GENERAL EDUCATION

1. PHILOSOPHY

Education in its broadest sense provides the backdrop against which development acquires its meaning. Successive Nigerian governments are not oblivious of this critical need for balanced and sustainable human and national development. Hence, the position which is clearly articulated in the National Policy on Education, that any existing contradictions, ambiguities, and lack of uniformity in educational practice in the different parts of the Federation should be removed to facilitate an even orderly development of the country. The Nigeria of our collective dream is one that is free and democratic, just and egalitarian, united, strong and self-reliant; with a great and dynamic economy; and above all, a land full of bright opportunities for all the citizens. These national goals also underlie the philosophical ideals of Nigerian education, of which Teacher Education is one concrete manifestation, terminating in the approved programmes. No educational system should be above the quality of its teachers.

2. VISION AND MISSION OF TEACHER EDUCATION IN NIGERIA

The teacher is the epitome of quality in education. Since education has become the primary tool for the overall development of society, Teacher Education has to occupy a pre-eminent position in the planning and organization of the modern society. This in turn demands that the Nigerian people and government make both Teaching and Teacher Education a very attractive professional endeavor. Expectedly, the mission of Teacher Education in Nigeria should, among others, include:

- Production of well-motivated teachers with high personal and professional discipline, integrity and competence for all the levels of the educational system;
- Preparation of teachers with appreciable expertise in curriculum planning, development and delivery, as well as competence in child psychology, assessment of learning outcomes, research, guidance and counseling;
- Production of professionals who can combine the use of conventional teaching strategies and worlds' unfolding ICT in the generation and imparting of knowledge, attitudes, values and skills;
- Continuous preparation and upgrading of teachers who can stand out for their professional competence, sense of social responsibility and commitment, to function effectively as constructive socio-economic, moral and spiritual change-agents needed to promote goodwill, peace and progress in the 21st Century.

The NCE programme, being a major sector of teacher education, generally aims at producing teachers with high personal and professional discipline and integrity; teachers who are dedicated, with appropriate knowledge, values skills and attitudes that would facilitate easy achievement of the national goals spelt out above. This is even more important when we note the government's decision that

NCE shall ultimately be the minimum entry qualification into the teaching profession in Nigeria. More importantly, with the signing into law of the Universal Basic Education Act in 2004, production of Specialist Teachers for all the levels of Basic Education becomes imperative. Therefore, General Courses are specifically designed for the training of Junior Secondary Education Teachers.

3. OBJECTIVES

At the end of the NCE programmes, the students should be able to:

a) Discuss intelligently the main ideas that have affected and still affect the development and practice of education globally, and in Nigeria in particular;

b) Examine the main psychological, health and socio-economic factors that may help or hinder a child's educational achievement

c) Study learners appropriately to determine the most effective ways of relating to them to ensure their maximum achievement;

d) Professionally combine the use of conventional strategies and ICT or other innovational instructional/learning strategies in generating, and imparting knowledge, attitudes, values and skills at Basic Education level;

e) Develop, select, and effectively use appropriate curriculum processes, teaching strategies, instructional materials and methods for maximum learner achievement;

f) Broaden their intellectual perspectives through the General Studies Education programme for Basic Education;

g) Demonstrate desirable attributes in moral and character development;

h) Discuss intelligently major issues affecting teacher education and the teaching profession in Nigeria;

i) Identify major problems of education in Nigeria, and their corresponding solutions;

j) Demonstrate proficiency in measuring and evaluating learning outcomes, as well as in carrying out appropriate research on educational problems in Nigeria, particularly at Basic Education level.

4. FACILITIES

a) Space and Classroom

i) Lecture theatres and lecture halls to be provided for up to 500 students at a time, where necessary, and with public address system.
ii) Adequate number of classrooms for seminars, group discussions, etc.
iii) Staff office facilities: basic office furnishing and equipment including computers for Heads of Departments.

b) Laboratory and Equipment

i) There should be a well-equipped Centre for Educational Technology (CET) and Information Communication Technology (ICT) Centre;

ii) School and Departmental libraries, after a well-established College Library is already in place. School and College Library facilities are specially needed for GSE 101, 102, 103, 104 and 108;
iii) Vehicles for Teaching Practice Supervision;
iv) Counselling Centre with appropriate professionals, para-professionals, administrative/teaching staff with equipment;
v) Computers for Computer-Assisted Instruction/Learning, Counselling, administrative and related services.

c) Demonstration Schools for Junior Secondary Education, Primary Education, and Early Childhood and Care Education (ECCE) to serve as laboratories for each of the levels of Basic Education are now compulsory.

d) **Staff Offices**
Each senior staff should have a comfortably furnished office to himself/herself. There should be an office for the support staff (typist, clerks, etc.) with relevant equipment (e.g. computers, television, scanner, printer photocopier etc.).

e) **Books in the Library**
There should be enough current books to cover all the areas of the subject in the ratio of one student to ten books.

f) Counseling Centre in the School Setting

The Centre should have the following:

a. Accommodation

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

- Waiting Room/Secretary/Receptionist Room
- Counseling Clinic/Counselor's Office
- Small Store
- Toilet facilities/small room

b. Basic Facilities

- Writing tables and chairs
- Easy chairs with side stools
- Cabinet and bookshelves
- Curtains for the windows
- Refrigerator
- Radio/Tape Recorder
- Computer with accessories
- Stationeries (Files, Register, Exercise Books, Biros, etc.)
- Psychological tests and other test materials (such as Student Problem Inventory (SPI), Vocational Interest Inventory (VII), Adolescent Personal Data Inventory (APDI), Student Habit Inventory (SHI), Intelligence Tests, etc.

c. Personnel

- At least two professional counselors

- A Secretary/Clerk
- Receptionist
- Messenger/Cleaner

d. Maintenance

- Each College is encouraged to set-up and maintain the Centre

Key

SPI - Student Problem Inventory
VII - Vocational Interest Inventory
APDI - Adolescente Personal Data Inventory, etc.
SHI - Student Habit Inventory

Centre for Education Technology (CET):

The facilities at CET should include the following:

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

Equipment (Hardware)

- Closed circuit television (CCTV)
- CCTV Monitors (television sets with remote controls)
- HD Video camera with accessories
- Video player/recorder
- Editing/dubbing machine
- Public address system with accessories
- Slide projectors with accessories
- Overhead projector with accessories
- Audio megaphones
- Audio theater set
- Microphones (Cord and wireless)
- Photographic camera with accessories (Digital)

- Tripod stand for video and photographic cameras
- Trolley for equipment
- Floodlights
- Projection screens
- Satellite equipment with Bandwidth subscriptions
- Duplicating machines (Digital image printer (DIP)
- Photocopying machines (Digital photocopier)
- Voltage stabilizers
- Power extension box
- White board (magnet)
- ICT Centre with Computer equipment and printers
- Cable satellite facilities
- Air-conditioners, refrigerators etc.
- Electronic smart board
- Graphic pads
- Power generator
- Multimedia projector **Software or Consumables**
- Batteries
- Extension cables
- Multi-purpose plugs
- Photocopying papers
- Cardboard papers
- Tempo markers
- Poster colours
- Overhead transparencies
- Transparency pen
- Pencils
- Erasers
- White board markers, etc.

Furniture

- Big tables for students' use
- Stools and chairs for students
- Large cupboard for storage of materials
- Table, chairs and shelves for staff use
- Drawing boards for graphics

Safety Devices

- Fire Extinguishers
- Sand buckets

Personnel

- A coordinator who is an Educational Technologist
- Other Educational Technologists:
- Secretary
- Computer Operator
- Graphic Artists
- Projectionists
- Video cameramen
- Computer Technicians
- Store Officer
- Photographers
- Clerk
- Messenger
- CleanersGraphic section
- Photographic section
- Media access and retrieval section
- Reprographic section

Equipment repairs/maintenance section

5. PERSONNEL

(a) Academic

A Minimum of Master's degree with teaching qualification is required for appointment as a Lecturer in a College of Education. The recommended staff/student ratio is 1:25 for Education in view of the fact that all students in the College offer the programme.

(b) Others/Non-Academic

Department and units in the School of Education should be sufficiently staffed with suitable technologists/technicians, clerical and administrative personnel.

