Basic General Mathematics 111**	**1**	**C**
GSE 221	**Basic General Mathematics 1V**	**1**	**C**
GSE 323	**Science & Technology in Society**	**1**	**C**

COURSE DESCRIPTION FOR SINGLE MAJOR

SOS 111 FOUNDATIONS OF SOCIAL STUDIES (2 CREDITS) C

This course is intended to expose students to the philosophy and basic characteristics of social Studies education. At the end of the course students are expected to demonstrate awareness and appreciation of the nature of social studies

- The definition and scope of social Studies

The historical development of social studies:
Origin of social studies in the United States of America
Development of social studies in Britain
The historical development of social studies in Africa/ Nigeria

- The philosophical background of social Studies
- a) In relation to the National Policy on Education
  b) In relation to theory of Inter-relationships in learning
  Aims and objectives of social studies
- The concept of curriculum integration in Social Studies
- The relationship between Social Studies, the Social Sciences (Geography, Sociology, political science and other subjects (History
-

Definition and nature of concepts and generalizations
Differences between concepts and generalizations
Importance of concepts and generalizations in the teaching and learning of Social studies

SOS 112 MAN AND HIS SOCIAL ENVIRONMENT (2 CREDITS) C

This idea of man as a social being and why he lives in groups is the focus of this course. At the end of the course, students are expected to:

- Explain the concepts of environment and social environment
- Describe types of man's social environment
- Social groups-Definition, forms or types of groups(primary, secondary, in-group, out-group, reference-groups), characteristics and functions: Why man lives in groups.
- Family-types, structure, functions and

- changing nature and roles: Modern/postmodern family structures(single- parent family, same-sex families, etc)
- Factors accounting for change of the family structure
- The marriage institution: Forms or types of marriage,(: customary, religious ordinance), and problems of marriage relationships.
- Issues related to marriage and family :Age at marriage, family formation, child bearing and rearing practices across cultures
- Kinship and kinship systems in Africa
- changing nature of kinship systems.
- Social Interaction:
- Concept and nature of social interaction
- Processes of social interaction (associative and dissociative forms)
- Importance of social interaction
- Factors that promote social cohesion: love, customs, morality, folkways, mores and laws.

SOS 113 MAN AND HIS PHYSICAL ENVIRONMENT (2 CREDITS) C

The course is designed to uplift the knowledge of students on the physical environment, how it influences and how man through his numerous activities influences the physical environment. As such, students are expected at the end of the course to:

a. Apply the knowledge obtained in carrying out their daily activities.
b. Develop the right attitudes towards issue of environmental control and management:

- The concept of environment and physical environment: components of the physical environment Minerals and Rocks; Relief features, soils; atmosphere, weather and climate; vegetation; water bodies (ponds, streams, rivers, lakes, lagoons, seas and oceans).
- The usefulness of the various components of the physical environment to man.
- The influence/relationship of physical environment on man's activities (determinism, possibilism, probabilism)
- The impact/problems of man's activities on the environment:
- environmental degradation, deforestation
- pollution, global warming (meaning nature or forms and associated problems). Conservation, and preservation (meaning, nature and measures or strategies).

SOS 121 INTRODUCTION TO THE NERDC NATIONAL CURRICULUM FOR SOCIAL STUDIES (2 CREDITS) C

The course introduces students to the NERDC National Curriculum of Social Studies for basic education 7 – 9. The focus of this course is to provide an overview of the major methods and techniques and appropriate instructional materials and resources for social studies instruction. Importantly, give students opportunities to put into practice knowledge and skills acquired in this course and the course in social studies methodology. At the end of the course students should be able to: distinguish between a curriculum, syllabus, scheme of work and a lesson plan.

Demonstrate the practical ability to develop an executable scheme of work
Prepare and implement a lesson plan based on the NERDC curriculum guide. With appropriate teaching method(s) and or technique(s), relevant and suitable instructional materials and resources in a micro-teaching class.

SOS 122 NIGERIA AS A NATION (2 CREDITS) C

The students are taken through the evolution of the Nigerian Nation and appraise the cultural diversities of our nation. At the end of the course, students should be able to appreciate and demonstrate the need for national unity and integration in Nigeria.

- The concept and nature of a nation and a state
- Concept of nationalism and characteristics and or qualities of nationalists (e.gs of nationalists)
- Pre-colonial people and inhabitants of pre-colonial Nigeria (state and stateless societies or groups in this land mass)
- The colonial system (direct and indirect rule)
- The ethnic and cultural peoples of post independent Nigeria
- Nigeria asa geo-political entity
- Population of Nigeria: size and distribution
- National Integration: Concepts, forms, challenges and efforts at national integration:
- (national symbols, new capital city, constitutions, NYSC, Unity Schools, Federal Highways, Geo-political zoning system in Nigeria (federal character, quota system and catchment area).
- Problems of national integration (emphasis on Nigeria)

SOS 124 MAN AND HIS ECONOMIC ACTIVITIES (2 CREDITS) C

The focus of this course is to introduce the learners to the major economic activities within the Nigerian state. At the end of the course, the learners should be able understand the dynamics of economic activities and to demonstrate how they can contribute their quota to a stable economy

- Definition of economic related concepts-economy, economic system, economic structure, economic activities, economic sector
- Economic or Ideological systems- Feudalism, Capitalism, Socialism, communism, Imperialism. Colonialism, Liberalism, mixed economy, etc
- Production: Meaning and nature (primary, secondary, tertiary),
- Factors of production- Land/Resources, Labour, Capital, entrepreneurship
- Response to production: Factors of demand and supply:
- Concept of supply and demand
- Types of demand and supply
- factors that affect demand and supply

- The Nigerian economic structure and system- Overview of the Nigerian economy, Economic problems, Inflation, unemployment, and poverty

SOS 211 NIGERIAN POLITICAL LIFE (2 CREDITS) C

Objective

This course aims at exposing students to the concepts of the Nigerian political life in relation to the general provisions of the Nigerian Constitution.

At the end of the course students are expected to demonstrate an awareness of political developments and issues in Nigeria and an understanding of the Nigerian constitution.

- Process of the British administration in Nigeria(from 1861-1914)
- Constitution: (meaning, purposes and types)
- The constitutional development in Nigeria in the pre-colonial period
- General provisions of the current Nigerian constitution:
- (Fundamental objectives and directive principles of state policy, citizenship, fundamental human rights, Arms of Government, FCT and General supplementary provisions.
- The emergence of nationalism and early nationalist groupings
- political movements and political parties before independence
- The concept of federalism:
- principles and features of federalism,
- Advantages and problems of federalism.
- The evolution of federalism in Nigeria:
- Problems of federal system in Nigeria:
- (political issues such as population size, power sharing/shift, revenue allocation, resource control etc).
- Military Rule in Nigeria:
- periods of military intervention in Nigerian politics from 1966
- reasons for military intervention in Nigeria,
- problems of military administrations in Nigeria
-

SOS 221 ISSUES AND PROBLEMS OF NATIONAL DEVELOPMENT AND MODERNIZATION (2 CREDITS) C

The course is designed to expose students to basic concepts of National Development. At the end of the course, students will be able to appraise National development problems and issues in Nigeria.

