2026 EDITION

Minimum Academic Standards for the School of Social Sciences Education

For NCE and Degree Programmes in Colleges of Education under the National Policy on Dual Mandate

FEDERAL REPUBLIC OF NIGERIA

NATIONAL COMMISSION FOR COLLEGES OF EDUCATION

(NCCE)

2026 EDITION

Minimum Academic Standards for the School of Social Sciences Education

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NCE (100–300 Level) • Degree (400–500 Level) • Curriculum Implementation Framework

ABUJA, NIGERIA | 2026

Foreword

The transformation of any education system begins with the quality of its teachers. Teachers shape not only what learners know, but also how they think, create, solve problems and contribute meaningfully to society. It is therefore imperative that the institutions entrusted with preparing our teachers remain responsive to the changing needs of education, the economy and national development.

The introduction of the Dual Mandate for Colleges of Education represents an important milestone in the Federal Government's continuing effort to reposition teacher education in Nigeria. By providing an enabling framework for qualified Colleges of Education to offer both the Nigeria Certificate in Education (NCE) and degree programmes, the policy creates new pathways for institutional growth, improved access, professional progression and the preparation of teachers at different levels of the education system.

The successful implementation of this policy, however, depends fundamentally on the quality and relevance of the curricula that guide teaching and learning. It is for this reason that I commend the National Commission for Colleges of Education (NCCE) for developing this new generation of curricula to provide the academic foundation for the implementation of the Dual Mandate.

The curricula have been conceived within the context of contemporary national and global realities. Beyond disciplinary knowledge, emphasis is placed on the development of competencies required of the modern teacher, including digital literacy, critical thinking, creativity, communication, entrepreneurship, inclusive education, research, innovation and practical professional competence. This reflects our determination to move teacher education increasingly from knowledge acquisition alone towards the development of practitioners who can translate knowledge into effective classroom practice and measurable learning outcomes.

Of particular importance is the opportunity presented by the Dual Mandate to strengthen the relationship between the NCE and degree pathways within the College of Education system. While each qualification retains its distinct academic and professional requirements, their implementation within appropriately resourced institutions should encourage greater coherence, efficient utilisation of facilities and personnel, stronger academic progression and a more vibrant teacher education environment.

The publication of this curriculum is therefore more than an academic exercise. It is an important instrument for translating Government policy into classroom practice and ultimately improving the quality of teaching and learning across our education system.

I urge Governing Councils, Provosts, academic staff, professional bodies and all other stakeholders to approach implementation with the seriousness it deserves. The curriculum must be supported by competent lecturers, appropriate infrastructure, modern teaching and learning resources, effective quality assurance and sustained investment in staff development. Colleges must also continue to strengthen partnerships with schools, industry, communities and other relevant institutions so that teacher preparation remains connected to the realities of the society it serves.

I congratulate the Executive Secretary and Management of NCCE, the curriculum experts, academics, professional bodies and other stakeholders whose contributions have culminated in this document. Their collective effort represents an important investment in the future of Nigerian education.

It is my expectation that the effective implementation of this curriculum will produce a new generation of professionally competent, digitally capable, innovative, inclusive and globally competitive teachers equipped to educate the Nigerian child for the opportunities and challenges of the twenty-first century.

I am pleased to commend this curriculum to all Colleges of Education and stakeholders in the Nigerian education sector.

Dr Maruf Tunji Alausa
Honourable Minister of Education

Introduction

The publication of the curricula for the implementation of the Dual Mandate in Colleges of Education marks a defining moment in the evolution of teacher education in Nigeria.

For decades, Colleges of Education have occupied a strategic position in the preparation of professional teachers, particularly for the basic education subsector. The changing demands of Nigeria's education system, advances in technology, evolving labour-market requirements and the need to create stronger opportunities for academic and professional progression have, however, made it necessary to rethink the scope, structure and delivery of teacher education.

The Dual Mandate responds to this imperative by enabling eligible Colleges of Education, subject to prescribed regulatory and quality assurance requirements, to operate NCE and degree programmes within a coherent institutional environment. The policy is not simply an expansion of programme offerings. It represents an opportunity to reposition Colleges of Education as stronger, more responsive and more innovative centres of teacher preparation, professional development, research and community engagement.

It is within this context that the National Commission for Colleges of Education (NCCE) undertook the development of the curricula for ten Schools. Across these Schools, the curricula seek to achieve an appropriate balance between theory and practice, knowledge and competence, disciplinary depth and professional pedagogy. They also recognise that the teacher of today must possess capabilities that extend beyond mastery of subject content.

The curriculum development process brought together experienced academics, teacher educators, subject specialists, professional bodies and other stakeholders to ensure that the resulting documents are academically sound, professionally relevant and responsive to contemporary educational needs. Particular attention was given to achieving appropriate alignment and progression between the NCE and degree components while preserving the standards and learning outcomes required at each level.

Accordingly, contemporary and cross-cutting competencies have been embedded across the programmes. These include digital competence and responsible application of emerging technologies; entrepreneurship and innovation; inclusive and learner-centred pedagogy; communication and collaboration; critical thinking and problem-solving;

research and evidence-based practice; environmental awareness and sustainability; and the professional values and ethics expected of teachers.

A particularly important orientation of these curricula is the emphasis on practice. Teacher education must ultimately demonstrate its value in the classroom and in improved learning outcomes. Colleges are therefore expected to ensure that teaching is supported by appropriate practical activities, laboratories, workshops, studios, technology-enabled learning environments, field experiences and sustained exposure to real educational settings.

This curriculum should consequently not be regarded merely as a document for compliance. It is intended to serve as an instrument for transforming the teaching and learning experience in our Colleges. Its successful implementation will depend on the commitment of Provosts, academic boards, Deans, Heads of Departments, lecturers and other stakeholders to translate its provisions into meaningful learning experiences for students.

The Commission will complement implementation with appropriate quality assurance, capacity building, monitoring, institutional support and periodic review. Colleges are equally expected to undertake continuous professional development of their academic staff and progressively provide the infrastructure, equipment, digital resources and learning environments required for effective delivery.

The Dual Mandate also places an increased responsibility on participating Colleges. The authority to operate programmes at different qualification levels must be accompanied by an unwavering commitment to standards. Expansion must never be pursued at the expense of quality. Every programme must therefore be delivered within the applicable regulatory framework and supported by adequate human and material resources.

I wish to express the Commission’s profound appreciation to the Honourable Minister of Education and the Honourable Minister of State, Education for the leadership and policy direction that have made this important reform possible. I also acknowledge the contributions of our partner regulatory agencies, curriculum experts, academics, professional bodies, unions (particularly COEASU), Colleges of Education and other stakeholders who devoted their knowledge, experience and time to the development and validation of this curriculum.