6. Mode of Teaching

A selection (as appropriate to the students and the topic being treated) is recommended from the following instructional strategies for teaching General Education courses. For purposes of putting theory into practice and enhancing students' skill development, it should be emphasized here, as well as under EDU 113 (PP. 8-9) and EDU 214, that Lecturers are advised to discard the habit of exclusive reliance on one instructional technique and adopt, rather, the practice of using a combination of two or more techniques that match the students' Level, background, experiences and dispositions and content they are teaching.

For the same reasons, frequent use of demonstration teaching is highly recommended for Lecturers. In a related manner, given the scope and depth of

expertise involved, as well as the level of performance and quality required, Lecturers are further advised to team-teach many of the topics in this programme. Emphasis should also be placed on students' effective use of instructional/learning materials. Among the generally accepted modes of teaching are:

i) Problem-Based Learning Method
ii) Practical, Excursions/Field trips
iii) Seminars, Tutorials and Group Discussion
iv) Correspondence Approach, Distance Education/Distance Learning System (DLS)
v) Micro-Teaching
vi) Folklore and the Play Methods
vii) Team Teaching
viii) Unit Teaching and Modular Instruction
ix) Group and Individual Project Method/Community Service/Work Experience/Inquiry Method.
x) Discovery/Inquiry Method
xi) Individualized Instruction (e.g. programmed instruction, computer-assisted instruction/learning, integrated day/open day/workday) and or any other professionally recognized teaching procedure.
xii) Reflective Teaching.

7. Teaching Practice

Teaching Practice – 6 credits, should be a separate unit, but must be coordinated by the School of Education; specifically, the co-ordination to be housed in the Department of Curriculum and Instruction, under the supervision of a Committee with the Dean of Education as Chairman.

Teaching Practice is compulsory for all NCE students. It has to be done in the candidate's teaching subject(s), and has to be passed for the candidate to earn the 6 credits required for graduation in this course area. Bearing in mind the demands of the UBE, institutions are advised to assign their students to Nursery (Early Childhood Care) institutions, Primary Schools, Junior Secondary Schools or Adult/Non-formal settings for the Teaching Practice, to give them appropriate exposure at that level and context. Whatever subject is observed for Teaching Practice; the score should be recorded under its own separate heading in the School of Education. Teaching Practice should last for a full semester duration which should run at a stretch from the beginning of NCE III 1st Semester to the end.

During Teaching Practice, a minimum of ten supervisions should be made on a student before the final computations of such student's TP score is made. Only students who pass EDU 213 – Micro-Teaching Theory would qualify to offer EDU 223 – Micro Teaching Practicum and only students who pass EDU 223 would qualify to go on Teaching Practice.

8. Project

Every candidate for the NCE irrespective of any other departmental project is expected to pass EDU 323. There should be a Project Coordinating Committee for EDU 323, made up of a representative from each School and headed by the representative from the School of Education. Regardless of the Department where the research project is done, the score should be sent to the School of Education for recording and computation of students' grades. Project could be written individually or in groups of not more than five (5) candidates.

9. Graduation Requirements

Duration: 3 years minimum
Internship: 1 year with pay – followed by registration and full certification.

Candidates for the award of NCE certificates are required, among others, to earn at least 24 credits in General Education courses, 6 credits in Teaching Practice and 16 credits in General Studies Education (totaling credits in the Education component of the NCE programme) to qualify for graduation, viz:

General Education	-	24 Credits
TP	-	06
GSE	-	16
		46

CURRICULUM TABLE/STRUCTURE FOR PROGRAMMES TAUGHT AT THE JUNIOR SECONDARY SCHOOL LEVEL

Table 1: CURRICULUM TABLE/STRUCTURE FOR JUNIOR SECONDARY EDUCATION

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
EDU111	HISTORY OF EDUCATION	I	COMPULSORY
EDU112	DEVELOPMENTAL PSYCHOLOGY (INCLUDING ADOLESCENT)	2	COMPULSORY
EDU113	PRINCIPLES AND METHODS OF TEACHING IN JUNIOR SECONDARY SCHOOL	2	COMPULSORY
EDU121	SOCIOLOGY OF EDUCATION FOR JUNIOR SECONDARY SCHOOL	1	COMPULSORY
EDU122	INTRODUCTION TO TEACHER EDUCATION FOR	1	COMPULSORY

	JUNIOR SECONDARY		
EDU123	EDUCATIONAL PSYCHOLOGY (HUMAN LEARNING)	2	COMPULSORY
	TOTAL	**9**	
EDU211	PHILOSOPHY OF EDUCATION	1	COMPULSORY
EDU212	CLASSROOM MANAGEMENT AND ORGANIZATION	1	COMPULSORY
EDU213	EDUCATIONAL TECHNOLOGY: THEORY AND PRACTICE	2	COMPULSORY
EDU214	MICRO TEACHING: THEORY	1	COMPULSORY
EDU221	EDUCATION FOR SPECIAL TARGET GROUPS	1	COMPULSORY
EDU 222	CURRICULUM STUDIES	1	COMPULSORY
EDU223	MEASUREMENT AND EVALUATION	2	COMPULSORY
EDU224	MICRO TEACHING PRACTICUM (INCLUDING OBSERVATION)	1	COMPULSORY
	TOTAL	**10**	**COMPULSORY**
EDU311	TEACHING PRACTICE	6	COMPULSORY
EDU321	RESEARCH METHODS AND PROJECT	2	COMPULSORY
EDU322	EDUCATIONAL ADMINISTRATION, PLANNING AND SUPERVISION	2	COMPULSORY

EDU323	INTRODUCTION TO THEORY AND PRACTICE OF GUIDANCE AND COUNSELING	1	COMPULSORY
	GRAND TOTAL	**30**	

CONTENT DETAILS

YEAR ONE – FIRST SEMESTER

EDU 111 HISTORY OF EDUCATION IN NIGERIA (1 CREDIT) C

- Concept and Rationale of History of Education
- Brief History of Education: Ancient Greek and Roman Education
- African Indigenous System of Education/African Traditional Education (ATE)
- Islamic Education in Nigeria
- Christian Missionary/Western Education in Nigeria
- Nigerian Education since 1960
- Evolution of Junior Secondary Education in Nigeria

EDU 112 EDUCATIONAL PSYCHOLOGY I - CHILD DEVELOPMENT (2 CREDITS) C

- Meaning and Scope of Education Psychology
- Relevance of Psychology to Teacher Education
- Human Reproduction: Principles of Human Growth and Development
- Stages and Essential Features of Human Growth and Development up to Adolescent (physical, social, emotional, intellectual and moral).
- Theories of Personality Development (Any two of Sigmund Freud/Psycho-analytic Theory, Types, Theory and Traits Theory)
- Individual Differences
- Heredity and Environment
- Meaning and Scope of Adolescent Psychology
- Theories of Adolescence
- Growth and Development during Adolescence:
- Physical
- Moral
- Social
- Intellectual
- Emotional
- Educational implications of early and late maturation
- Developmental tasks of the Adolescent
- Adolescent concerns and problems: Drug abuse, sexuality, school adjustment, religion and politics, examination malpractice, cultism, riots, armed robbery, etc.
- Challenges of the adolescent in the home, school and society
- Educational interventions during adolescence: Approaches, Strategies and Counselling.

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

- Institutions could schedule this course in the 1st or 2nd semester in Year 1 as appropriate to their local environment.
- Objectives and Categories of Objectives in the Teaching-Learning Process: Instructional Objectives, Behavioural Objectives, Expressive Objectives, etc.
- Formulating Behavioural Objectives
- Principles underlying the Choice of Teaching Methods at the Junior Secondary Level
- Types of Instructional Methods, Techniques and Approaches in Teaching (At least two examples are to be selected for treatment from each of the types below):
- Distinction based on degree of teacher and Student/Pupil Activity.

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

Type II
- Student-Centred or Pupil-Centre Methods:
- Project (Individual/Group), Discovery
- (Individual/Group), Inquiry (Individual/Group),
- Discussion Method, Play Method, etc.
- Differentiation based on degree of Individual Student/Pupil or Group Involvement.

Type III
- Group Instructional Methods: Story Telling, Lecture, Demonstration, Discussion, Folklore, Songs etc.

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

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

Type VI
- Innovative or New Strategies: Programmed Instruction, Computer-Assisted Instruction, Discussion, Inquiry Methods, etc.
- Methods of Teaching Pop/FLE (Population and family life Education) including value clarification.
- Preparation and Presentation of Lessons
- Classrooms Management
- Characteristics of a Good Teacher.