Concept of development:

Concepts and characteristics of economic growth

Concepts and characteristics economic development

Differences between economic growth and economic development

Characteristics of developed and less developed countries.

- Meaning and Nature of national development.
- Meaning of modernization
- the relationship between modernization and national development

Consequences of modernization on the Nigerian economy and society

- Dimensions of national development (economic development, political development, social development, legal development, educational development, technology and health etc).
- Problems or obstacles to national development in Nigeria (poor data base, corruption, poor plan implementation, external manipulations and illiteracy etc).
- Concept of self-reliance
- Strategies of attaining self-reliance

SOS 222 CITIZENSHIP EDUCATION (2 CREDITS) C

The course introduces students to some concepts of citizenship education.

- The concept of socialization,
- types and agents of socialization
- Political socialization and mass mobilization (MAMSER, NOA, etc)
- Problems of political socialization in Nigeria
- The role of Social Studies in the socialization of responsible citizenship
- The concepts of citizen (types-single and dual) and citizenship education
- Citizenship acquisition in Nigeria (By birth, by registration and by national naturalization)
- Renunciation and denial of citizenship
- Fundamental Human Rights (ways of protection and or violation of citizens fundamental human rights)
- Origin of fundamental human rights
- Classification of human rights
- Universal declaration of human rights
- Provisions of fundamental human rights as contained in the Nigerian constitution
- Lawful denial of fundamental human rights
- Different types of civic responsibilities
- Importance of civic responsibilities and obligations

SOS 223 SOCIAL SERVICES AND SOCIAL CHANGE IN NIGERIA (2 CREDIT) C

This course focuses on institutions that provide public utilities and the factors and processes of social change. At the end of the course the learner should be able to appraise the structure, functions and problems of providing social services in Nigeria. Similarly, the students should be able to make critical examination of the factors and processes of social change in Nigeria.

- Social administration and social policies defined
- Educational institutions: Structures and functions in Nigeria
- Health institutions: Structure and functions.
- Other services and utilities: (Fire, Prison, Postal, Old age pension, Nigeria

Police Force, Water Supply, Electricity, Transport, Communication), attitude to public utilities and population pressure on social services in Nigeria

- The concept and nature of social change:
- Types and forms of social change:
- evolutionary, revolutionary, modernization
- Theories of social change:
- Structural functionalism,
- Conflict perspective,
- Symbolic interactionism
- Factors and processes ofsocial change
- Social change in Nigerian society before and after 1960 (in demographic, economic, socio-cultural, gender issues and political systems) and effects on the family in Nigeria
- Related concepts: _
- Westernization,
- Urbanization,
- Industrialization and
- Rural transformation.

SOS 321 POPULATION AND FAMILY LIFE EDUCATION (2 CREDITS) C

Objectives

The course focuses attention on population and family life education.

At the end of the course, students should be able to demonstrate positive values and attitudes towards population issues and family life:

- Meaning and objectives of population education/
- Meaning and objectives of family life education.
- Relationship between population and family life education.
- Family size and family welfare,
- Delayed marriage,
- Responsible parenthood,
- Women education and family welfare.
- Population change and resource development,
- Population-related beliefs, values and attitude
- Census and vital registration,
- factors militating against generating a population data base for Nigeria
- Factors affecting population distribution in Nigeria and Africa:
- Population dynamics -Growth, and structure with their socio-economic implications
- Factors influencing population growth
- Advantages of large populations,
- Disadvantages of large populations
- Nature and characteristics of populationstructure
- Methods of teaching population/family life education:
- Inquiring method,

- Discovery method,
- Problem solving method,
- Discussion method,
- Role playing method, etc.
- National Population Policy (NPP)
- AIDS/STD and the Nigerian population:
- meaning,
- transmission and
- prevention

SOS 323 SOCIAL INSTITUTIONS (2 CREDIT) C

The course is designed to expose students to be structure, functions and problems of different social institutions in Nigeria. At the end of the course, students should be able to: demonstrate an appreciation of the problems of social institutions in Nigeria andproffer possible solutions.

- The concept of social institution
- Variations in social institutions across cultures
- Universal social institutions
- Structure and functions of different social institutions such as legal political, economic, religious, educational, health institutions etc. in Nigeria.
- Problems of social institutions in Nigeria
- Religion in Society:
- Religion and Morality
- Religion and Politics(Definitions, functions and problems)
- Religion in Nigeria(manipulation of religion in Nigeria)
- Concepts of peace and conflict
- strategies of conflict resolution
- Conflict resolution in society
- Conflict and tolerance in Nigeria

SOCIAL STUDIES (SOS)

DOUBLE MAJOR

PHILOSOPHY

The central purpose for the institution of the social studies as a core subject in the basic school programme is to ensure the development of responsible citizenship. The subject is geared towards equipping young people with the requisite knowledge, appropriate skills, values and attitudes necessary to making critical and informed decisions in a culturally diverse society such as Nigeria. In the light of which, the NCE social studies curriculum is designed with the appropriate philosophy, content and methodology that is geared towards equipping a crop of teachers who are academically and professionally competent with the desirable values and attitudes to undertake this task. The fundamental focus of social studies is man and his complex relationships in the world around and beyond him. The NCE Social Studies curriculum attempts to instil in its products the basic knowledge, desirable values, and skills for investigating, analysing and explaining these interrelationships.

OBJECTIVES

The programme is designed to achieve the following:

a. Produce professionally and academically competent NCE Social Studies teachers for the Junior Secondary Schools.
b. Prepare teachers who will inculcate in their pupils rational adjustment to their physical and social environment through acquisition of knowledge, attitudes, values, appreciations and skills necessary for developing social and civic responsibilities.
c. Produce students who are capable of benefiting from further education in social studies and other related areas.

ADMISSION REQUIREMENTS

i) General:

a) A Senior Secondary School Certificate (SSC) or G.C.E O' Level with credit passes in 5 subjects including English Language and mathematics in not more than two sittings.

b) A Grade II Teacher's Certificate (TC II) with credit or merit in five subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and mathematics are required.

c) Successful candidates in the Pre-NCE final examinations who also take and succeed in a selection examination organized by an accredited body such as JAMB.

ii) Additional requirements:

b) In addition to the General Admission Requirements for NCE programmes, candidate with SSC wishing to read Social Studies must have a credit pass

in any two of the following subjects: -

iii) civics
iv) History
v) Geography
vi) Economics
vii) Government
viii)Islamic Religious Knowledge
xi) Christian Religious Knowledge
x) Candidates with TC II must have a merit/credit pass in Social Studies.

In addition to the other requirements stated above, institutions are at liberty to administer their own elimination tests and/or interviews.