To our Provosts and teacher educators, the responsibility now moves from curriculum development to curriculum delivery. The ultimate measure of this document will not be its

content alone, but the quality of teachers it helps us to produce and the difference those teachers make in the lives of Nigerian learners.

The National Commission for Colleges of Education remains committed to working with all stakeholders to ensure that the Dual Mandate becomes an enduring platform for strengthening teacher education, expanding opportunities and producing the professional practitioners required to build a stronger education system and a greater Nigeria.

It is therefore my privilege to present this curriculum for implementation.

Dr (Mrs) Angela Ajala, FNAE
Executive Secretary
National Commission for Colleges of Education (NCCE)
Abuja

Acknowledgement

The successful review and development of the 2026 Minimum Standards for the Three-Year Nigeria Certificate in Education (NCE) and the Two-Year Degree Programmes under the Dual Mandate was the product of extensive consultation, technical engagement and collective commitment by a wide range of stakeholders.

On behalf of the Department of Academic Programmes, I wish to express our profound appreciation to the Executive Secretary, Dr (Mrs) Angela Ajala, FNAE, for her leadership, guidance and sustained support throughout the review, harmonisation and validation processes.

We are especially grateful to the Resource Persons, Curriculum Experts, Teacher Educators, Subject Specialists, Professional and Regulatory Bodies, Provosts and representatives of Colleges of Education who contributed their knowledge and experience to the development of these Minimum Standards. Their careful consideration of emerging educational needs, professional competencies and the requirements of the Dual Mandate greatly enriched the curricula.

Our appreciation also goes to members of the various Technical, Harmonisation and Validation Committees, whose painstaking work ensured coherence between the Three-Year NCE and the Two-Year Degree Programmes and strengthened the quality, relevance and practicability of the curricula.

We acknowledge the valuable support of the Federal Ministry of Education, National Universities Commission, development partners and other collaborating institutions whose technical and financial contributions facilitated the review process.

I also commend the staff of the Department of Academic Programmes and other Departments of the NCCE who worked tirelessly in coordinating meetings, collating inputs, reviewing drafts, managing documentation and providing the secretariat support required to bring this important national assignment to completion.

To everyone who contributed, in whatever capacity, we extend our sincere gratitude. It is our hope that the effective implementation of these Minimum Standards will further strengthen teacher preparation and contribute significantly to the production of competent, professional, innovative and globally competitive teachers for Nigeria.

Dr Umar Adamu Kwami
Director, Academic Programmes
National Commission for Colleges of Education (NCCE)

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PART I

School of Social Sciences Education

School Overview, Academic Programmes, Course Distribution and Course Descriptions for NCE (100–300 Level) and Degree (400–500 Level)

SCHOOL OF SOCIAL SCIENCES EDUCATION

School Overview

Introduction to the School of Social Sciences

The School of Social Sciences is committed to developing knowledgeable, skilled, responsible, and socially conscious individuals who understand human behaviour, social relationships, economic activities, political systems, geographical environments, and religious and cultural values. The school provides students with relevant knowledge, competencies, and values for understanding society and addressing contemporary challenges. Through inclusive, learner-centred, and competency-based teaching and learning, it promotes critical thinking, problem-solving, effective communication, environmental awareness, religious tolerance, national unity, and responsible citizenship. Ultimately, the School prepares competent and reflective graduates who can become effective teachers, promote peaceful coexistence, and contribute meaningfully to quality education and Nigeria's sustainable national development. With the following programmes: Christian Religious Studies, Economics & Public Finance, Geography, Islamic Studies, Political science and Social Studies and Civic Education.

The School is Made up of the following Programmes

1) Christian Religious Studies Education
2) Economics and Public Finance Education
3) Geography Education
4) Islamic Studies Education
5) Political Sciences Education
6) Social Studies and Civic Education

Philosophy

The philosophy of Social Sciences Education is grounded in the belief that every individual possesses dignity, unique abilities, and the capacity to contribute meaningfully to society. It seeks to develop knowledgeable, competent, reflective, and socially responsible learners and teachers who understand human behaviour, social relationships, economic activities, political systems, geographical environments, and religious and cultural diversity. The programme promotes holistic, learner-centred, inclusive, and competency-based education through critical thinking, creativity, inquiry, problem-

solving, collaboration, ethical values, and respect for individual differences. It prepares NCE and Degree Education students to apply effective teaching strategies, including experiential learning, Universal Design for Learning (UDL), differentiated instruction, and appropriate digital technologies, to address diverse learning needs and real-life challenges. Ultimately, Social Sciences Education aims to produce professionally competent teachers and responsible citizens who promote democratic participation, national unity, peaceful coexistence, environmental sustainability, social justice, and sustainable national development.

PROGRAMME 1 OF 6

Christian Religious Studies Education

100–300 Levels Minimum Standards on Christian Religious Studies

Introduction

Christian Religious Studies (CRS) is the systematic study of the Christian faith, its origins, sacred texts, doctrines, moral teachings, spiritual practices, and societal impact. In Nigeria's religiously and culturally diverse context, the programme develops student-teachers' knowledge, analytical and reflective skills while promoting moral formation, tolerance, peaceful coexistence, responsible citizenship, and ethical leadership. It examines biblical literature, African Christianity, Nigerian church history, mission work, indigenous faith expressions, contemporary Christian movements, and the relationship between religion and society, politics, education, and development.

The programme also promotes inclusive, learner-centred education through Universal Design for Learning (UDL), digital literacy, AI-supported pedagogies, and Universal Basic Education (UBE) principles, preparing professionally competent and morally responsible teachers committed to integrity, empathy, justice, conflict resolution, peacebuilding, community development, and national transformation.

Philosophy

The philosophy of teaching Christian Religious Studies (CRS) is to develop morally, spiritually, intellectually, and socially responsible learners through a learner-centred, inclusive, competency-based approach guided by UDL and CBE. It promotes biblical knowledge, Christian values, ethical behaviour, critical thinking, digital literacy, and responsible citizenship, preparing teachers to apply Christian principles effectively to contemporary educational and societal challenges.

Regulations

Admission Requirements

General Admission Requirements for NCE

a. Candidates must possess a Senior Secondary School Certificate (SSCE), NECO, NABTEP, or G.C.E. 'O' Level with a minimum of four (4) credit passes in any subjects, including at least a pass in English Language.

b. Holders of the Grade II Teachers' Certificate (TC II) must have credit or merit passes in four (4) subjects

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

d. Colleges have the latitude to administer tests for selection of their candidates

Graduation Requirements

To qualify for graduation, students must successfully earn a minimum of eighty (80) credit units, distributed as follows:

Education Courses – 22 credits

Teaching Practice – 6 credits

General Studies Courses – 12 credits.