YEAR ONE - SECOND SEMESTER

EDU 121 SOCIOLOGY OF EDUCATION FOR JUNIOR SECONDARY
(1 CREDIT) C

- The Nature and Scope of Sociology of Education
- Socialization, concepts, types and agencies
- The child, the Junior School and group dynamics
- The concepts, attitudes and beliefs of Nigerians about population education
- Population Policy in Improvement of Quality of Life through POP/FLE
- Influence of various social factors on learning processes at JS level
- Social Stratification and School Achievement
- Culture, Social Change and Education
- The Concept of Culture: Cultural Dimensions of JS Education
- The Concept of Social Change; Education as a change agent in Nigeria
- Consequences of Social Change on Nigerian Education
- The Junior Secondary School as a Formal Organization
- Sociological analysis of contemporary issues in JS Education, e.g. National Consciousness, National Integration, Religious Tolerance, Cultism, Examination Malpractice, Drug Abuse, Riots, etc.

EDU 122 INTRODUCTION TO TEACHER EDUCATION FOR JUNIOR SECONDARY
(1 CREDIT) C

- The concept, aims and objectives of Junior Secondary Teacher Education
- The roles of JS teacher (a) in the school (b) as a member of a population group in Nigeria.
- Concept of profession; Teaching as a profession; Professionalization of teaching in Nigeria.
- Ethics of the Teaching profession
- Professional organizations in teaching and other fields
- The Status and Profession of Teaching World-Wide: UNESCO/ILO Provisions.
- Teachers Registration Council of Nigeria (TRCN) and Professionalization of Teaching.
- Building up the Ego/image of the JS teacher-trainee.
- * Introduction to Psychometrics

EDU 123 EDUCATIONAL PSYCHOLOGY II (HUMAN LEARNING)
(2 CREDITS) C

- Concept of Learning
- Learning Theories and their applications in the classroom situation
- Behaviourist theories of learning
- Cognitivist theories of learning
- Constructivist theories of learning
- Transfer of learning; factors affecting learning

- Motivation
- The concepts of Reward and Punishment with emphasis on their practical application in education
- Memory, Rote-Learning and Over-Learning
- Remembering and Forgetting
- Effects of rural and urban settings on learning, managing of over-crowding classroom.
- * Concepts of Psychometrics
- * Psychometric Theories

YEAR TWO - FIRST SEMESTER

EDU 211 PHILOSOPHY OF EDUCATION FOR JUNIOR SECONDARY (1 CREDIT) C

The Concept and Relevance of Philosophy of Education to the Student Teacher.

Schools of Thought in Philosophy and some leading philosophers and their implications to Junior Secondary Education

- Naturalism : Rousseau, Herbert Spencer
- Idealism : Plato, Thomas Aquinas, Hegel
- Realism : Aristotle, Frederick Herbert
- Pragmatism : Dewey, William James
- Existentialism : Camus, Satre, Kier Kegard
- Africanism : Nkrumah, Nyerere, Fafunwa, Sankara, Majasan, etc.

Contributions of these philosophers to the practical methodology of Junior Secondary Education

The Concept of Education

(a) Processes: teaching, training, instruction, indoctrination, cultivation, facilitation, mentoring, imparting etc.

(b) Philosophy of Nigerian Education: The Evolution and Tenets of Developmentalism, Goals, Aims and Objectives of Nigerian Education.

©. Philosophical examination of some concepts in relation to Junior Secondary Education; e.g. Rationality, Justice, Responsibility, Creativity, Self-reliance, Life-long Education, Freedom, Democracy, Equality of Educational Opportunities.

EDU 212 CLASSROOM MANAGEMENT AND ORGANIZATION (1 CREDIT) C

- Brief concepts of classroom management and organization
- Classroom organization
- Classroom leadership
- Classroom arrangement
- Class control

- Class maintenance, etc.
- Class record keeping
- Attendance register
- Result master sheet
- Report card
- Dossier (pupil's cumulative record)
- Syllabus
- Diary keeping: (i) scheme of work, (ii) record of work
- The Junior Secondary Teacher, instructional materials and the learner
- Class discipline
- The concept and essence of school public relations
- Factors influencing school-public relations
- Staff-management relations
- Student-staff relations
- Parent-staff relations
- Junior Secondary School environment
- School programme
- School performance
- School tone
- Definition and characteristics of Child Friendly schools
- Key generic principles of CFS based on the Convention on the Rights of the Child (CRC): child-centeredness democratic participation, inclusiveness.
- Quality as holistic and multi-dimensional
- Characteristics of a child-friendly schools
- The Policy context for CFS in Nigeria: Policies that promote the CFS approach
- Child-Friendly Schools Standards and Indicators for Teacher Education
- Teacher preparation for CFS: Child-centred, interactive methodologies based on constructivist principles and activity-based learner-centred approach
- Application of Constructivism to Teaching and Learning
- General Principles of Constructivist Learning
- Characteristics of Constructivist Teaching
- Some Examples of Constructivist teaching Models
- Facilities required in a Child-Friendly School
- Resources Required for CFS Teaching and Learning
- Assessment of Teaching in a CFS
- Technology in CFS Learning and Teaching
- Strategies for Mainstreaming CFS concept and principles in Nigeria

NOTE:

- Students are to practically work on each of the records specified above and submit for assessment.
- School-public relations aspect should be dramatized for effectiveness.
- Team Work should be encouraged
- The Course should be practical (no written examination)

RESEARCH METHODS AND PROJECT:

- The meaning, characteristics and purpose of Research.
- Types of Research:
  a) Types of Research based on use/purpose: Pure, Applied and Action researches.
  b) Types of Research based on methodology: Qualitative, Quantitative and Mixed model researches.
  c) Types of Research based on Questions asked: Historical, Survey, Experimental, Causal-Comparative and Correlational researches.
- The Research Process
- Selecting, defining and stating a topic/problem in Educational Research
- Review of Related Literature: meaning, importance and citing the work of others
- Formulating Research Questions and Hypotheses
- Population, Sample and Sampling Techniques
- Data Collection Instruments:

a) Quantitative tools/techniques – questionnaires, tests, structured interview,
b) Qualitative tools/techniques – unstructured interviews, participant observation (as written in the 2012 document Minimum Standard)

- Writing a Research Proposal
- Writing a Research Report
- Referencing (APA guidelines to be stressed).

EDU 213 EDUCATIONAL TECHNOLOGY: THEORY AND PRACTICE
(2 CREDITS) C

- The concept and history of Educational Technology in Nigeria
- The place of Educational Technology in communication and the Teaching – Learning Processes at the Junior Secondary Level.
- The concept and process of communication
- The concept of Systems Approach to Instruction (SAI) at the Junior Secondary Level
- Multi-Media in Junior Secondary Education, Major Characteristics of Educational Media; Use of Multi-Media in promoting interdisciplinary/integrated studies.
- Computer-Assisted Teaching/Learning at the Junior Secondary Level

- Enter-Educate (Entertainment Education) approach to teaching of POP/FLE at the Junior Secondary Level.
- Principles and practice of design, production, improvisation, use, maintenance, storage and retrieval of educational media for the Junior Secondary Level.
- Community resources in Junior Secondary Education
- Photocopyng and video production (with practicals)
- (The CET must be adequately funded to provide all that are required).