FACILITIES

i) Space and classrooms - At least three (3) large classrooms.
ii) Social Studies Workshop with a sitting capacity for at least 50 students.
iii) Staff Offices - Each Senior Staff should have a comfortably furnished office to himself. There should also be an office for support staff (Typists, Clerks) with relevant equipment e.g. Typewriters, cyclostyling machine etc.
iv) Books in the library. There must be enough books to cover all the areas of the subject in the ratio of one student to ten books.
v) Equipment such as projectors, film strips; slides, video machine; camera, TV set, world Globe and materials such as atlases, wall maps, textbooks, journals, painting materials, newsprints, newspapers and computer sets should be provided.
vi) Special needs - Functional weather stations in institutions where Geography is not offered.
viii) NERDC National Curriculum for Junior Secondary School Social Studies (40 copies)

PERSONNEL

ii) Academic
a) Fifteen lecturers or staff student ratio of 1:25 (Double Major)

ii) Qualifications:
a) Second class Lower (2 ^{2}) degree and/or master or Ph.D. in Social Studies Education
b) Second class upper (2 ^{2}) degree; master or Ph.D. in any of the social Sciences and at least NCE (Social Studies) or PGDE.

ii) Support Staff
a) Technical Staff [Workshop Assistant (NCE Social Studies qualification)]
b) Departmental Secretary
c) Departmental Messenger/Cleaner
e) Computer Operators

MODE OF TEACHING

Various methodological approaches should be adopted in teaching NCE Social Studies, with special emphasis on inquiry, problem solving and field trip.

Double Major

i)	Education Courses	-	24 Credits
ii)	General Studies Courses	-	16 Credits
iii)	Teaching Practice	-	06 Credits
iv)	Social Studies Courses	-	48 Credits
	Total		**94**

TEACHING PRACTICE

Every student is required to go on Teaching Practice and the credit earned recorded in EDUC 324.

PROJECT/CASE STUDIES

Every student is required to write a project/Case Studies in either Social Studies Education or the other teaching subject, and the credit earned recorded in EDUC 323.

SOCIAL STUDIES (DOUBLE MAJOR)

COURSE CODE	COURSE TITLE	CREDITS	STATUS
	100 level (1st Semester)		
SOS 111	Foundations of Social Studies	2	C
SOS 112	Man and His Social Environment	2	C
SOS 113	Man and His Physical Environment	2	C
SOS 114	Dynamics of Group Behaviour	2	C
	100 level (2nd Semester)		
SOS 121	Introduction to NERDC National Curriculum for Social Studies	2	C
SOS 122	Nigeria as a nation	2	C
SOS 123	Origin and Nature of Man	2	C
SOS 124	Man and his Economic Activities	2	C
SOS 125	Governance in Human Society	2	C

	200 Level (1st Semester)		
SOS 211	Nigerian Political Life	2	C
SOS 212	Contemporary Social Problems,	2	C
SOS 213	Social Research Methods and Statistics	2	C
SOS 214	Field Trip	2	C
	200 Level (2nd Semester)		
SOS 221	Issues and Problems of National Development and Modernization	2	C
SOS 222	Citizenship Education	2	C
SOS 223	Social Services and Social Change in Nigeria	2	C
SOS 224	Law Related Education	2	E
SOS 225	Transportation and Communication	2	E
SOS 226	Modern methods and resources for instruction in social studies	2	C
COURSE CODE	**COURSE TITLE**	**CREDITS**	**STATUS**
	300 Level (1st Semester)		
	Teaching Practice	6	C
	Project	3	C
	300 Level (2nd Semester)		
SOS 321	Population and Family Life Education	2	C
SOS 322	Nigeria External Relations	2	C
SOS 323	Social Institutions	2	C
SOS 324	Globalization	2	C
SOS 325	Introduction to Entrepreneurship education	2	C
TOTAL		48	

COMPULSORY GSE FOR SOCIAL STUDIES STUDENTS

First semester NCE 1

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE 000A	Media Information Literacy	2	C
GSE 111	General English 1	1	C
GSE 112	Introduction to Library Studies	1	C
Second semester NCE 1			
GSE 000B	Media Information Literacy		
GSE 121	General English 11	1	C
GSE 123	Introduction to Computer Studies 1	1	C
GSE 124	Family Life &Emerging Health Issues	1	C
First semester NCE 2			
GSE 000C	Media Information Literacy		
GSE 211	General English 111	1	C
GSE 213	Introduction to Computer Studies	1	C
GSE 214	Trafficking in Persons Issues	1	C
Second semester 200 Level			
GSE 000D	Media Information Literacy		
GSE 221	General English 1V	1	C
GSE 223	Citizenship Education	1	C
GSE 224	Entrepreneurship	1	C
GSE 323	General English V	1	C
	TOTAL	14 CREDITS	

GSE COURSES FOR ARTS AND SOCIAL SCIENCES/LANGUAGES

Social Studies candidates are required to take any two (2) of the following mathematics courses plus GSE 323

COURSE CODE	COURSE TITLE	CREDIT	STATUS
GSE113	Basic General Mathematics 1	1	C
GSE122	Basic General Mathematics 11	1	C
GSE 212	Basic General Mathematics 111	1	C
GSE 221	Basic General Mathematics 1V	1	C
GSE 323	Science & Technology in Society	1	C

COURSE DESCRIPTION FOR DOUBLE MAJOR

COURSE DESCRIPTION FOR SINGLE MAJOR

SOS 111 FOUNDATIONS OF SOCIAL STUDIES (2 CREDITS) C

This course is intended to expose students to the philosophy and basic characteristics of social Studies education. At the end of the course students are expected to demonstrate awareness and appreciation of the nature of social studies

- The definition and scope of social Studies

The historical development of social studies:
Origin of social studies in the United States of America
Development of social studies in Britain
The historical development of social studies in Africa/ Nigeria

- The philosophical background of social Studies
- a) In relation to the National Policy on Education
  b) In relation to theory of Inter-relationships in learning
  Aims and objectives of social studies
- The concept of curriculum integration in Social Studies
- The relationship between Social Studies, the Social Sciences (Geography, Sociology, political science and other subjects (History
-

Definition and nature of concepts and generalizations
Differences between concepts and generalizations
Importance of concepts and generalizations in the teaching and learning of Social studies

SOS 112 MAN AND HIS SOCIAL ENVIRONMENT (2 CREDITS) C

This idea of man as a social being and why he lives in groups is the focus of this course. At the end of the course, students are expected to:

- Explain the concepts of environment and social environment
- Describe types of man's social environment
- Social groups-Definition, forms or types of groups(primary, secondary, in-group, out-group, reference-groups), characteristics and functions: Why man lives in groups.
- Family-types, structure, functions and
- changing nature and roles: Modern/postmodern family structures(single- parent family, same-sex families, etc)
- Factors accounting for change of the family structure
- The marriage institution: Forms or types of marriage,(: customary, religious ordinance), and problems of marriage relationships.
- Issues related to marriage and family :Age at marriage, family formation, child bearing and rearing practices across cultures
- Kinship and kinship systems in Africa
- changing nature of kinship systems.
- Social Interaction:
- Concept and nature of social interaction
- Processes of social interaction (associative and dissociative forms)

- Importance of social interaction
- Factors that promote social cohesion: love, customs, morality, folkways, mores and laws.