Christian Religious Studies (CRS) Compulsory Courses – 32 credits, Elective- 8.

Total Credit Units Required for Graduation: 80

Facilities

1. Lecture halls and rooms
2. Well equipped library with:

i. Bibles (various translations)

ii. Commentaries

iii. Christian Theology and religious studies texts

iv. Journals and digital databases

v. Historical books
vi. Extra-Biblical accounts
vii. Testamental books
viii. Books on: Philosophy of Religion
ix. Sociology of Religion
x. African traditional religion
xi. Ethics
xii. Education courses etc.

3. **ICT laboratories with**:

i. Internet access
ii. Multimedia facilities (projectors, audio-visual tools).
iii. E-learning platforms and digital content repositories.

4. Resource room

i. Ofo (symbol of truth)
ii. Nzu (symbol of purity)
iii. Basket for carrying sacrificial items.
iv. Cassock
v. Ogene (iron gong)
vi. Ekwe (wooden gong)
vii. Maps
viii. Globe
ix. Shelves to contain the items
x. Ogu (symbol of justice)
xi. Ifa seeds (for divination)
xii. Bible
xiii. Qur'an
xiv. Odi
xv. Board
xvi. Other religious and traditional materials

5. Micro-teaching laboratories
6. Teaching Practice coordination offices

7. Staff offices

Each staff should have a comfortably furnished office.

1. Departmental administrative office – This is office of the Head of Department to be furnished adequately with facilities like refrigerator, computer, printer, television, table and chairs. That should also be an office for support staff such as secretary, typist, administrative officer and clerk with relevant equipment example computer, photocopier, printer.

Personnel

a. **Qualifications**
   A minimum of a Master's degree in Christian Religious Studies, Theology, or other related disciplines is required for appointment as a Lecturer in a College of Education. However, candidates with a first degree (minimum of Second-Class Lower) may be appointed as Assistant Lecturers, with the expectation that they will be groomed for higher academic and professional development. All academic qualifications at every level must be complemented by a recognised educational qualification.

b. **Staff–Student Ratio**
   A minimum of eight (8) academic staff members with professional teaching qualifications (at least a Second-Class Lower degree in Christian Religious Studies) is required. The approved staff – student ratio shall be 1:25. In addition, the distribution of lecturers must adequately cover all core areas of the discipline.

Academic Staff

1. Course Lecturers
2. Teaching Practice Supervisors
3. ICT Instructors

Administrative and Support Staff

1. Librarian/Resource Centre Manager
2. Secretary/Administrative Officer
3. Messenger/Cleaner
4. Computer Operator.

National Goals of Education in Nigeria

General Goals of Education

The national education system in Nigeria is designed to achieve the following broad objectives:

1. The development of individuals into morally upright, patriotic, and effective citizens.
2. The full integration of individuals into their immediate communities, the Nigerian society, and the global community.
3. The provision of equal access to quality educational opportunities for all citizens at every level of education, both within and outside the formal school system.
4. The promotion of national consciousness, shared values, and national unity.
5. The development of relevant mental, physical, and social skills and competencies that empower individuals to live productively and contribute meaningfully to society.

Specific Goals of Education

In line with these general objectives, the specific goals of education in Nigeria include the following:

1. Ensuring and sustaining equitable and unrestricted access to education for the holistic development of every individual
2. Guaranteeing the delivery of quality education at all levels of the educational system
3. Promoting functional education that supports skill acquisition, job creation, and poverty reduction.
4. Ensuring the regular review of curricula at all levels to enhance effectiveness, relevance, and responsiveness to societal needs and the demands of the world of work.
5. Strengthening collaboration with development partners, the private sector, non-governmental organisations, and local communities to support and fund education.
6. Promoting information and communication technology (ICT) competence and integration at all levels of education.

Objectives of the Programme

The objectives of the programme are to:

1. Equip students with professional competence as teachers of Christian Religious Studies in Primary and Secondary Schools.

2. Demonstrate sound biblical knowledge and a solid understanding of Christian theology.
3. Apply Christian moral values and teachings to personal life, social relationships, and contemporary societal issues.
4. Promote ethical behaviour, peace, tolerance, social harmony, and national unity.
5. Employ digital literacy skills and innovative pedagogical approaches in the teaching and learning of Christian Religious Studies.
6. Impact critical thinking and problem-solving skills on teachers to address educational and moral challenges.
7. Communicate effectively in both written and oral forms within academic and professional contexts.
8. Exhibit ethical conduct, social responsibility, and respect for cultural, religious, and social diversity.
9. Demonstrate teamwork, creativity, reflective thinking, and collaborative skills in professional practice.
10. Express accurate knowledge of God the Father, the Son and Holy Spirit needed to live as a Christian in the community.

General Learning Outcomes for the Programme

Graduates of this programme are expected to acquire the knowledge, skills, and dispositions necessary to excel as Christian Religious Studies (CRS) educators and ethical leaders in diverse contexts. Specifically, they should be able to:

1. Demonstrate Biblical and Theological Knowledge
2. Exhibit a sound understanding of the Bible, Christian doctrines, and church history.
3. Explain key concepts in teaching and learning, demonstrating comprehension through discussions, assessments, and practical activities.
4. Interpret and apply Christian ethical values to contemporary moral, social, and cultural issues.
5. Promote peace, dialogue, tolerance, and social cohesion within the classroom and broader society.
6. Plan and deliver clear, well-structured, and engaging CRS lessons tailored to diverse learners.
7. Communicate effectively with learners, parents, and colleagues using respectful and comprehensible language.

8. Utilise teaching materials, digital tools, and basic technology to enhance learning experiences.
9. Create a friendly and inclusive classroom that accommodates learners with varying abilities, ensuring all feel respected, safe, and encouraged to participate.
10. Support the emotional, social, and motivational needs of learners to build confidence and promote holistic development.
11. Work collaboratively in teams, demonstrating patience, cooperation, and respect.
12. Conduct basic educational research and engage in reflective practice to evaluate teaching effectiveness, identify strengths, and address areas for improvement.
13. Exhibit professional ethics and serve as a role model through responsible and principled behaviour.
14. Pursue continuous professional and personal development by seeking new knowledge and adapting to changes in education and society.

Relevance Statement

The General Education course is essential for developing well-rounded teachers capable of clear thinking, effective communication, and responsible action. It provides prospective teachers with the knowledge, skills, and values needed to teach confidently, ethically, and effectively in diverse classrooms. These courses enable teachers to understand and support all learners, harness their potential, and respond to the real needs of individuals, schools, and society using modern teaching methods and insights into human development. As a result, students are better prepared to positively impact their classrooms, schools, communities, and the nation.