EDU 214 MICRO-TEACHING - THEORY (1 CREDIT) C

- The concept and process of Micro-Teaching
- Relevance of Micro-Teaching to Teacher Education
- Micro-Teaching Practicum with emphasis on teach/re-teach cycles
- Set Induction
- Stimulus Variation
- Planned Repetition
- Reinforcement
- Non-Verbal communication
- Questioning
- Closure
- Evaluation
- Merits and Demerits of Micro-Teaching

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

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

YEAR TWO - SECOND SEMESTER

EDU 221 Education for Special Target Groups 1 Credit Elective

- Education of Adults, Women, Migrants, etc. (Rationale, objectives, principles)
- Principles and strategies of Non-formal education
- Principles and strategies of Distance education (DE); Distance Learning System (DLS), Open and Distance Education (DE); Distance Learning System (DLS), Open and Distance Learning (ODL)
- Women education: Issues, problems and prospects
- Nomadic education principles and practices in Nigeria
- Education of migrant fishermen: principles and strategies
- Education of other sub-cultural groups e.g. traders, artisans, etc.
- Historical development of Special Education with particular reference to Nigeria.
- National Policy on Education and Special Education
- Types of exceptionalities
- Causes, characteristics, identification, intervention strategies and procedures
- Attitudes and beliefs, philosophy of education for exceptional children
- General problems associated with each type of exceptionality as well as symptoms

- Inclusive Education: -
- Implementation of Inclusive Education
- Interdisciplinary collaboration in Inclusive Classroom
- Creating and Managing Inclusive Classroom
- Methodology in Inclusive Classroom
- Nature and Scope of Adult education
- Adult Education in Nigeria: Problems and Prospects
- Characteristics of the Adult Learner
- Methods and materials of teaching Adult Learners
- Adult education and Human Resources Development in Nigeria
- Adult Education and National Development in Nigeria: Community, political, socio-economic, etc.
- Types of Adult Education Organizations
- Cross-Cultural comparisons of Adult education programmes

EDU 222 CURRICULUM STUDIES (1 CREDIT) C

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

EDU 223 MEASUREMENT AND EVALUATION (2 CREDITS) C

- Meaning and Scope of Measurement and Evaluation
- Function of Measurement and Evaluation for Teachers
- Demographic data collection and analysis
- Uses of tests, common dimension for classifying tests at Junior Secondary Level
- Teacher-Made Tests, standardized tests, validation of evaluation instruments,
- Basic statistics, measures of central tendency, spread, dispersion or variability, census and vital registration in Junior Secondary Education.
- Continuous Assessment in Junior Secondary Education: meaning, scope, principles, prospects and problems
- Construction use and interpretation of Norm-Referenced Tests and Criterion-Referenced Tests for the Junior Secondary Level.
- Examination Ethics
- Assessment of the non-cognitive domains at the Junior Secondary Level
- Observation techniques, checklists and rating scales
- Self-reporting techniques (interview, questionnaires, inventory)
- Socio-metric techniques
- Projective techniques
- * Types of Measurements in Psychometrics
- * Psychometric Methods
- * Designing a Psychometrics Test
- * Test Construction
- * Principles of Test and Reliability

EDU 224 MICROTEACHING PRACTICUM AND OBSERVATION (1 CREDIT) C

This should be handled in the Department of Curriculum and Instruction of the School of Education. Every academic staff in the College should be involved. (This is the practical component of **EDU 213**)

YEAR THREE - FIRST SEMESTER

EDU 311 TEACHING PRACTICE (6 CREDITS) C

This course is compulsory for all students registered for the NCE programme. It is one Semester duration to be run at a stretch from the beginning of the First Semester, Year Three to the end. The important areas of emphasis include:

- Instructional planning and studies in teaching methods;
- Instructional technology;
- Micro-teaching mentoring (Model Teaching, Assessment, Feedback Reports, etc.)
- A minimum of ten supervisors per student before final computation of each student's TP score;

- Posting of students to schools where they can practise their major courses of study.

Note: Please study **Handbook on the Management of Teaching Practice** in NCE awarding Institutions for your guide.

YEAR THREE - SECOND SEMESTER

EDU 321 RESEARCH METHODS AND PROJECTS

- The Nature and Meaning of Research
- Types of Research
- Typology Based on Use
  Pure Research
  Action or Applied Research
- Typology based on form
  Historical Research
  Descriptive Survey
  Experimental Research
- Typology based on kind of evidence and analysis used
  Quantitative Research
  Qualitative Research
  Eclectic or Triangular Research or Multiple Perspectives Research
- The Research Process
- Choice of topics in educational research with emphasis on Junior Secondary Education
- Review of Related literature
- Research Methodology
- Methods of collecting data
  - Quantitative Techniques: Scored (Likert-type) questionnaires, tests, experiments, etc.
  - Qualitative Techniques: Structured interview, semi-structured interview, unstructured interview, participant observation, non-participant observation, use of documents, use of artifacts or objects, audio and audio-visual materials.
  - * Quantitative Methods in Psychometrics
  - Reliability and validity of Research Instruments
- Methods of Organising and Analysing Data
  - The Quantitative Approach: Frequency counts; percentage and graphs, etc.
  - Qualitative Techniques: Content analysis of textual and non-textual materials, transcription of interviews, audio and video-materials, documentary analysis, historical analysis, etc.
- Writing a Research Proposal
- Writing a Research Report
- Bibliography Techniques: References and Citations

***EDU 322 EDUCATIONAL ADMINISTRATION, PLANNING AND SUPERVISION (2 CREDITS)

C

- Concept of organization; types of organizations
- Concept of Administration/Educational Administration and Management

- General Principles of Administration
- Resource Management and Junior Secondary school records
- Population and related data for Educational Planning and Administration
- The control of Junior Secondary Education in Nigeria
- Discipline in Junior Secondary Schools
- Programme Planning in Junior Secondary Schools (Budgeting, sports, examinations, Founders' Day, etc.)
- Financing Junior Secondary Education
- Leadership and leadership styles
- Education laws and regulations.
- Concept and purposes of Junior Secondary School supervision.
- Types of Supervision/inspection at the Junior Secondary Level:
    - **a.** Full inspection
    - **b.** Routine inspection
    - **c.** Follow up visits
    - **d.** Sampling and survey visits
    - **e.** Special visits
- Internal supervision – by Principal, Vice Principal, Heads of Departments, Class Teachers, Student Officers, Senior Students, Personnel Supervision, etc.
- Qualities of a good supervisor
- Traditional and modern supervisory methods
- Principles of supervision
- Challenges/Problems of Junior Secondary School supervision in Nigeria

EDU 323 INTRODUCTIONS TO THE THEORY AND PRACTICE OF GUIDANCE AND COUNSELLING (1 CREDIT) C

- Concept of Guidance and Counseling, distinctions and goals
- History and Development of Guidance and Counseling practices in Nigeria
- Theories of Counseling
- Ethics of the Counseling Profession
- Guidance Services in Schools
- Communication Skills in Guidance
- Study Skills
- Health Counseling, e.g. AIDS, Drug Abuse, Alcoholism, smoking, etc.
- Tests in Guidance and Counseling
- Career Education and Development; Career education in relation to the labour market.
- Family life education, Education and Marriage Counseling
- Organization and Administration of Guidance and Counseling

GENERAL STUDIES EDUCATION (GSE)

1. PHILOSOPHY

The General Studies Programme is designed to expose students to a variety of knowledge across disciplines. It aims to enable students appreciate the relationship among disciplines in an integrated world, which has become a big global village in large part due to advances in science and technology which have broken traditional boundaries in human knowledge and communication. The internet is also actively making obsolete the compartmentalization of human knowledge. General Studies therefore offers the potential for bridging gaps in human knowledge, thereby preparing the students to meet the challenges of the changing world adequately.

2. OBJECTIVES

After exposure to the courses, students should be able to:

a) Participate meaningfully in discussions covering a wide spectrum of disciplines;
b) Analyze Nigerian/human history and cultures, as well as articulate their relative impact on educational and socio-economic development;
c) Critically assess national objectives and how to achieve them;
d) Acquire skills and information for appreciating the basis and nature/character of human knowledge, values and actions;
e) Employ their understanding of the nature/character of human knowledge, values and actions in solving problems;
f) Apply Basic Mathematics skills to solve problems in everyday life;
g) Acquire a proficiency in the use of the English Language for effective communication and teaching
h) Promote professional competence and
i) Use computers to carry out tasks in the contemporary world.

FACILITIES

In order to facilitate a good teaching/learning environment, the following facilities are required:

i. **Classrooms**

Adequate number of fully furnished Classrooms, Lecture halls/theatres must be provided for seminars, group discussions particularly because the courses are taught to combined departments etc.

ii. **Laboratories/Studios**

The use of language laboratory for all practical aspects of the language cannot be over-emphasized. It is therefore compulsory for all lecturers and students to make effective use of these laboratory facilities. Thus, a well-equipped language laboratory capable of sitting at least 50 students must be installed. A multimedia projector is essential.

iii. **Staff Offices**

Each senior member of staff should have a comfortably furnished office to himself/herself. There should also be an office for supporting staff (Typist/Clerk) with relevant equipment e.g. Computers, reproduction machine, etc.

iv. **Books in the Library**

There must be enough books in the college/departmental library (including e-books with access) to cover all subjects under the general studies – Maths, English, Science and Technology, Media and Information Literacy, Political Economy etc.

v. **List of Equipment**

a. Fully equipped Language Laboratory
b. Audio-Visual equipment such as films, slides, recorders, television sets, cable satellite, video and relevant cassettes etc.