SOS 113 MAN AND HIS PHYSICAL ENVIRONMENT (2 CREDITS) C

The course is designed to uplift the knowledge of students on the physical environment, how it influences and how man through his numerous activities influences the physical environment. As such, students are expected at the end of the course to:

a. Apply the knowledge obtained in carrying out their daily activities.
b. Develop the right attitudes towards issue of environmental control and management:

- The concept of environment and physical environment: components of the physical environment Minerals and Rocks; Relief features, soils; atmosphere, weather and climate; vegetation; water bodies (ponds, streams, rivers, lakes, lagoons, seas and oceans).
- The usefulness of the various components of the physical environment to man.
- The influence/relationship of physical environment on man's activities (determinism, possibilism, probabilism)
- The impact/problems of man's activities on the environment:
- environmental degradation, deforestation
- pollution, global warming (meaning nature or forms and associated problems). Conservation, and preservation (meaning, nature and measures or strategies).

SOS 114 DYNAMICS OF GROUP BEHAVIOUR (2 CREDIT) C

Objectives

This course exposes students to the dynamics of the social life of human beings and lower animals such as ants, bees monkey etc.

At the end of the course, students should be able to: demonstrate qualities of peaceful and functional group life.

- Concept of group and group dynamics:
- Types and functions of group
- Determinants of group or social behavior
- Study of group life of lower animals, e.g.. ants, bees, monkeys etc
- Group processes - conformity and deviance(meaning and nature)
- Study of group life of lower animals, e.g.. ants, bees, monkeys etc
- Collective behaviour e.g. crowd, , riots, demonstration, mob violence etc.
- Effect of Community self-help and development programmes on the quality of life
- of the population.
- Public opinion
- Leadership and followership (communication, decision-making and assertiveness
- Some basic psychological variables: attitudes, values, roles, norms, beliefs, honesty, reference group etc.

SOS 121 INTRODUCTION TO THE NERDC NATIONAL CURRICULUM FOR SOCIAL STUDIES (2 CREDITS) C

The course introduces students to the NERDC National Curriculum of Social Studies for basic education 7 – 9. The focus of this course is to provide an overview of the major methods and techniques and appropriate instructional materials and resources for social studies instruction. Importantly, give students opportunities to put into practice knowledge and skills acquired in this course and the course in social studies methodology. At the end of the course students should be able to: distinguish between a curriculum, syllabus, scheme of work and a lesson plan.
Demonstrate the practical ability to develop an executable scheme of work
Prepare and implement a lesson plan based on the NERDC curriculum guide. With appropriate teaching method(s) and or technique(s), relevant and suitable instructional materials and resources in a micro-teaching class.

SOS 122 NIGERIA AS A NATION
(2 CREDITS) C

The students are taken through the evolution of the Nigerian Nation and appraise the cultural diversities of our nation. At the end of the course, students should be able to appreciate and demonstrate the need for national unity and integration in Nigeria.

- The concept and nature of a nation and a state
- Concept of nationalism and characteristics and or qualities of nationalists (e.gs of nationalists)
- Pre-colonial people and inhabitants of pre-colonial Nigeria (state and stateless societies or groups in this land mass)
- The colonial system (direct and indirect rule)
- The ethnic and cultural peoples of post independent Nigeria
- Nigeria asa geo-political entity
- Population of Nigeria: size and distribution
- National Integration: Concepts, forms, challenges and efforts at national integration:
- (national symbols, new capital city, constitutions, NYSC, Unity Schools, Federal Highways, Geo-political zoning system in Nigeria (federal character, quota system and catchment area).
- Problems of national integration (emphasis on Nigeria)

SOS 123 THE ORIGIN AND NATURE OF MAN (2 CREDIT) C

Objectives

This course of designed to exposed students to the origin and nature of man.
At the end of the course students should appreciate the uniqueness inter – dependence and university of man.

- The origin of man
- The various explanations of the origin of man namely; religious, mythical and scientific.

- The evolution of man from Apes to homo-sapiens
- The uniqueness of man(human traits that distinguish man
- Race and Racism
- The interdependence of man
- Human universality
- Man and the environment: structure and function of universal environment
- types of the environment (Natural and cultural)
- Environment and resources:
- meaning and types of environmental resources(emphasis on the exhaustible nature of resources)
- Man, and resource management.

SOS 124 MAN AND HIS ECONOMIC ACTIVITIES (2 CREDITS) C

The focus of this course is to introduce the learners to the major economic activities within the Nigerian state. At the end of the course, the learners should be able understand the dynamics of economic activities and to demonstrate how they can contribute their quota to a stable economy

- Definition of economic related concepts-economy, economic system, economic structure, economic activities, economic sector
- Economic or Ideological systems- Feudalism, Capitalism, Socialism, communism, Imperialism. Colonialism, Liberalism, mixed economy, etc
- Production: Meaning and nature (primary, secondary, tertiary),
- Factors of production- Land/Resources, Labour, Capital, entrepreneurship
- Response to production: Factors of demand and supply:
- Concept of supply and demand
- Types of demand and supply
- factors that affect demand and supply
- The Nigerian economic structure and system- Overview of the Nigerian economy, Economic problems, Inflation, unemployment, and poverty

SOS 125 GOVERNANCE IN HUMAN SOCIETY **(2 CREDIT) C**

Objectives

This course intends to expose the learners to the rudiments of governance in human society. At the end of the course, the learners should be able to comprehend the relevance of government in the society and the need to participate.

Political Systems:
- The concept of politics, political systems, meaning and functions.
- Types of Political Systems:
- Traditional forms of government: family, clan, village, town empire etc
- Modern forms of government - democracy, autocracy, monarchy, and the military
- Organs of government - executive, legislative, judiciary and the presidential system

- Tiers of government in Nigeria - Local, State and Federal emphasizing their structure and functions.
- Political systems' legitimacy:
- Political power, authority and ideology (meaning, types, differences and functions).
- Political process:
- Political culture (Meaning, types and relevance to the political system), Political Socialization (meaning, agents of political socialization and methods of political socialization).
- Political Participation(meaning and classifications of political participation)
- Elections and right to vote,
- Historical development of suffrage and franchise
- Political Representation:
- concepts of political representation and democracy,
- historical conceptions of political representation,
- challenges of political representation
- Democracy and Good Governance:
- Concept of democracy and Good Governance.
- Characteristics of democratic society,
- Characteristics of good governance
- Benefits of democracy and good governance
- Political Parties and Interest Groups:
- Meaning of political parties and interest groups (differences and similarities),
- types of interest groups,
- functions of political parties and interest groups,
- tactics of interest groups,
- challenges or problems of political parties and interest groups
-

SOS 211 NIGERIAN POLITICAL LIFE 2 CREDITS) C

Objective

This course aims at exposing students to the concepts of the Nigerian political life in relation to the general provisions of the Nigerian Constitution. At the end of the course students are expected to demonstrate an awareness of political developments and issues in Nigerian and an understanding of the Nigerian constitution.

- Process of the British administration of Nigeria (from 1861-1914)
- Constitution: (meaning, purposes and types)
- The constitutional development in Nigeria in the pre-colonial period
- General provisions of the current Nigerian constitution:
- (Fundamental objectives and directive principles of state policy, citizenship, fundamental human rights, Arms of Government, FCT and General supplementary provisions.