The Christian Religious Studies NCE Programme is particularly relevant to Nigeria's educational and social development, fostering teachers who promote moral discipline, ethical leadership, peaceful coexistence, and national unity. In a time of moral challenges, insecurity, digital transformation, and cultural diversity, the programme equips teachers to guide learners toward responsible citizenship. It also aligns with global priorities by integrating sustainable development, global citizenship, and digital literacy, preparing graduates to excel in both local and international educational contexts.

Core Competencies and Values

CATEGORY	DETAILS
Core Competencies	• Creativity • Communication • Critical thinking • Collaboration • Innovation • Reflective thinking • Self-development • Leadership • Digital literacy learning • Lifelong learning • Time Management • Self-awareness
Core Values	• Honesty • Integrity • Inclusion • Respect • Team spirit • Perseverance • Service • Flexibility • Tolerance • Transparency • Humility • Honour

CATEGORY	DETAILS
Pedagogical Approaches	• Learner-Centred Approach • Collaborative Cooperative Learning • Inquiry-Based Learning • Experiential Learning • Blended Learning • Discussion and Dialogue • Project-based Learning • UDL & SEL Based Teaching • Reflective practices • Edutainment
Learning Resources	• Core Textbooks and Reference materials • Digital and online Learning Platforms • Government and Policy Documents • Classroom & Practical Instructional Materials • Community- Based Resources • UDL & SL Oriented Resources
Assessment Methods	• Continuous Assessment • Formative Assessment • Performance-Based Assessment • Project work • Digital assessment (Blended/Online Assessment) • Summative assessment

NCE Course Distribution (100–300 Level)

NCE 100 Level: First Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
EDU 111	Introduction to Teaching and Historical Foundation of Education	C	2	30	30
EDU 112	Educational Psychology	C	2	30	30
GSE 111	General English 1	C	1	15	15
GSE 112	Introduction to Library Studies	C	1	15	15
GSE 113	Family Life, Human Trafficking & Emerging Issues	C	1	15	15
CRS 111	Introduction to Study of Religions	C	2	30	30
CRS 112	Early History and Religion of Israel from Genesis to Judges	C	2	30	30
CRS 113	Introduction to the Bible	C	2	30	30
CRS 114	Early Church History	C	2	30	30
CRS 115	Exilic and Post-Exilic Judaism	E	2	30	30
CRS 116	Biblical World of Old Testament	E	2	30	30
CRS 117	Introduction to the Study of Islam	E	1	15	15
CRS 118	Introduction to the Study of Greek Language	E	1	15	15
Total			**18**		

Note: Students must offer elective courses of 3 credit units by selecting from the 4 Elective courses a course of 2 credit units and a course of 1 credit unit.

NCE 100 Level: Second Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
EDU 121	Principles and Methods of Teaching in Basic Education	C	2	30	30
EDU 122	Sociological and Philosophical Foundation of Education	C	2	30	30

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
GSE 121	English Proficiency for Teachers	C	1	15	15
GSE 122	Digital Literacy & AI for Educators 1	C	1	15	15
GSE 123	Media and Information Literacy 1	C	1	15	15
CRS 121	The Life and Teaching of Christ	C	2	30	30
CRS 122	Sociology of Religion and Field Trip	C	2	30	30
CRS 123	From Monarchy to the Fall of Judah	C	2	30	30
CRS 124	Introduction to Old Testament Theology	E	2	30	30
CRS 125	Introduction to Hebrew Language	E	2	30	30
Total			**15**		

Note: Students must offer a 2 credit units by selecting 1 out of the 2 Elective courses.

NCE 200 Level: First Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
EDU 211	Classroom Management	C	1	15	15
EDU 212	Curriculum and Curriculum Delivery	C	2	30	30
EDU 213	Micro Teaching 1(Theory and Practice)	C	2	30	30
GSE 211	General English II	C	1	15	15
GSE 212	Introduction to Foundational Literacy	C	1	15	15
GSE 213	Media and Information Literacy II	C	1	15	15
CRS 211	Paul and His Writing	C	2	30	30
CRS 212	The Church from the Reformation to the Evangelical Revival of the 18th Century	C	2	30	30
CRS 213	Methodology of Christian Religious Studies	C	2	30	30
CRS 214	Introduction to Philosophy of Religion	E	2	30	30
CRS 215	Introduction to Christian Ethics	E	2	30	30
CRS 216	Christian Doctrine	C	2	30	30
CRS 217	Introduction to the Theology of St. John's Gospel	E	1	15	15

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
CRS 218	Religious Politics and Nigerian Society	E	1	15	15
Total			**19**		

Note: Students must offer elective courses of 3 credit units by selecting from the 4 Elective courses a course of 2 credit units and a course of 1 credit unit.

NCE 200 Level: Second Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
EDU 221	Research Methods, Measurement and Evaluation	C	2	30	30
EDU 222	Educational Administration, Planning and Supervision	C	1	15	15
EDU 223	Introduction to Educational Technology	C	1	15	15
EDU 224	Micro Teaching II (Practicum)	C	2	15	15
GSE 221	Introduction to Foundational Numeracy	C	1	15	15
GSE 222	Entrepreneurship and Green Skills	C	1	15	15
CRS 221	The Synoptic Gospels	C	2	30	30
CRS 222	History of Christianity in West Africa Up to Early 20th Century	C	2	30	30
CRS 223	African Traditional Religion	C	2	30	30
Total			**14**		

NCE 300 Level: First Semester

Course Code	Course Title	Status	Credit Units
EDU 311	Teaching Practice	C	6
Total			**6**

NCE 300 Level: Second Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
EDU 321	Research Project	C	2	30	30
EDU 322	Theory and Practice of Guidance and Counselling	C	1	15	15
GSE 321	Global Citizenship Education and Political Economy	C	1	15	15
CRS 321	The Prophets of Israel	C	2	30	30
CRS 322	Acts of the Apostles	C	2	30	30
Total			**8**		

NCE Course Descriptions (100–300 Level)

NCE 100 Level: First Semester

CRS 111 Introduction to the Study of Religions

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

The course makes a historical investigation into the major world religions excluding Christianity. It helps students to engage with key theories, methods, and approaches used in the scholarly study of religion, gaining tools for critical analysis, comparative understanding, and informed interpretation of religious traditions. This also provides a foundational platform for understanding the trajectory of the Church, her relationship with other religions and the broader role of religion in human societies.

RELEVANCE STATEMENT

Christianity is not founded in a vacuum and Christians too do not operate in a vacuum or live in isolation. Therefore, the church needs to know what others believe and why they do so in order to both helps us live peacefully or carryout our evangelistic camping in a way that would not bring about crisis or violence.