PERSONNEL

i. **Academic**

Teachers qualified to teach the GSE subject areas must possess at least a B.A., B.A. Ed second class lower division in the specific subject area they are required to teach.

ii. **Mode of Teaching**

Various methodology approaches should be employed during formal sessions e.g. lectures, discussions, dramatization, role play etc.

GRADUATION REQUIREMENTS

The minimum number of GSE credits required in addition to their specific subject areas for the award of N.C.E. certificate is as follows:

- General studies Education 16- Credit Units
- Arts and humanities students must take GSE in mathematics/Science & Society
- Science students must take GSE in Humanities

CURRICULUM STRUCTURE FOR GENERAL STUDIES EDUCATION (GSE)

Course code	Course Title Year One 1st Semester	Credits	Status
GSE 000A	Media and Information Literacy	2	Compulsory
GSE 111	General English I	I	Compulsory
112	Introduction to Library Studies	I	Compulsory
113	Basic General Mathematics I	I 5	Compulsory
GSE 000B	**Year One 2nd Semester**		
GSE 121	Media and Information Literacy	I	Compulsory
122	General English II	I	Compulsory
123	Basic General Mathematics II	I	Compulsory
124	Introduction to Computer Studies I	I	Compulsory
	FLEHI –Family life & Emerging Health Issues	4	Compulsory
GSE 000C	**Year Two 1st Semester**		
GSE 211	Media and Information Literacy	I	Compulsory
212	General English III	I	Compulsory
213	Basic General mathematics	I	Compulsory
214	Introduction to Computer Studies II	I	Compulsory
	Trafficking in Persons Issues	4	Compulsory
GSE 000D	**Year Two 2nd Semester**		
GSE 221	Media and Information Literacy	2	Compulsory
222	General English IV	I	Compulsory
223	Basic General Mathematics IV	I	Compulsory
224	Citizenship Education	I	Compulsory
	Entrepreneurship	I 4	Compulsory Compulsory
GSE 321	**Year Three 2nd Semester**		
322	General English V	I	Compulsory
323	Basic General Mathematics V	I	Compulsory
324	Science and Technology in Society	I	Elective
	Political Economy	I 4	Elective

SUMMARY

- Total number of units available = 21
- Number of compulsory units = 16
- Number of elective units = 07Minimum number of GSE units required for graduation=16
- Maximum number of GSE units required for graduation =18

(Note to Lecturers)

It is recommended that a standard African novel be used to teach each of the General English courses except GSE 211 where a well written play is recommended to demonstrate the use of the concepts and skills being taught. In addition, students should be exposed to tests technically relevant to areas of study.

GSE 000 represents 2 units. Teaching it should run two hours per week from first semester of the first year to the semester just before Teaching Practice the total credits allotted to the course notwithstanding.

YEAR ONE FIRST SEMESTER

GSE 000A MEDIA AND INFORMATION LITERACY (MIL) I

- Definition of concepts (MIL)
- Democracy and MIL
- Media Content and its Uses
- News Reporting
- The Power of the Visual and Language
- Contexts of Representation of Gender and Disasters
- Language and Visuals
- MIL Code of Ethics
- Application of codes of ethics to various media
- Concept of Audience in MIL
- Types of Audiences
- How Audiences negotiate meaning in MIL

GSE 000B MEDIA AND INFORMATION LITERACY (MIL) II

- Accessing Information
- Stages of Information problem-solving
- Types of Information
- Potential Sources of Information
- News Reporting
- Source of the Visual
- Contexts of the Representation (Gender & Disasters)
- Codes and Ethics of Representation
- Description of Television, Films, Book Publishing and Feature films, Nollywood Community & Indigenous Stories

GSE 000C MEDIA AND INFORMATION LITERACY (MIL) III

- Representation in Films, Books, Feature films, Nollywood Community
- Indigenous Stories
- Representation in Music Videos
- Advertising and Public Service Announcements

- Advertising regulations
- Application of regulations to current advertisements
- Public Service Announcements
- Advertising and Sponsorship
- Claims and Appeals in Advertising and PSAs
- Analysis of Political Adverts

GSE 000D MEDIA AND INFORMATION LITERACY (MIL) IV

- MIL communication, library & digital skills-Definition of concepts, Stages of information literacy, Sources of Information (Library, internet and media)
- Brief history of the media
- Differences and Use of New & Traditional media
- Challenges and Risks of New Technologies
- Socio-cultural dimension of global media
- Technology Convergence

GSE III GENERAL ENGLISH I (1 CREDIT) C

Introduction

1. The role of English Language in Nigeria

(a) Problems facing learners of English Language in Nigeria
(b) Meaning and scope of communication [elements of communication, channels of communication, oral or spoken form of communication, advantages and disadvantages of spoken communication, written communication, advantages and disadvantages of written communication and purpose of communication]
(c) Introduction to language skills and their relationship
(d) Parts of Speech.

Study skills / Revision

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

Reading

(a) What is reading;
(b) Purpose of reading;
(c) Types of reading;
(d) Reading rate and speed;
(e) Reading faults;
(f) Reading efficiency.

Introduction to Phonics/Using the Synthetic Phonics/Using the Synthetic phonic Concept

Listening

(a) What is listening;
(b) Types of listening;
(c) Listening Defects/Challenges
(d) Strategies for effective listening;
(e) Listening for specific purposes – direction or instruction e.g. listening to lecturers for note taking

f. Principles and techniques for note-taking and note-making.g. Novels and story telling

Vocabulary

- Rules of spelling
- Acquisition of new vocabulary
- Kinship words
- Use of dictionary
- Introduction to Registers
    - Register of Literature
    - Register of Mathematics and other subjects
    - Learning the Early Grade Reading Assessment (EGRA) steps

Speech

Oral drills, mechanical, meaningful communication drills

- Dialogue and inference
- Children's stories and conversation
- Children's stories and inference
- Composition and linking verbs
- Poetry and inference
- Drama and discussion
- Storytelling and questioning
- Using the EGRA steps

GSE 112: INTRODUCTION TO LIBRARY STUDIES: (1 CREDIT) C
(A qualified Librarian should teach this course).

(a) Objectives and functions of the library
(b) Types of library;
(c)Types of library materials;
(d) Organizational structure of the library;
(e)Bibliography, cataloguing and classification;
(f) Use and care of the library;
(g) Basic library automation.
(h) Virtual and e-library

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

(a) Binary Numbers, conversion from base 2 to base 10 and vice-versa
(b) Sets definition, notation and diagrams
(c) Basic operations on factional and whole numbers
(d) Fractions, decimals, and approximations
(e) Indices and surds
(f) Graphs
(g) Change of subject of formulae.

YEAR ONE SECOND SEMESTER

GSE 121 GENERAL ENGLISH II (1 CREDIT) C

Grammar:

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

Vocabulary:

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

Reading:

a) "Learning letter formation using the EGRA steps."
b) Relationship between reading and writing e.g. summarizing as a bridge

Writing:

a) Paragraphing/Structure and development;
b) Linking paragraphs for unity and coherence.
c) Punctuation
d) Novels and story telling

GSE 122 BASIC GENERAL MATHEMATICS II (1 CREDIT) C

(a) Expansion and factorization of simple algebraic expressions
(b) Simple algebraic equations and methods of solutions
(c) Simple word problems
(d) Ratios, percentages, simple and compound interests
(e) Variations: Direct and Inverse

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

Introduction to Computer:

(a) Definition and meaning of the computer;
(b) Data and information scope;
(c) Brief historical development of the computer

Classification of Computer:
(a) By size,
(b) Purpose,
(c) Capability; etc.

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

Basic Components:
a) Hardware and Software
b) Devices Systems and Application of Software.