- The emergence of nationalism and early nationalist groupings political movements and political parties before independence

- The concept of federalism:
- principles and features of federalism,
- Advantages and problems of federalism.
- The evolution of federalism in Nigeria:
- Problems of federal system in Nigeria:(political issues such as population size, power sharing/shift, revenue allocation, resource control etc).
- Military Rule in Nigeria:
- periods of military intervention in Nigerian politics from 1966
- reasons for military intervention in Nigeria,
- problems of military administrations in Nigeria

SOS 212 CONTEMPORARY SOCIAL PROBLEMS

Objectives

This course aims at enabling students toevaluate and understand the social and economic problems that have continued to plague the people and country, Nigeria. The focus and emphasis of discussion should be on conceptual analysis of the problem, pattern or nature, extent or prevalence in society, interconnectedness of the problems, general and specific causes, consequences for development and collective efforts in its solution.

- Concept of social problems:
- Meaning and nature of social problems
- Environmental degradation,
- Corruption,
- Meaning, nature and types
- Causes (general and specific to Nigeria) and
- Solutions.
- Political and electoral violence,
- Human trafficking and kidnapping,
- Terrorism,
- Internet and Cyber-crimes
- Family disorganization
- Juvenile delinquency,
- Drug abuse and addiction
- Child labour and abuse
- Prostitution,
- Gender inequality

SOS 213 SOCIAL RESEARCH METHODS AND STATISTICS

(2 CREDITS) C

Objectives

This course aims and at exposing students to principles of research and statistical methods for effective research work in social studies.

- Meaning, characteristics and purpose of research.
- Types of research
- The process of research

- Research methodology (Research Design):
- Stating research problem
- Choice of population
- Sample and sampling techniques
- Hypothèses
- Data collection techniques-Observation, interview, questionnaire etc.
- Organization and presentation of data and statistical representation. - Appendices
- References
- Statistic: Meaning, Types and Uses
- Descriptive statistics:
- Measures of central tendency
- Measures of variability
- Inferential statistics.

SOS 214 FIELD TRIP (2 CREDITS) C

The course will afford the students the opportunity to visit both far and near environment in terms of educative interest in Social Studies. Students will be out for one to four days of studying both physical and social phenomenon, human activities in terms of housing, occupational practices, dressing, culture etc. Students will be able to write a study-report on undertaking field exercise. And by so doing develop in learners skills of data collection, e.g. interceding, documentation and reporting.

SOS 221 ISSUES AND PROBLEMS OF NATIONAL DEVELOPMENT AND MODERNIZATION (2 CREDITS) C

The course is designed to expose students to basic concepts of National Development. At the end of the course, students will be able to appraise National development problems and issues in Nigeria

- Concept of development- Meaning of development, economic development and economic growth.
- Characteristics of economic growth and economic development
- Differences between economic growth and economic development
- Meaning and Nature of national development.
- Meaning of modernization and the relationship between modernization and national development
- Dimensions of national development (economic development, political development, social development, legal development, educational development, technology and health etc).
- Problems of national development (poor data base, corruption, poor plan implementation, external manipulations and illiteracy etc).
- Consequences of modernization on the Nigerian economy and society.
- Concept of self-reliance
- Strategies of attaining self-reliance

SOS 222 CITIZENSHIP EDUCATION (2 CREDITS) C

The course introduces students to some concepts of citizenship education.

- The concept of socialization,
- types and agents of socialization
- Political socialization and mass mobilization (MAMSER, NOA, etc)
- Problems of political socialization in Nigeria
- The role of Social Studies in the socialization of responsible citizenship
- The concepts of citizen (types-single and dual) and citizenship education
- Citizenship acquisition in Nigeria (By birth, by registration and by national naturalization) Renunciation and denial of citizenship
- Fundamental Human Rights (ways of protection and or violation of citizens fundamental human rights)
- Origin of fundamental human rights
- Classification of human rights
- Universal declaration human rights
- Provisions of fundamental human rights as contained in the Nigerian constitution
- Lawful denial of fundamental human rights
- Different types of civic responsibilities
- Importance of civic responsibilities and obligations

SOS 223 SOCIAL SERVICES AND SOCIAL CHANGE IN NIGERIA (2 CREDIT) C

This course focuses on the institutions that provide public utilities and the factors and processes of social change. At the end of the course the learner should be able to:

a. appraise the structure, functions and problems of providing social services in Nigeria.
b. make critical examination of the factors and processes of social change in Nigeria.

- Social administration and social policies defined
- Educational institutions: Structures and functions in Nigeria
- Health institutions: Structure and functions..
- Other services and utilities: (Fire, Prison, Postal, Old age pension, Nigeria Police Force, Water Supply, Electricity, Transport, Communication) and attitude to public utilities
- Population pressure on social services in Nigeria
- The concept and nature of social change
- Types and forms of social change:
- evolutionary, revolutionary, modernization
- Theories of social change:
- Structural functionalism,
- Conflict perspective,
- Symbolic interactionism
- Factors and processes of social change
- Social change in Nigerian society before and after 1960 (in demographic,

economic, socio-cultural, gender issues and political systems) and effects on the family in Nigeria.

- Related concepts:
- _Westernization,
- Urbanization,
- Industrialization and
- Rural transformation.

SOS 224 LAW RELATED EDUCATION (2 CREDIT) C

Objectives

The course seeks to to provide the learner an insight into the sources of the Nigeria law and who is responsible for promulgating and executing the laws of the society.

- Meaning and Objectives of Law-Related Education.
- Characteristics of an effective Law Related Education.
- Rationale for the inclusion of Law Related Education in the Social Studies curriculum and the process of law making in Nigeria
- litigations, criminal and civil cases
- Administration of justice; the function of the police, courts and prisons services.
- The judiciary- the role of the judiciary in the implementation of the law.
- The hierarchy of courts and the independence of the judicial system.

SOS 225 TRANSPORT AND COMMUNICATION (2 CREDIT) C

Objectives

The course seeks to expose students to various means of transportation and communication. At the end of the course, students should be able to appraise the problems and prospects of transport and communication in Nigeria.

- The differences between transportation and communication
- Traditional and modern means of Transportation: Advantages and problems
- Traditional and Modern means of Communication: Advantages and problems (E-mail, fax, telex, radio, internet. Practical application should be demonstrated to students.
- The role of transportation and communication in national development
- The mass media: what is mass media, the role of mass media in national development. Problems associated with the mass media.
- Students should develop case studies materials on any mass media of their choice (It should form part of student C.A).

SOS 226 METHODS AND RESOURCES FOR SOCIAL STUDIES INSTRUCTION (2CREDITS)C

Objectives

The course seeks to expose students to the process of selecting appropriate teaching methods and or techniques and suitable teaching materials and resources for effective instructions in social studies.

- Meaning of methods and techniques of teaching.
- Difference between methods and techniques.
- Modern methods for instruction in social studies:
- Individualized methods,
- Group methods,
- Computerized. construction and project methods, problem-solving, Inquiring, role playing home assignment, etc.
- Advantages and disadvantages of the methods and techniques.
- Instructional materials and resources:
- Meaning, types and functions of instructional materials and resources
- Criteria for selecting appropriate materials and resources and guidelines for using resource materials:
- Using multiple resources,
- Using materials relevant to subject matter,
- Speak to learners and not materials,
- Ensuring that learners can see and hear etc.
- Improvisation in social studies teaching.