COURSE OBJECTIVES

The objectives of this course are to:

1. Analyse the interaction between the Church and its socio-cultural contexts, showing social awareness by appreciating diverse cultures, viewpoints, and religious traditions.
2. Demonstrate understanding of key theories and methods in the study of religion, using critical thinking and responsible problem-solving to evaluate religious and historical sources objectively.
3. Compare Christianity with other religions, cultivating empathy, respect, and positive relationship skills for effective interfaith dialogue and peaceful coexistence in a pluralistic society.
4. Interpret religious texts, using responsible decision-making to distinguish fact from opinion, evaluate consequences, and uphold ethical scholarship.

5. Apply insights from Religion to contemporary social, moral, and national issues while demonstrating leadership, collaboration, compassion, and commitment to community well-being.
6. Equip students with critical knowledge of how religious ideas and movements influence culture, leadership, moral values, and social change.
7. By examining religion from historical and academic perspectives, develop objectivity, tolerance, and skills for engaging Nigeria's religious diversity.
8. Strive towards promoting peaceful coexistence, ethical citizenship, and through informed teaching, support national development and interfaith harmony.

LEARNING OUTCOMES

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

1. Analyse the relationship between the Church and its socio-cultural and political contexts, demonstrating social awareness and empathy as they interpret diverse viewpoints and understand the role of religion in society.
2. Apply appropriate theories and methods in the academic study of religion to interpret historical and religious data, using responsible decision-making and critical thinking to evaluate sources objectively.
3. Compare Christian historical developments with those of other religious traditions, exhibiting relationship skills such as respectful dialogue, intercultural communication, and collaborative learning.
4. Use insights from Religion to address contemporary moral, social, and national issues, demonstrating self-management, ethical reasoning, peaceful coexistence, and responsible citizenship.
5. Discover the advent and activities of the various religions and how they impact on society from onset to date.

COURSE CONTENT

- Meaning, Nature, Scope of Religion
- Theories and Origin of religion
- Approaches to the study of Religion Functions of Religion
- Elements and Symbols of Religion
- Sacred Texts
- Religious Experiences
- Religion, Culture, and Society

- Religion in a Technological World
- Religion and Morality
- Interfaith Dialogue and Peace building
- Religion and politics
- Introduction of World Religions such as: Hinduism
- Buddhism
- Shintoism
- Confucianism
- Judaism
- Zoroastrianism
- Islam

CATEGORY	DETAILS
Core Competencies	• Analytical skills • Reflective thinking • Logical reasoning. • Teamwork • Interpersonal relations
Core Values	• Sincerity • Integrity • Humility • Tolerance • Peace and Reconciliation
Pedagogical Approaches	• Lecture method. • Storytelling. • Role-playing • Debates. • Presentations • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)

CATEGORY	DETAILS
Learning Resources	• Print and Textual Resources. • The Holy Bible. • Digital and Multimedia Resources • National Curriculum for Basic Education.
Assessment Methods	• Quizzes • Assignments • Mid-semester test. • Map exercises. • End-of-semester examination

REFERENCES AND FURTHER READING

McCutcheon, R. T. (2024). *Studying Religion: An Introduction (3rd ed.)*. Routledge.

Onibere, O. (1981). *Rudimentary Study of Religion.* Ile-Ife, Nigeria: Olasode Press.

Rodrigues, H. P., & Harding, J. S. (2023). *Introduction to the Study of Religion (2nd ed.)*. Routledge.

CRS 112 Early History and Religion of Israel from Genesis to the Judges

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

The course makes a critical study of the Pentateuch in general with the exception of Leviticus and Deuteronomy. The critical analyses of the episodes are given equal religious emphasis. The course in addition to investigating the origin and formulation of the religion of Israel, it also deals with the historical accounts contained in the book.

RELEVANCE STATEMENT

History of a people is of utmost importance so one can appreciate and understand their lifestyles. Hence, the study of this course is necessary so the students can have a full knowledge of the formation, growth and development of the religion of Israel to what it is today.

COURSE OBJECTIVES

The objectives of this course are to:

1. Point out the history behind the origin of the world and the Creator
2. Teach about the Pentateuch and the components contained in it and how it relates the Christian tradition and faith
3. State how the religion of Israel was started and the progression of same to what we have today as Christianity
4. Appreciate the lives of the Patriarchs and how they helped to shape their then world; serving as a lesson for us today living in a pluralistic society
5. Discover how God chose Israel and making her a blessing to the world. Serving as a broader picture of what the church is expected to do today in Nigeria and the world at large.
6. Interpret texts of the Old Testament in the light of today's reality, using responsible decision-making to distinguish fact from opinion, evaluate consequences, and uphold ethical scholarship.
7. Apply insights from the lives of the Patriarchs, judges and all those who lived in the context of the Books under review; to contemporary social, moral, and national issues while demonstrating leadership, collaboration, compassion, and commitment to community well-being.
8. Equip students with critical knowledge of how the religion of Israel and movements influenced culture, leadership, moral values, and social change. As a case study for the Church today.

LEARNING OUTCOMES

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

1. Analyse the relationship between the religion of Israel at its formative stage in the community it was founded and the Church in its socio-cultural and political contexts today; demonstrating social awareness and empathy as they interpret diverse viewpoints and understand the role of religion in every society.
2. Apply lessons learn from this course to interreligious relations/Dialogue, peaceful coexistence and national development.
3. Compare Christian historical developments and that of Israel's history and religion, exhibiting relationship skills such as respectful dialogue, intercultural communication, and collaborative learning.

COURSE CONTENT

- Introduction The primeval History – Gen
- 1–11. 2. Survey of content.

- The Patriarchs
- **The sojourning in Egypt to the settlement in Canaan:** major events
- The Covenant
- Meaning and implications to God's relationship with man
- Moses and Origin of Israel's religion
- The Sinaitic and other Laws
- **The period of the judges and the political situation under the judges:** with emphasis on Deborah, Gideon and Samson

CATEGORY	DETAILS
Core Competencies	• Critical thinking • Comparative analysis • Logical reasoning • Teamwork • Empathy
Core Values	• Integrity • Humility • Tolerance • Peace and Reconciliation • Justice and Fairness
Pedagogical Approaches	• Lecture- Method • Inquiry Based Learning • Narrative Approach • Comparative Analysis Method • Universal Design for Learning (UDL) • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Print and Textual Resources. • The Holy Bible. • Digital and Multimedia Resources. • Online databases. • National • Curriculum for Basic Education.

CATEGORY	DETAILS
Assessment Methods	• Take home assignment. • Group discussions • Source analysis. • End of semester written examinations. • Oral presentations on lives of some patriarchs, historical figures, etc.