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

1. **Human Development**
   - Reproductive Anatomy and Physiology
   - Puberty
   - Reproduction
   - Pregnancy
   - Body Image
   - Sexual Identity and Relationship

2. **Relationships**
   - Family and Family Life
   - Friendship
   - Love, Dating and Courtship
   - Marriage
   - Parenting
   - Separation
   - Divorce

3. **Personal Skills**
   - Values
   - Self-Esteem
   - Goal Setting
   - Decision Making
   - Communication
   - Negotiation
   - Assertiveness
   - Finding Help
   - Counseling

4. **Sexual Health/HIV Infection**
   - Contraception
   - Abortion
   - Sexual Abuse

- STIs/HIV
- Drug Abuse
- Health Promoting Behaviours

5. Sexuality, Society and Culture

- Sexuality and Society
- Gender Roles
- Diversity
- Sexuality and the Law
- Sexuality and Religion
- Sexuality and Arts
- Sexuality and the Media

6. First Aid

Importance of First Aid
Objectives and Importance of Safety Education

YEAR TWO FIRST SEMESTER

GSE 211 GENERAL ENGLISH III (1 CREDIT) C

1. Identification and usage of phrases, clauses
(a) 2. Sentence types
3. Sentence patterns, S.V.O. etc.
(b) 4. Voice – active and passive

Writing
The Writing Process

(a) Planning, Drafting and Editing
(b) Logical sequencing of ideas
(c) Paragraphing/structure and development
(d) Qualities of a good paragraph (unity, coherence completeness).

Vocabulary

(a) Vocabulary development: Connotative, denotative
(b) Idiomatic expressions
(c) Figures of speech and proverbs
(d) Registers relevant to students' area of study

Speech

Speech types:
(a) Narrative, descriptive
(b) Argumentative, conversational
(c) Dialogue
(d) Reported Speech
(e) Inference
(f) "Blending to read using the modern EGRA steps"

GSE 212 BASIC GENERAL MATHEMATICS III (1 CREDIT) C

- Change of subject formulae
- Units of measurement – for time, money, length, mass, weight, area and volumes
- Calculations of areas and volumes of some 2 and 3 dimensional shapes e.g. triangle, squares, rectangles, cylinder etc.

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

Introduction to Networking:

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

Computer Operations:

a) Booting; Windows; Keyboards; the Mouse; Loading; Application; etc.
b) Introduction of Word Processing;
c) Practical use of word processing application.

Introduction to electronic spreadsheets:

Practical use of spreadsheets such as MS-Excel or Lotus 1 -2 -3.

Application of Computer in Educations:

a) Advantages and disadvantages;
b) CAI CAL multimedia;
c) Demonstration of education on CDs – English; Mathematics; etc.

GSE 214 TRAFFICKING IN PERSONS ISSUES (1 CREDIT) C

- Brief History of Trafficking in Persons (TIP)
- Elements of TIP: Act, Means and Purpose
- Gender Issues in TIP
- Causes of TIP
- Consequences of TIP
- Crimes associated with TIP
- Stages of Trafficking in Persons
- Forms of TIP (Internal and external)
- Migration (Regular and Irregular Migration)
- Counter trafficking measures (International and national)
- Stakeholders in combating TIP [Government, Civil Society Organizations (CSO), Development Partners, Faith-Based Organizations (FBO) etc.]
- National Agency for Prohibition of Trafficking in Persons – NAPTIP – (History and functions)
- Victims of TIP (VoTs)
- Human traffickers
- Risk factors in Trafficking in Persons
- Prevention of trafficking in persons (importance and measures)
- Protection and assistance services
- TIP offences and penalties
- Legal assistance for victims

YEAR TWO SECOND SEMESTER

GSE 221 GENERAL ENGLISH IV (1 CREDIT) C

Grammar:
(a) Direct and indirect speech
(b) Ambiguity

Vocabulary
(a) Colloquial Expression
(b) Formal/Informal Speech Patterns
(c) Registers relevant to the student area of study

Reading
(a) "Identifying the sounds in words through segmentation, using the modern EGRA steps"
(b) Chorus reading strategy
(c) Silent reading strategy
(d) Partner reading strategy

Writing
(a) Discourse types: narrative, descriptive
(b) Formal/informal/Semi-formal letter-writing
(c) Expression and organization
(d) **Reading**: phonetical cues, meaning
(e) **Speaking**: Reading aloud, argument, questioning, etc.
(f) Drama and storytelling.

GSE 222 BASIC GENERAL MATHEMATICS IV 1(CREDIT) C

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

GSE 223 CITIZENSHIP EDUCATION I (CREDIT) C

1. **Introduction**
   (a) Concept of Citizenship Education
   (b) The Role of Citizenship Education
   (c) Concept of Citizenship
   (d) Types of Citizenship
   (e) Nigerian Citizenship
2. **Constitution**
   (a) Concept of Federation
   (b) Structure of the Nigerian Federal system
   (c) Relationship of various units of the Federal system
   (d) Federal, State, Local and Federal Capital Territory
   (e) Other Federations (Comparative Study)

3. **Government**
   (a) Concept of government
   (b) Systems of government
   (c) Electoral process in Nigeria (Electoral Commissions and Political Parties)
   (d) Forms of government

4. **Arms of the Nigerian Government**
   (a) The Executive
   (b) The Legislative
   (c) The Judiciary

5. **Rights and Obligations**
   (a) Concepts of rights and obligation
   (b) Fundamental rights
   (c) Responsibilities and duties of Nigerian Government
   (d) Responsibilities of constituted authority

6. **National Ethics and Discipline in Nigerian Life**
   (a) Concept and aspects of National ethics
   (b) Concept and importance of discipline in society
   (c) Public control of indiscipline

7. **National Identity**
   (a) Concept of national identity
   (b) Symbols of national identity

GSE 224 INTRODUCTION TO ENTREPRENEURSHIP 1 (CREDIT) C

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

PRACTICE OF ENTREPRENEURSHIP

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

Small and Medium Scale Enterprises (SMEs)

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

Feasibility Study and business plan

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

Risks in Business

- Definition and scope
- Types and management
- Reduction strategies/Identifying Risk Acceptance levels
- Intellectual property right

Investment education and wealth creation strategies

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

E-marketing

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

Business Opportunities

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

Funding institutions in Nigeria

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

Marketing Strategies

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

Documentation

- Need, importance and format of:

a) Original books of accounts
b) Cash book and bank reconciliation
c) Final accounts
d) Other relevant documents in business

Regulatory and Supervisory Laws for SMEs in Nigeria

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

YEAR THREE FIRST SEMESTER

Teaching Practice

YEAR THREE SECOND SEMESTER

GSE 321 GENERAL ENGLISH V 1 (CREDIT) C

Grammar:(a) Common errors
(b)Verb-tenses II

Writing
(a) Discourse types: Argumentative, Expository/Explanatory
(b) Specific types: Report writing, minutes taking, memos, speech writing, petition writing, book reports, requests, etc.
© Different writing styles; formal/informal, specific listing, generalization, deductive, inductive, project and self-editing types.

Reading Learning irregular words using the modern EGRA steps
4. Fiction, Non-fiction, journals, articles, newspapers, plays, poems, etc.
a) 5. Grammar
- Clauses
- Relative clauses
- Translative and intransitive
- Intensifiers
- Passive voice
- Past perfect continuous
- Reported
- Spelling

Vocabulary
- Homonyms and homophones
- The register of reading and literature
- Register of fishing literature
- Using the dictionary

b) **Content:** Information books, Poetry, drama
c) Reading: Inference, Contextual cues
d) Speaking and Listening: Inference, argument, clarity, questioning/fluency
e) Writing: Report writing, summary, sequencing ideas

GSE 322 BASIC GENERAL MATHEMATICS V 1 (CREDIT) C

- Frequency distribution: Histogram and cumulative frequency distribution
- Mode, medium, mean
- Range, mean deviation and standard deviation
- Simple probability and Application

GSE 323 SCIENCE & TECHNOLOGY IN SOCIETY 1 (CREDIT) E

- Meaning and Scope of Science and Technology;
- The Scientific Method;
- Traditional Science and Technology (meaning and scope);
- Traditional Science and Technology as it affects agriculture, health care, transport and communication; etc.
- Science and policies;
- Public policy and scientific development;
- Problems and prospects of mechanization of agriculture in Nigeria;
- The myth of technology transfer-the developing world reality.

GSE 324 POLITICAL ECONOMY I (CREDIT) E

- Meaning and scope of political economy
- The political economy of:
  - Feudalism;
  - Capitalism;
  - Welfarism;
  - Socialism;
- The political economy of underdevelopment; the case of Nigeria;
- The political economy of democratization and military rule; the third world reality-
- The political economy of poverty and cultural development;
- The political economy of globalization and its attendant issues such as liberation, privatization, deregulation, marginalization, etc. (Nigerian situation);
- Political economy of population, women and child welfare;
- Political economy of resource development and allocation.