SOS 321 POPULATION AND FAMILY LIFE EDUCATION (2 CREDITS) C

Objectives

The course focuses attention on population and family life education.

- Concept and objectives of population and family life education-Meaning and objectives of population education, Relationship between population and family life education.
- Core issues in population and family life education-Family size and family welfare, Delayed marriage, Responsible parenthood, Gender issues and family life, Population change and resource development, Population-related beliefs, values and attitudes.
- Population data-Census and vital registration, factors militating against generating a population data base for Nigeria,
- Population distribution in Nigeria and Africa
- Factors affecting population distribution in Nigeria and Africa-Physical factors, Historical factors, Political factors, Economic factors,
- Population dynamics-Growth and structures with their socio-economic implication, Factors influencing population growth, Birth, Mortality (death) rates, Migration Advantages of large population, Disadvantages of large populations
- Nature and characteristics of population structure

- Methods of teaching population/family life education:
- Inquiring method, Discovery method, Problem solving method, Discussion method,
- Role playing method, etc.
- National Population Policy (NPP)
- AIDS/STD and the Nigerian population- meaning, transmission and prevention

SOS 322 NIGERIA EXTERNAL RELATIONS (3 CREDITS) C

Objectives

The course focuses on the principles of International relations and Nigeria's foreign policy. At the end of the course, students should be able to appraise the role of Nigeria in the international community.

- The concept of International Relations
- Nigerian foreign policies (Principles and Policies)
- Nigeria and ECOWAS (Formation, functioning and problems)
- Nigeria in the Commonwealth
- Nigeria in OPEC
- Nigeria in the UNO (contributions, benefits and problems)
- Nigeria in Africa Union. World Tension: Causes and solutions (games, conferences, treaties and membership etc)

SOS 323 SOCIAL INSTITUTIONS (2 CREDIT) C

The course is designed to expose students to be structure, functions and problems of different social institutions in Nigeria. At the end of the course, students should be able to: demonstrate an appreciation of the problems of social institutions in Nigeria and proffer possible solutions.

- The concept of social institution
- Variations in social institutions across cultures
- Universal social institutions
- Structure and functions of different social institutions such as legal political, economic, religious, educational, health institutions etc. in Nigeria.
- Problems of social institutions in Nigeria
- Religion in Society
- Religion and Morality
- Religion and Politics (Definitions, functions and problems)
- Religion in Nigeria (manipulation of religion in Nigeria)
- concepts of peace and conflict
- strategies of conflict resolution
- Conflict and tolerance in Nigeria

SOS 324 GLOBALIZATION (2 CREDIT) C

Objectives

This course aims at exposing students to the concepts of globalization in relation to the impact it has on the Nigerian nation. At the end of the course, students are expected to develop awareness and appreciation of the changes and impact of globalization on the

Nigerian society.

- The concept and meaning of globalization
- Historical background of globalization.
- Nature and dimensions of globalization (economic, political, cultural, etc.
- Manifestations of globalization (expansion of international trade, integrated labour market, financial flow, information technology, etc
- Impact or effects of globalization-positive and negative
- Impact of globalization on the South (i.e. Developing and Underdeveloped countries, including Nigeria).
- Nigeria and the globalization process

SOS 325 INTRODUCTION TO ENTREPRENEURSHIP EDUCATION (2CREDITS) C

Objectives

The focus of this course is to provide students the necessary knowledge, skills and motivation for the creation an entrepreneurial culture and attitude in the Nigerian society.

- Definition of terminologies:
- Concept of entrepreneurship:
- Rationale for entrepreneurship education.
- Meaning of an entrepreneur
- Characteristics of an entrepreneur
- Function of an entrepreneur
- Role of entrepreneurship in development
- Small scale enterprises, meaning, features, problems ,etc
- Identifying and recognizing opportunities:

- Business opportunities
- Difference between business opportunity and business ideas
- Identifying sources of business opportunities
- Factors involved in choosing a business
- Considerations in choosing a business opportunity
- Conducting a market survey
- Marketing
- Feasibility analysis and financing business
- Meaning of a feasibility study
- Purpose of a feasibility study
- Problems of writing a feasibility report
- Meaning of business plan
- Need for a business plan
- Difference between a feasibility study and a business plan
- Women in entrepreneurship

POLITICAL SCIENCE (POL)

PHILOSOPHY

Political Science is the study of power and power relations among men within the state and the international system. In other words, it is the systematic and analytical study of the acquisition, control and exercise of power by individuals, groups and organizations' within the Political System.

As an instrument for citizenship education, Political Science inculcates in the citizenry the knowledge of government, its processes, principles, political theories, democratic ideals, values, attitudes and norms that are essential for the development and sustenance of a democratic culture and stable polity.

The study of Political Science is also useful for the understanding of relations among states and international organization's, their interdependence, co-operation, peaceful co-existence and mutual assistance.

9.1 OBJECTIVES

The programme is designed to equip the students with the skills, knowledge and methodology needed for effective teaching of Government in Secondary Schools. The primary objectives of the programme are:

a) To produce proficient teachers of Government who can demonstrate sound knowledge of Political science.

b) To train teachers of the subject who, not only possess confidence, skills and techniques necessary for the teaching of the subject but also possess the proper values and attitudes towards Political Science as a discipline of study

c) To inculcate within the scope of the students' training the necessary values, skills and techniques for effective and moral leadership.

d) To inculcate in the students values of citizenship that will broaden their sense and scope of participation in community as well as national affairs.

e) To produce teachers that can inspire and inculcate in the students, the values and attitudes of Pan-Africanism, African nationalism and African brotherhood.

f) To train teachers who can impart values that will promote the growth of international co-operation, co-existence and mutual assistance.

9.2 ADMISSION REQUIREMENTS

i) General

a) A Senior Secondary School Certificate (SSC) or G.C.E O' Level with credits in 5 subjects including English Language, Mathematics. Other requirements must include credits in Government, History or Civic Education, at one or two sittings. Two of the credits must be relevant to the course combination the candidate wishes to offer.

b) A Grade II Teacher's Certificate (TC II) with credit or merit in five subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and mathematics are part of the requirements.

c) All candidates wishing to be considered for admission must meet admission requirements of a selection examination organised by an accredited body such as JAMB.

d) Colleges may in addition to all of the above, administer their own elimination tests and/or interviews

9.3 FACILITIES

The Political Science programme shall have the following basic facilities:

i) Classrooms - Three (3) Classrooms with a sitting capacity of not less than fifty students.

ii) One Political Science Resource Room with a sitting capacity of not less than forty students

iii) Staff Offices - Each Senior staff should have a comfortably furnished office to him/herself. There should also be an office for the support staff.

iv) Books in the Library - There must be enough relevant books to cover all the areas of the subject to the ratio of one student to ten book titles.

v) List of Equipment: The following equipment should be acquired for the programme: Computer systems, Tape recorders; radio/radio cassettes, television sets, video camera, DVD machines, projectors, political maps of Nigeria, Africa and the world and other relevant maps, photographs and charts.