REFERENCES AND FURTHER READING

Bright, John. (2000). *A History of Israel* (4th ed.). Westminster John Knox Press.

Noth, Martin. (1981). *A History of Pentateuchal Traditions.* Scholars Press

The Holy Bible: *Revised Standard Version (RSV).* (2021) National Council of Churches.

CRS 113 Introduction to the Bible

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course examines the Bible as a unique sacred text, focusing on its inspiration, authority, canonisation, structure, and historical background.

RELEVANCE STATEMENT

The bible which is both a handbook and guide for Christian living and doctrine needs to be properly studied and understood for proper interpretation and application. Over the years, some have made several errors due to misunderstanding or misinterpretation and it has impacted negatively on them. Hence the need to expose the learners to the nature, content and Scriptural literacy of the Bible.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the uniqueness of the Bible.
2. Describe biblical inspiration.
3. Discuss biblical authority.
4. Explain canon formation.
5. Distinguish Old and New Testaments.

6. Identify apocryphal writings.
7. Understand biblical archaeology.
8. Develop respect for Scripture.
9. Interpret Scripture responsibly.
10. Teach introductory Bible studies.

LEARNING OUTCOMES

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

1. Define inspiration and authority.
2. Explain canonisation processes.
3. Identify biblical divisions.
4. Distinguish canonical and apocryphal books.
5. Appreciate archaeology in Bible study.
6. Handle Scripture responsibly.
7. Demonstrate biblical literacy.
8. Apply basic interpretive skills
9. Communicate biblical knowledge.
10. Teach Bible fundamentals.

COURSE CONTENT

- Uniqueness of the Bible
- Inspiration and authority
- Canon of the Old Testament
- Canon of the New Testament
- Books of the Bible
- Sections of Old testament
- Sections of the New testament
- Canon and canonicity
- Apocryphal writings
- Pseudepigrapha Biblical archaeology
- Transmission of the Bible
- Modern Bible translations

CATEGORY	DETAILS
Core Competencies	• Scriptural literacy • Reading skills • Interpretation skill • Critical thinking. • Reflective thinking
Core Values	• Integrity. • Respect for sacred texts • Humility. • Diligence. • Prudence.
Pedagogical Approaches	• Lectures • Guided reading • Socratic-style • Experiential Resources. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Documentaries. • Slides • Text on Canon of Scripture • The Holy Bible • Digital and Multimedia Resources. • National Curriculum for Basic Education.
Assessment Methods	• Quizzes • Assignment • End of semester Examination

REFERENCES AND FURTHER READING

Anderson, B. W. (2006). *Understanding the Old Testament.* Prentice Hall

Bruce, F. F. (1988). *The Canon of Scripture.* InterVarsity Press.

Fee, G. D., & Stuart, D. (2014). *How to Read the Bible for All Its Worth.* Zondervan Academic.

Gundry, R. H. (2012). *A Survey of the New Testament.* Zondervan Academic.

The Holy Bible: Revised Standard *Version (*2021). National Council of Churches.

CRS 114 Early Church History

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

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. This course introduces students to the development, expansion, and transformation of the Christian Church from its origins to the contemporary era. The course explores major events, movements, and figures that have shaped Christianity, as well as the cultural, social, and political contexts that influenced its growth.

RELEVANCE STATEMENT

The history of the Church is necessary for the present church to know where we started, where we are now and where we are going to. This course is all about helping the present church to glean from the past to prepare for the future, while understanding the present.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain Christian Church while demonstrating self-awareness by reflecting on how historical events shape personal beliefs, values, and identity.
2. Highlight lessons from these events for the contemporary church.
3. Discuss the major schisms and heresies that plagued the early church and how they were overcame.
4. Discuss the lives of those who contributed to the formation and spread of Christianity.
5. Present the contributions of the early church fathers to the defence of the Christian faith in the face of opposition, heresy and persecution

6. Bring to bear the social, cultural, and political factors that influenced the growth of the Church in the Roman Empire, demonstrating historical awareness and critical reasoning.

LEARNING OUTCOMES

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

1. Describe the origins, key events, and major figures of the Early Church, including the apostolic era, early missionary expansion, and the development of Christian communities.
2. Explain the major challenges faced by the Early Church, such as persecutions, doctrinal controversies, and internal conflicts, and discuss how these shaped Christian identity and theology.
3. Analyse key developments in early Christian doctrine and worship, including the formation of creeds, early liturgical practices, and the role of early Church councils.
4. Evaluate the social, cultural, and political factors that influenced the growth of the Church in the Roman Empire, demonstrating historical awareness and critical reasoning.
5. Identify and apply lessons from the Early Church – such as perseverance, unity, ethical living, and community building – to contemporary Christian life and societal challenges, showing responsible citizenship and moral reflection
6. Describe the meaning, scope, and significance of Church history, demonstrating an understanding of why historical study is important for interpreting Christian traditions.
7. Describe major periods, events, and personalities in Church history, showing self-awareness by reflecting on how historical developments shape personal values, identity, and moral perspectives. (SEL: self-awareness; UDL: multiple means of representation)
8. Identify and explain major events, personalities, and developments in the early periods of the Christian Church, showing the ability to connect historical events to the growth of Christianity
9. Explain how socio-cultural, political, and religious contexts influenced the formation and growth of the early Church.
10. Demonstrate critical thinking and historical awareness

11. Use insights from Church History and Religion to address contemporary moral, social, and national issues, demonstrating self-management, ethical reasoning, peaceful coexistence, and responsible citizenship.
12. Apply insights from early Church history to contemporary Christian life and societal issues.
13. Show ethical reflection, responsible decision-making, and appreciation of Christian heritage
14. Analyse primary and secondary historical sources, demonstrating basic skills in evaluating evidence, interpreting historical data, and drawing informed conclusions

COURSE CONTENT

- Attention will focus on the following themes: The foundation of the Church and its expansion
- Factors that led to the development of the church
- Early schismatic and heretical movements
- **The persecution:** The persecution by the Jewish leaders, persecution by Roman government, martyrs and Apologists
- **Roman Persecutors:** Nero, Trojan and Diocletian and Christians Apologists – Polycarp, Cyprian, Clement, Tertullian, Augustine etc. Emancipation of the Church under Emperor Constantine
- The Doctrinal controversies
- Various Church Councils and the outcomes
- E.g. Council of Nicaea - 325 A.D., Council of Chalcedon - 451 A.D.