GUIDELINES ON THE MANAGEMENT OF TEACHING PRACTICE IN NCE-AWARDING INSTITUTIONS

Philosophy of Teaching Practice

Teaching Practice is an integral part of teacher education programme designed to provide student-teachers with opportunities to put into practice theoretical content studied in a real-life situation. It also offers teacher educators and educational managers a golden opportunity for practical appraisal of the effectiveness of teacher education programme.

Objectives of Teaching Practice

i. To expose student-teachers to real life classroom experiences under the supervision of professional teachers.

ii. To provide a forum for student-teachers to translate educational theories and principles into practice.

iii. To enable student-teachers discover their strengths and weaknesses in classroom teaching

iv. To provide opportunities for student-teachers to overcome their weaknesses and consolidate on their strengths.

v. To familiarize student-teachers with the school environment as their future work place.

vi. To provide student-teachers with opportunities to further acquisition of professional skills, competencies, personal characteristics and experience for full-time teaching after graduation.

vii. To help student-teachers develop a positive attitude towards the teaching profession.

viii. To serve as a means of assessing the professional competence of student-teachers.

Organization and Administration of Teaching Practice

Twenty-six (26) weeks have been accepted as the minimum duration for the teaching practice exercise in all NCE awarding institutions. Teaching practice shall carry a maximum of six credits.

For the purpose of effective organization, a Teaching Practice Committee should be set up by each institution to coordinate teaching practice activities. Such a committee should consist of Representatives of all Schools of the institution

The Committee shall be chaired by the Dean, School of Education, except in Colleges of Education (Special) where internal arrangements can be made. The

Head of Department of Curriculum and Instruction should be the Secretary, and Coordinator of the day-to-day Teaching Practice activities.

Sequencing

Teaching Practice shall be taken in 26 weeks at a stretch in the first semester of NCE III.

Coverage and Posting

Educational Institutions should serve the communities in which they exist. Consequently, it is expected that Teaching Practice exercise should ensure effective coverage of schools around the communities in which the institutions exist. Students on teaching practice should be posted to schools offering programmes studied by the student-teachers. Where practicable, the student-teachers should use the mother-tongue as a medium of instruction for Primary 1-3.For administrative convenience, effective management and supervision of Teaching Practice, Cooperating/Partnership Schools may be zoned.

Student-Teachers' Workload

The minimum workload for students on teaching practice should be 10 (ten) periods per week and the maximum should be 18 (eighteen) periods per week.

Student-Teachers' Code of Conduct

Every College shall provide a code of conduct for student-teachers that should be in harmony with the rules and regulations of the cooperating/partnership schools.

Preparation of Staff and Students for Teaching Practice and supervision

To familiarize participating teaching staff and students with the mechanism of teaching practice, there shall be a period of orientation and induction workshop before the teaching practice exercise. Orientation exercise should be designed to acquaint participants with appropriate information required for a hitch-free teaching practice exercise. Lecturers who teach methodology classes should be given priority in teaching practice supervision. However, all experienced and well-trained lecturers with teaching qualifications could supervise teaching practice.

Rapport with Cooperating/Partnership Schools

A friendly relationship should be established between cooperating/partnership schools and colleges. State Ministries of Education should orientate public schools to cooperate in accepting students on teaching practice in their schools. Cooperating/partnership schools should be surveyed and contacted before student-teachers are posted to them. There should be a meeting of the Teaching Practice Committee and the cooperating/partnership schools on the modalities and procedures.

Dealing with Special Student Teachers' Cases

All special cases (e.g. severe ill-health, physically challenged etc.) should be promptly reported to college authorities and treated accordingly. A student-teacher

who fails the teaching practice shall be made to repeat the exercise at the next available period of the exercise. Student who are not supervised during the teaching practice exercise due to no fault of theirs, should be graded using the host school (cooperating teachers) assessment or be posted to a nearby school for supervision.

Supervision of Teaching Practice
Supervision of Teaching Practice does not only mean assessment for award of marks but, more importantly, giving feedback to student-teachers to guide their future performance and professional development as teachers. Supervision of Teaching Practice is exclusively an activity for professional teachers. The required qualification for supervision shall be: first degree plus a teaching qualification not less than NCE or its equivalence. Each College should set up an independent monitoring team for teaching practice to be chaired by the Provost.

On no account shall a student-teacher be awarded a grade without being supervised and assessed by at least four (4) different assessors, for a minimum of ten supervisions. Specialists in the students' areas of specialization are the most qualified to supervise the students in their subject areas, where this is not possible, teachers in related areas may be used to supervise them.

Residential Supervisors
"Residential Supervisors" means the cooperating teachers in the practicing schools. Cooperating teachers should provide continued guidance to the student-teachers during the exercise. Day-to-day supervision shall be part of the roles of cooperating teachers. At exit, cooperating teachers shall forward their assessment of student-teachers to the college authorities and that shall contribute to the computation of students' final grade.

Number of Supervisions
A student-teacher shall require a minimum of ten separate supervisions before final scores are summated and averaged for grades in Teaching Practice.

Follow-p Activities after Teaching Practice
NCE awarding institutions shall provide video coverage of a cross-section of the Teaching Practice activities for use in the Post-Teaching Practice Seminar. The post-mortem seminar shall discuss strength, identify lapses and proffer requisite responses for quality improvement.

Criteria for Reliable Assessment
The assessment should be based on a valid and reliable evaluation instrument provided by NCCE. The entire lesson should be assessed. The assessor should be knowledgeable in the appropriate subject matter and in methodology. To reduce subjectivity, scoring shall be done at the time of observation of the student.

Composition of Teaching Practice Evaluation Scores

The assessment by the College shall be 80% of Teaching Practice scores while the remaining 20% shall come from the cooperating School.

Feedback to Student-Teachers

Student-Teachers should be given immediate feedback after each lesson observed.

Comments should be written on students' assessment forms and given to them.

Supervisors shall hold discussions with students after each observed lesson with a view to identifying strengths and weaknesses of students as a basis for improvement.

External Moderation of Teaching Practice

Teaching Practice shall be externally moderated in line with the existing practice.

The External Moderator shall:

(a) Sample schools and students for moderation
(b) Validate or amend the scores of the Internal Assessors
(c) Vet and endorse the final report
(d) Write a report

Only externally moderated scores shall be used to compute students' final scores.

The NCCE shall monitor Teaching Practice in all NCE awarding institutions in the country.

Colleges shall forward to the Academic Programmes Department of the NCCE, the list containing names of students, teaching practice locations and names of college supervisors not later than 1 month before commencement of teaching practice.

Funding

Each institution shall make a separate and specific budget for teaching practice as part of the annual budgeting process. NCCE should facilitate this budgeting process and seek special intervention from other Ministries, Departments and Agencies (MDAs). Each institution shall have a separate account for Teaching Practice, to which the Chairman, Teaching Practice Committee should be a signatory.

Provision of Teaching Practice Vehicles

Every institution should provide a vehicle for planning and monitoring Teaching practice.

Each institution should have a well-furnished office for Teaching Practice, with appropriate administrative support.

Micro-Teaching and Peer Teaching

Micro-Teaching is a scaled down teaching encounter (in terms of time, skill(s) and number of students) aimed at preparing students for the actual teaching and skills acquisition/improvement in a practical and professional setting. Every student must undertake micro-teaching before taking part in teaching practice. This micro-

teaching must be preceded by lesson observation. On the ground that 'observation' helps to acquaint trainees with various areas of teaching techniques, Colleges may arrange observation sessions enhanced by appropriate observation schedules for the benefit of student teachers and their lecturers before the teaching practice period. The Centre for Educational Technology (CET) shall play a major function in this respect.

After that, there should be Peer Teaching, followed wherever possible by the real Micro-Teaching in groups at the relevant Demonstration Schools. On no account should a student who failed EDU 213 (Micro-teaching theory) and EDU 224 (Micro-teaching Practicum) proceed on Teaching Practice.

Facilities for Teaching Practice

The Proprietors of NCE-awarding institutions should adequately provide the under listed to enhance the effective organization of Teaching Practice and its contribution to continuous improvement in the quality of teaching education.

a. Modern Micro-Teaching Complex, (for example, Alvan Ikoku Fedral College of Education, Owerri Model).
b. Demonstration School (Crèche/Nursery, Primary as applicable)
c. Pre-Teaching Practice Workshop
d. Post-Teaching Practice Workshop

Implications of National Teacher Education Policy (NTEP) On Teaching Practice

The NTEP is a guiding document for the reform of teacher education in Nigeria. It is made up of the policy document, implementation guidelines and the monitoring and evaluation framework.