9.4 PERSONNEL

i) Academic Staff:

A minimum of 8 lecturers are required with a qualification of at least B.Sc./B.A in Political Science or Education/Political Science with a minimum of Second Class Lower Division and should have an experience of at least 1 year after graduation.. The Programme should have a staff- students ratio of 1: 25

ii) Non Academic Staff:

a) Administrative/Clerical Officer
b) A Data Processing Officer
c) A Cleaner
d) An Office Attendant

9.5 EXTERNAL EXAMINER

There shall be appointed an External Examiner for the Programme who should not be below the rank of Principal Lecturer in a College of Education or Senior Lecturer in a University. He should vet the Final Year examination questions, examination results and research projects to ensure that they satisfy the minimum requirements.

9.6 MODE OF TEACHING

Various methodological approaches should be adopted in teaching Political Science at the NCE Level. These include:

i) Lecture method
ii) Tutorials
iii) Seminars/discussions
iv) Excursions/Field Trips
v) Project method
vi) Any other relevant one.

9.7 GRADUATION REQUIREMENTS

Minimum credit units required for graduation

Education Courses	-	24 Credits
General Studies Courses	-	16 Credits
Teaching Practice	-	6 Credits
Political Science Courses	-	24 Credits

9.8 TEACHING PRACTICE

Every student is required to undertake Teaching Practice in the First Semester of his final year and the credits earned recorded in EDUC 324.

9.9 PROJECT

Every student is required to write a project in either Political Science or Education and the credits earned recorded in the Department of Education.

9.10 COURSE EVALUATION

Course Evaluation in Political Science shall comprise 40% Continuous Assessment and 60% Examination. Students shall be expected to attend lectures for 75% of the time to qualify to sit for examination

9.11 COURSE CONTENTS

COURSE CODE	COURSE TITLE	CREDIT	STATUS
	NCE I FIRST SEMESTER		
POL 111	Introduction to Political Science	2	C
POL 112	Nigerian Government and Politics (Pre-colonial period to date)	1	C
POL 113	Principles of Political Science 1	1	C
POL 114	Constitutional Development in West African States	1	C
	Total	5	
	GSE COURSES		
GSE 000A	Media Information Literacy	2	C
GSE 111	General English 1	1	C
GSE112	Introduction to Library Science	1	C
	NCE I SECOND SEMESTER		
POL 121	Principles of Political Science II	1	C
POL 122	Elements of Public Administration	1	C
POL 123	Government and Politics of African States	1	E
POL 124	Military in Politics	1	E
	Total	3	
	GSE COURSES		
GSE 000B	**Media Information Literacy**	2	C

GSE 121	General English 11	1	C
GSE 123	Introduction to Computer Studies1	1	C
GSE 124	Family Life & Emerging Health	1	C
	NCE II FIRST SEMESTER		
POL 211	Introduction to Classical Political thought	1	C
POL 212	Comparative Government and Politics	1	C
POL 213	Teaching Methods in Political Science	2	C
POL 214	Nigerian Constitutional Studies	1	C
POL 215	Human Rights Education	1	E
POL 216	Nation Building in Africa	1	E
	Total	**6**	
	GSE COURSES		
GSE 000C	**Media Information Literacy**	**2**	C
GSE 211	General English 111	**1**	C
GSE 213	Introduction to Computer Studies 11	**1**	C
GSE 214	Trafficking in Persons Issues	**1**	C
	NCE II, SECOND SEMESTER		
POL 221	Introduction to Modern Political Thought	1	C
POL 222	Principles of International Relations	2	C
POL 223	Nigerian Foreign Policy	1	C
POL 224	Research Methods in Political Science	2	C
POL 225	Introduction to Political Behaviour	1	E
POL 226	Political Parties and Pressure Groups .	1	E
	Total	**7**	
	GSE COURSES		
GSE 000D	Media and Information Literacy		
GSE 221	General English 1V	1	C

GSE 223	Citizen Education	1	
GSE 224	Entrepreneurship Education.	**1**	C
	NCE III FIRST SEMESTER		
	Teaching Practice and Research Project	6	
	NCE III SECOND SEMESTER		
POL 321	African Political Thought	1	C

POL 322	International Organizations	1	C
POL 323	Nigerian Public Administration	1	C
POL 324	Political Economy of African States	1	E
POL 325	Local Government Studies in Nigeria	1	E
	Total	**4**	

SUMMARY

LEVEL	COMPULSORY	ELECTIVES	TOTAL
NCE I	7	1	8
NCE II	11	2	13
NCE III	3		3
TOTAL	**21**	**3**	**24**

Graduation Requirements

Minimum credits required for Graduation - 24
Compulsory Courses - 21 Credits Units
Elective Courses - 3 Credits Units
TOTAL - 24 Credits

Note: *A student is required to register for three Elective Courses only.*

NCE I: FIRST SEMESTER

COURSE DESCRIPTION

POL 111 INTRODUCTION TO POLITICAL SCIENCE (2 CREDITS) C

The course is intended to inculcate in thestudents knowledge of the basic elements and concepts in Political Science. These include;:- the nature and scope of Political Science, the relationship of Political Science with other disciplines such as History, Economics, Sociology, Psychology, Geography, Law, Religion and Ethics. Basic concepts to be studied in order to lay a solid theoretical foundation for students include state, power, nation, authority, legitimacy, sovereignty, democracy, constitution, political culture, political socialisation, political participation, government and its organs.

POL 112 NIGERIAN GOVERNMENT AND POLITICS (1 CREDIT) C

This course studies the pre-colonial politics and governments up to date with focus on traditional political institutions, colonial administration, constitutional developments and the nationalist movements.
This course also covers the post-independence period in Nigeria. It examines politics of the First, Second, Third and Fourth Republics, character of political parties, population census, ethnic politics, the civil war, problems of democracy, politics of power sharing and resource allocation and control and national security.

POL 113 PRINCIPLES OF POLITICAL SCIENCE 1 (1 CREDIT) C

The following principles of Political Science are examined in this course: Citizenship, Fundamental Human Rights, the Rule of Law, Representative Government, Separation of Powers, Delegated Legislation, Constitutionalism, Forms of Government such as Monarchy, Aristocracy, Democracy, Tyranny, Oligarchy, Totalitarianism and Military.

POL 114 CONSTITUTIONAL DEVELOPMENTS IN WEST AFRICAN STATES (1 CREDIT) C

This course examines the constitutional evolution of West African States up to independence for such countries like Ghana or Sierra Leone and Guinea or Senegal and Liberia in order to get a clear picture of the British, French and American colonial development.

NCE I: SECOND SEMESTER

POL 121 PRINCIPLES OF POLITICAL SCIENCE II (1 CREDIT) C

This course focuses on the Systems of Government such as parliamentary and presidential, Structures of Government; unitary; federal and confederal.
Other areas to be considered include, Political Ideologies such as Communalism, Feudalism, Capitalism, Socialism, Communism, Fascism and Nazism. Elections and the Electoral Process shall also be studied with particular reference to developed and developing countries.