CATEGORY	DETAILS
Core Competencies	• Self-awareness • Adaptability • Biblical literacy • Doctrinal understanding • Theological reasoning

CATEGORY	DETAILS
Core Values	• Empathy • Interpersonal relations • Integrity • Accountability • Teamwork
Pedagogical Approaches	• Use of texts, videos, maps, charts, storytelling, and artefacts to explain historical content. • Lecture method. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching. role-plays. • Inquiry-based learning.
Learning Resources	• Prints and Textual Resources. • The Holy Bible. • Digital and Multimedia Resources. • Online databases. • National Curriculum for Basic Education.
Assessment Methods	• Group discussions. • Quizzes. • Assignment on source analysis. • End-of-semester written examinations.

REFERENCES AND FURTHER READING

Ferguson, E. (2020). *Backgrounds of early Christianity (4th ed.)*. Eerdmans

Justo, L. G. (2022). *The story of Christianity: Volume 1. The early church to the dawn of the reformation (Rev. Ed.).* HarperOne

CRS 115 Exilic and Post Exilic Judaism

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

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. This study continued to give a progression on how the religion developed to its present state and all the contributions of those used by God to sharpen this religion and the history of these people which are most times interwoven.

RELEVANCE STATEMENT

This course serves as a continuation of the religious movement of the Israelites. This course is needed to further understand how Judaism grew, those who contributed to its spread and its contribution to the then world. Invariably, helping the present generation to follow the necessary examples of peaceful coexistence as against the present reality in Nigeria.

COURSE OBJECTIVES

The objectives of this course are to:

1. Express the developmental patterns of Israel's religion from inception to this period.
2. Demonstrate understanding of Israel's history, their religion and their impact to Christianity and the world at large
3. Derive lessons for the contemporary society on peaceful coexistence and religious harmony.
4. Justify the activities that shaped the lives of the Israelites and their society.
5. Gleaning lessons for contemporary society using critical thinking and responsible problem-solving to evaluate doctrinal sources objectively.
6. Explain the true meaning of Judaism and its components comparing it with Christianity and
7. Develop the ability to teach same towards the advancement of Christianity.
8. Interpret texts using responsible decision-making to distinguish fact from opinion.
9. Evaluate consequences, and uphold ethical scholarship as it concerns Judaism and by extension Christianity.

10. Apply insights from this study to promote right living, contemporary social, moral, and national issues while demonstrating leadership, collaboration, compassion, and commitment to community well-being.
11. Equip students with critical knowledge of how to apply the knowledge of their faith traditions to the outside world thereby promoting leadership, moral values, and social change.
12. Develop objectivity, tolerance, and skills for engaging Nigeria's religious diversity by exemplifying the richness of the religion of Israel.
13. Draw distinctions and similarities between Christianity and Judaism; more so, bring out the justification for Christianity

LEARNING OUTCOMES

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

1. Have basic knowledge of the religion of Israel and their history.
2. Discuss the relevance of this study to contemporary Nigerian society and Christian living.
3. Being able to distinguish between Christianity and Judaism; and be able to both teach and defend same in the face of persecution, heresy, misconception and misrepresentations of the two religions.
4. Apply appropriate lessons and methods in the academic study of Christian interreligious relations to interpret and present the Christian faith, using responsible decision-making and critical thinking to evaluate information objectively.
5. Compare Christianity and Judaism traditions, exhibiting relationship skills such as respectful dialogue, intercultural communication, and collaborative learning to better live and teach the Christian faith tradition.

COURSE CONTENT

- The religion of Israel and their history
- The relevance of this study to contemporary Nigerian society and Christian living
- Distinct features of Christianity and Judaism
- Teaching the distinguishing features of Christianity and Judaism: Lessons and methods in the academic study of Christian interreligious relations
- Interpretation of the Christian faith, using responsible decision-making and critical thinking to evaluate information objectively
- Comparison of Christianity and Judaism traditions

- Ways of exhibiting relationship skills such as respectful dialogue, intercultural communication, and collaborative learning to better live in the teaching of the Christian faith tradition

CATEGORY	DETAILS
Core Competencies	• Critical thinking • Analytical skills • Logical reasoning • Teamwork • Interpersonal relations
Core Values	• Integrity • Ethical judgement • Moral reasoning • Self-discipline • Respect for diversity
Pedagogical Approaches	• Group discussions. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching Inquiry-based learning. • Lecture methods. • Case study analysis of contemporary religious issues.
Learning Resources	• Print and Textual Resources. • The Holy Bible. • Digital and Multimedia Resources. • Online databases. • National Curriculum for Basic Education.
Assessment Methods	• Class participation. • Note assessment. • Quizzes • Oral presentations on major historical figures, or religious themes. • End-of-semester written examinations.

REFERENCES AND FURTHER READING

Quarcoopome, T. N. O. (1989). *History and religion of Israel: The exilic and post-exilic eras.* African Universities Press

The Bible. Revised Standard Version. (2021). National Council of Churches.

CRS 116 Biblical World of Old Testament

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

The Biblical World of the Old Testament introduces the students to the historical, cultural, geographical, and religious backgrounds of ancient Israel. It bridges ancient text and modern pedagogy, equipping pre-service teachers with the skills to interpret Old Testament narratives and teach them effectively in primary and junior secondary schools.

RELEVANCE STATEMENT

i. **Foundational Knowledge:** Provides essential context needed to understand the legal, prophetic, and poetic books of the Old Testament.

ii. **Pedagogical Skill:** Connects biblical history with modern classroom methods, ensuring lessons are engaging for young learners.

iii. **Curriculum Alignment:** Directly supports the Christian Religious Studies (CRS) curriculum used in Universal Basic Education (UBE) schools.

COURSE OBJECTIVES

The objectives of this course are to:

1. Analyse the geographical and socio-cultural environment of the ancient Near East.
2. Trace the historical timeline of Israel from the patriarchal era to the post-exilic period.
3. Equip students with diverse teaching methods suitable for delivering biblical history.
4. Evaluate the theological themes of the Old Testament and their moral applications today.

LEARNING OUTCOMES

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

1. **Identify** key geographical locations on a map of the biblical world.
2. **Explain** the cultural practices of ancient Israel and neighbouring nations.

3. **Design** lesson plans that simplify complex Old Testament stories for children.
4. **Utilise** instructional materials like timelines, drama, and storytelling in CRS classes.