Major Goal

- To produce high quality teachers who would in turn produce skilled and educated citizenry that would ensure individual, community and national development.

Objectives

i. To produce highly skilled, knowledgeable and creative teachers.
ii. To improve the quality of teachers that will promote standard learning processes.
iii. To promote the quality of education in Nigeria which determines her level of growth and development.
iv. To produce teachers who can teach and motivate students to learn in ways that lead to a substantial, positive and permanent influence on how they think and act.
v. To promote capacity building as an integral part of enhancement and sustainability of the quality of teachers in line with global best practices.
vi. To seek the implementation of key aspects of quality teacher education and standards.
vii. To design and implement teacher education programmes which will focus on outcomes and teachers' performance.
viii. To ensure teachers produced learners who would compete globally as well as are adequately catered for and made adaptable for today's changing world.
ix. To encourage and strengthen effective teaching practice in the country with the use of technology and collaboration from international partners.

As part of the Education courses, either in the NCE or undergraduate programmes, all student teachers must take courses in Computer Literacy and Applications of ICT and other media (audio and visual) as well the improvisation of instructional materials in teaching and learning (NTEP p.13).

All student teachers, irrespective of stream or programme, shall take compulsory course, relevant to each programme, in Special Education and Entrepreneurship Education (NTEP p.13).

[redacted]

NAME OF STUDENT:

MATRIC NO: **SUBJECT:**

TOPIC:

CLASS TAUGHT **TIME:**

TEACHING PRACTICE SCHOOL:

DATE:

		MAXIMUM	MARK AWARDED	COMMENT
1	**PREPARATION (12 Marks)** (a) Statement of objectives: Stated in behavioral terms (b) Content: Logical, properly sequenced… (c) Adequacy/Comprehensive (as reflecting facts/knowledge, values/attitude & skills). (d) Conformity of topic with scheme of work/Weekly Diary	 5 2 3 2		
2.	**PRESENTATION (52 Marks)** (a) Introduction (Relevance) to the topic (b) Development of Lesson (c) Mastery of subject matter (d) Skillful use of chalkboard (e) Time Management skills (f) Questioning Skills (g) Competence in use of instructional materials: - Relevance (2) Appropriate timing (2) - Adequacy (2) Variety (2) (h) Competence in Enhancing Class participation (i) Capacity for Effective Conclusion.	 5 5 10 3 3 5 8 8 5		
3.	**SKILLS OF CLASS MANAGEMENT** (a) Class Control (b) Class Arrangement	 5 2		

	(c) Reaction of pupils to reinforcement of pupils' responses	2		
4.	**COMMUNICATION SKILLS (7 Marks)** (a) Clarity of Voice/Audibility (b) Appropriate use of language	 2 5		
5	**EVALUATION SKILLS (10 Marks)** (a) Suitability of assessment tool (b) Comprehensiveness of the assessment (c) Attainment of stated objectives.	 4 3 3		
6.	**TEACHER'S PERSONALITY/PROFESSIONAL ATTITUDE AND VALUES (10 Marks)** (a) Neatness & Appropriate Dressing (b) Readiness/Diligence/Adaptability (c) Learner-friendliness (d) Comportment	 3 2 2 3		
	TOTAL SCORE	**100**		

ADDITIONAL COMMENTS:

NAME AND SIGNATURE OF SUPERVISOR **DATE**

[redacted]

(Institutional Monitoring)

1. **Name of Institution**
2. **State:**
3. **Programme**
4. **Session**
5. **Duration of Teaching Practi**

6 a. **Availability of Teaching Practice Commi**

b. **Structure of Teaching Practice Committ**

7. **Availability of Code of Conduct for Student-Teach**
8. **Organisation of Orientation/Induction Workshop for Supervi**
9. **Organisation of Orientation/Induction Workshop for Student-Teac**
10. **No. of Supervisors per stude**
11. **Average No. of Visits per stude**
12. **Documentation of Cooperating Schools and Teac**
13. **Ratio of Assessment by College and Cooperating S**
14. **Particulars of External Moderators**
    - i. **Name:**
    - ii. **Address**
    - iii. **Qualification:**
    - iv. **Rank:**
15. **Adequacy of Funds:**
    - i. **Provision of Transport Allowan**
    - ii. **Provision of Night Allowan**
    - iii. **Honourarium**
    - iv. **Provision of Teaching Practice Mater**
16. **Availability of a vehicle for Teaching Prac**

17. i. Availability of Teaching Practice Offi

ii. Adequacy of furnishing of Teaching Practice O

18. Compliance with the pre-requisites for students to participate in Teaching

19. Availability of Internal Monitoring Mechanism:

20. Organisation of Post-Teaching Practice Seminar for students and supe s:

21. General Comments of Monitoring Tean

22. Specific Recommendatio

Name of Monitoring Officer

Signature/Date

[redacted]

1. **Name of Cooperating Scho**
2. **Location**
3. **Date of Visit**
4. **Date of Commencement of Teaching Prac**
5. **No of Student/Teachers & Subject Are**
6. **No of Supervision and Dat**
7. **Duration of Teaching Practic**
8. **Minimum Workload of Student-Teache**
9. **Evidence of Feedback to Student-Teach**
10. **Adequacy of Cooperating Scho**
11. **Availability of confidential report on Student Teachers from cooperative Schoo**
12. **Comments of Student-Teachers in Cooperating Sc**
13. **Comments on Students' Attitude to the Exerc**
14. **General Comments**
15. **Specific Recommendation**

GUIDELINES FOR TEACHING PRACTICE ORIENTATION/INDUCTION WORKSHOP

ASPECT
A. **TEACHING PROCEDURE**
1. Clarity/feasibility of lesson objective • Stated in simple and clear language. • Stated in terms of what learners are expected to achieve. • Achievable within stipulated time
2. APPROPRIATENESS OF LESSON IN TERMS OF:
i) Introduction • Helping the learners to focus on content of the lesson. • Stimulating. • Making reference to previous lesson, everyday experience
ii) Content • Related to learners' previous experience • Geared to level of learners • Stimulus variation (use of variety of techniques) apparent in handling of content. • Teacher well versed in content.
iii) Gender • Examples free of gender bias • Questions distributed evenly • Motivational cues and distribution of tasks during activities free of gender bias
iv) Language Used • Explained concepts clearly in appropriate simple and clear language. • Enthusiastic, maintained eye contact and appropriate gestures
3. Emphasis on Main Concept • Explanation and elaboration of main concept.

• Use of appropriate and familiar examples to illustrate main concept. • Provision of activities and opportunities that help develop higher order thinking skills.
4. **Lesson consolidation/summary** • Guided learners to consolidate the main points of the lesson through carefully structured questions. • Reference to main concept. • Sufficient time for learners to ask questions, seek clarification.
5. Achievement of set objectives in terms of • Activities. •Teacher's questions. • Pupils' answers. • Level of enthusiasm.
B. FUNDAMENTAL TECHNIQUES/METHODOLOGY
1. **Pupils' participation in teaching and learning activities** • Pupils encouraged to ask and answer questions. • Encouraged individual participation in both group and class discussions. • Pupils meaningfully engaged in learning activities. • The activities planned to arouse and sustain interest.
2. **Appropriateness of demonstration, teaching aids and improvised teaching materials** • Materials and demonstrations are appropriate for the purpose. • Evidence of improvisation and economy in use of materials. •Appropriate and orderly use of chalkboard.
3. **Appropriateness of teachers' attitude and expression** • The teacher appears to be enjoying the teaching. • The teacher is sympathetic to the needs and problems of the learners. • The teacher exercises patience with the learners

C. CLASS MANAGEMENT/CONTROL
1. **Distribution of time** Time appropriately distributed: • In the work plan. • In the execution of the lesson.
2. **Class control** • A teacher ensures that learners were engaged in relevant learning activities. • Teacher handles disruptive behavior appropriately.
3. **Use of Pupils opinions/Ideas** • The teacher actively solicits the ideas of pupils on content being taught • Teachers relates pupils' ideas to the content being taught. • Teacher discusses and corrects pupils' misconceptions
4. **Evaluation of the lesson by the teachers** • Evaluation incorporated in the plan. • Teacher carries out evaluation of the lesson. • Teacher indicates measures to be taken to improve future planning/execution. • Teacher carries out a formative evaluation.