POL 122 ELEMENTS OF PUBLIC ADMINISTRATION (1 CREDIT) C

This course analyses the nature and scope of Public Administration, administrative and organisational theories; structure, staffing, leadership and decision-making processes. It also includes the study of public corporations and nature of urban and rural development.

POL 123 GOVERNMENT AND POLITICS OF AFRICAN STATES (1 CREDIT) E

The course takes a look at the major political developments in selected African States. These include, the origin, nature and development of African nationalism with case studies drawn from West, East, North and Southern Africa States. Other critical problems to be examined are ethnicity, corruption, civil wars, national unity and integration and democratization in Africa.

POL 124 MILITARY IN POLITICS (1 CREDIT) E

The traditional role of military establishment, reasons for military intervention in politics, structure of military government and its legitimacy, problems of military

disengagement, and the impact of military rule on the development of democracy in Africa are the key issues examined by this course.

NCE II - FIRST SEMESTER

POL 211 INTRODUCTION TO CLASSICAL POLITICAL THOUGHT (1 CREDIT) C

This course focuses on the nature of Political Thought and its contributions to political development. Ideas of major ancient and medieval political philosophers such as Socrates, Plato, Aristotle, Cicero, Aquinas, St. Augustine and Kant are critically examined.

POL 212 COMPARATIVE GOVERNMENT AND POLITICS (1 CREDIT) C

The major approaches to the study of comparative government and politics are examined. Comparative study of governments and political processes in states such as United States of America (USA) Russia, Britain, France, China, India and Nigeria are undertaken.

POL 213 TEACHING METHODS IN POLITICAL SCIENCE (2 CREDITS) C

The relevance of Political Science as a discipline, the approaches to the study and teaching of government, qualities of a good teacher of government; teaching aids/instructional materials, problems of teaching government, preparation of scheme of work and lesson plan, evaluation of students and selection of good and relevant textbooks in government are the major areas to be covered by this course. Also as part of the course students would be required to undertake at least one (1) field trip/excursion.

POL 214 NIGERIAN CONSTITUTIONAL STUDIES (1 CREDIT) C

This course examines post-independence constitutional developments in Nigeria, its nature and characteristics with specific focus on the 1960, 1963, 1979, 1999 and subsequent constitutions. Particular attention should be paid to the supremacy of the Constitution, powers of the Federal Republic of Nigeria, fundamental human rights of citizens, powers and limitations of the legislative, executive and judicial organs; principles of state policy, formation and operation of political parties; the electoral processes in Nigeria.

POL 215 HUMAN RIGHTS EDUCATION (1 CREDIT) E

This course covers the concept, history and types of human rights. It examines Human Rights and civic responsibilities. It also considers the human rights situation in Nigeria, its safeguards and limitations and the impact of human rights on national development. The activities of some Human Rights groups should be also examined.

POL 216 NATION BUILDING IN AFRICA (1 CREDIT) E

The course focuses on the theories of nation-building, and economic development, nationalism, national unity and integration. It also examines problems of nation-building such as ethnicity, communal crises, racism, civil wars, one-party rule, military intervention, and crises of the national question, good governance and corruption.

NCE II: SECOND SEMESTER

POL 221 INTRODUCTION TO MODERN POLITICAL THOUGHT (1 CREDIT) C

This course examines political theories of the nation-state and deals with a critical analysis of the contributions of political thinkers such as Machiavelli, Hobbes, Locke, Rousseau, Bentham, , Hegel, Marx,

POL 222 PRINCIPLES OF INTERNATIONAL RELATIONS (2 CREDITS) C

The course takes a look at the nature and scope of International Relations, differences between International Relations, International Politics and Foreign Policy; Instruments and techniques of interaction among states; the international system and its actors; basic principles, objectives and goals of foreign policy making and implementation.

POL 223 NIGERIAN FOREIGN POLICY (1 CREDIT) C

The broad goals and development of Nigerian Foreign Policy in historical perspective are examined. The influence of domestic and external factors on Nigerian Foreign policy at different periods are also identified. The course also analyses the process of foreign policy formulation and implementation.

POL 224 RESEARCH METHODS IN POLITICAL SCIENCE (2 CREDITS) C

This course covers the nature of Political Science Research, basic concepts used in research, identification and selection of a research topic, research design, sampling techniques, instruments of data collection, data analysis and interpretation, writing a good research report, citations and references.

POL 225 INTRODUCTION TO POLITICAL BEHAVIOUR (1 CREDIT) E

The course deals with the basic concepts in political behaviour, political socialisation, political culture, political participation, political apathy (causes and effects), community power structure, elections, youths and gender roles in politics.

POL 226 POLITICAL PARTIES AND PRESSURE GROUPS (1 CREDIT) E

This course reviews the nature of political parties, types and functions of political parties, party systems, political parties and pressure groups in Nigeria. The role of public opinion in the machinery of government, its determinants, functions and measurement are also studied.

NCE III: FIRST SEMESTER

Teaching Practice and Writing of Research Project

NCE III: SECOND SEMESTER

POL 321 AFRICAN POLITICAL THOUGHT (1 CREDIT) C

The course surveys the ideas of leading African Political Thinkers both on the continent and Diaspora such as Edward Blyden, Marcus Garvey, W.E.B. Dubois, Frantz Fanon, Leopold Sedar Senghor, Kwame Nkrumah, Obafemi Awolowo, Nnamdi Azikiwe, Julius Nyerere and Nelson Mandela.

POL 322 INTERNATIONAL ORGANIZATIONS (1 CREDITS) C

The course considers the concept of international organization and its characteristic features. It then examines the structure, functions and problems of specific international organizations' such as the League of Nations, the U.N.O., the Commonwealth of Nations; African Union, ECOWAS, European Union and OPEC.

POL 323 NIGERIAN PUBLIC ADMINISTRATION (1 CREDIT) C

This is the study of the evolution of Nigerian Public administration from the colonial era to the present. It examines the civil service, its structure, administration of state and federal governments, public corporations, field administration and revenue allocation. The effects of public administration on the political development of Nigeria are also given a close study.

POL 324 POLITICAL ECONOMY OF AFRICAN STATES (1 CREDIT) E

The course introduces students to the concept of Political Economy and examines topics such as modes of production, classes, stages and processes of subjugation, domination and exploitation of Africa by Europe and America, and the effects of these on socio-economic development of Africa. It also examines the position of Africa in the present structure of the international system and globalization.

POL 325 LOCAL GOVERNMENT STUDIES (1 CREDIT) E

The course reviews the nature, scope, purpose and functions of local Government, types of local system, structure, organization, staffing, control and funding of local governments. Other topics include the development of Native Administration in Nigeria, the development of modern Local Government in Nigeria with particular reference to the Local Government Ordinance of 1950 of Eastern Nigeria, the Western Nigeria Law of 1952, Native Authority Law of 1954, the 1976 and post 1976 Local Government Reforms. The basic structure, functions, sources of local government revenue under each of the republics and military rule, relations with state and Federal Government and problems of local government in Nigeria are examined and analysed.