COURSE CONTENT

- Introduction to the Biblical World
- **Geography of the Ancient Near East:** The Fertile Crescent
- Key bodies of water, mountains, and nations surrounding Israel
- Introduction to biblical archaeology and its role in understanding the text
- The Patriarchal and Exodus Eras
- The call of Abraham and the covenant relationship
- Culture, nomadic life, and religious practices of the Patriarchs
- The bondage in Egypt, the Exodus, and the Sinai Covenant
- Teaching strategies: Using storytelling and role-play for foundational narratives
- Conquest, Settlement, and the Monarchy
- The entry into Canaan and the period of the Judges
- The establishment of the monarchy (Saul, David, and Solomon).The division of the kingdom into Israel (North) and Judah (South)
- Teaching strategies: Creating historical timelines and character studies
- Exile, Restoration, and the Prophets
- The fall of Samaria and Jerusalem to foreign empires
- Life during the Babylonian Exile and the return under Persia
- The role of the prophets as social reformers and spiritual guides
- Teaching strategies: Group discussions on moral lessons and civic responsibility

CATEGORY	DETAILS
Core Competencies	• Pedagogical Skills. • Critical thinking. • Scriptural literacy. • Logical reasoning. • Ethical judgement and emotional regulation

CATEGORY	DETAILS
Core Values	• Accuracy. • Resourcefulness. • Responsibility. • Prudence • Patriotism.
Pedagogical Approaches	• Lecture methods. • Narratives. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching). • Group discussions. • Bible reading.
Learning Resources	• Textbooks. • The Bible • Documentaries • Multimedia Resources. • Online databases. • National Curriculum for Basic Education.
Assessment Methods	• Quizzes. • Assignments. • Oral presentations. • Group assignments. • Marking of notes. • End of semester examination.

REFERENCES AND FURTHER READING

The Holy Bible: Revised Standard Version. (2021). *National Council of Churches.*

Coogan, M. D., and Chapman, C. R. (2023). *A brief introduction to the Old Testament: The Hebrew Bible in its context* (5th ed.). Oxford University Press.

CRS 117 Introduction to the Study of Islam

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This foundational course provides Christian Religious Studies (CRS) students with a basic, historical, and theological understanding of Islam. It explores the socio-religious realities of pre-Islamic Arabia, the revolutionary life and call of Prophet Muhammad (SAW), and the core scriptural and practical obligations of the faith. The course covers the historical development, foundational text and the practical manifestations of Islamic teachings.

RELEVANCE STATEMENT

In a multi-religious society like Nigeria, effective religious educators must possess and objective understanding of neighbouring faiths to foster national unity, harmonious co-existence, and mutual respect. This course equips future CRS teachers at the Basic Education level with accurate knowledge of Islamic historical foundations and principles. This preparation prevents the transmission of stereotypes, prepares them to teach comparative religion topics, and helps them promote interfaith dialogue in school communities

COURSE OBJECTIVES

The objectives of this course are to:

1. *Trace* the historical, economic, and socio-religious life of Arabia prior to the advent of Islam.
2. *Examine* the biography of Prophet Muhammad (SAW), focusing on his childhood, prophetic call, trials, and ultimate migration.
3. *Analyse* the operational concepts, spiritual significance, and performance rules of the Five Pillars of Islam.
4. *Introduce* the compilation history, structure, and foundational role of the Holy Qur'an and Hadith.
5. C*ultivate* basic objective tools for inter-religious comparison and academic neutrality in classroom.

LEARNING OUTCOMES

By the end of the course, the learners should be able to:

1. Explain the fundamental principles of Islamic theology clearly to basic education students.
2. Differentiate between the primary sources of Islamic law (Qur'an and Sunnah) and explain their applications.
3. Demonstrate practical mastery of essential religious obligations, including the steps of purification (*Wudu/Ghusl*) and daily prayer (*Salat*).
4. Apply the ethical values of honesty, compassion, and respect in their community interactions and future classrooms.

COURSE CONTENT

- Meaning and derivatives of the word Islam
- The Six Articles of Faith in Islam
- Belief in Allah, His Angels, Books, Messengers, the Day of Judgement, and Destiny
- The concept of Tawhid (Monotheism) and its categories
- **Geography, culture, and tribal structures of pre-Islamic Arabia:** Jahiliyyah
- Birth, early life, and call to prophethood of Prophet Muhammad (SAW)
- The Makkan period: Early challenges, persecution, and lessons in resilience
- History, compilation, and preservation of Qur'an
- Introduction to the structural divisions of the Qur'an
- The Five Pillars of Islam with an.immediate emphasis on Shahadah and the performance of Salat

CATEGORY	DETAILS
Core Competencies	• Adaptability • Cooperative analogy. • Logical reasoning • Teamwork • Interpersonal relations
Core Values	• Integrity • Responsibility Respect. • Accountability. • Dignity.

CATEGORY	DETAILS
Pedagogical Approaches	• Lecture methods. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching. group discussions. • Storytelling. • Group discussions.
Learning Resources	• Prints and Textual Resources. • Multimedia Resources. • Qur'an texts. • Documentaries • National Curriculum for Basic Education.
Assessment Methods	• Class work • Quizzes. • Assignments. • Oral presentations. • End of semester examination.

REFERENCES AND FURTHER READING

Bidmos, M. A. (2018). *Islamic Education in Nigeria: Its Philosophy and Practice*. Lagos: University of Lagos

National Open University of Nigeria (NOUN) (2024). *General Introduction to Islam*

CRS 118 Introduction to the Study of Greek Language

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

The Introduction to Greek Language course at NCE 1 (Nigeria Certificate in Education, Year 1) introduces students to the foundational elements of Classical and Koine Greek. It focuses on the Greek alphabet, phonetic pronunciation, basic vocabulary, and essential grammatical structures. Students will learn to read, write, and translate simple sentences. This establishes a baseline for analysing historical, philosophical, and religious texts.

RELEVANCE STATEMENT

Studying Greek at the NCE 1 level provides future educators with critical linguistic tools. It enhances analytical skills, deepens the understanding of English vocabulary (via Greek roots), and equips teachers to unpack theological and philosophical literature. This foundational knowledge is essential for teaching arts, languages, and religious studies in secondary schools.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce the Greek writing and phonetic systems.
2. Build a fundamental vocabulary of high-frequency words.
3. Explain basic morphological rules and syntax patterns.
4. Develop initial translation skills from Greek to English.
5. Cultivate an appreciation for ancient literary contexts.

LEARNING OUTCOMES

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

1. Decode and pronounce any written Greek text accurately.
2. Write the Greek alphabet in both upper and lower case.
3. Identify parts of speech, noun declensions, and verb conjugations.
4. Translate simple Greek sentences into coherent English.
5. Analyse English words derived from ancient Greek roots.

COURSE CONTENT

- Alphabet and Phonology
- The Greek Alphabet: Writing and naming the 24 letters
- Vowels and Consonants: Long/short vowels and diphthongs
- Breathing Marks: Rough and smooth breathing signs
- Accents and Punctuation: Understanding acute, grave, and circumflex marks
- Basic Morphology (Nouns and Pronouns
- The Concept of Declension: Gender, number, and case systems
- The First Declension: Feminine and masculine nouns
- The Second Declension: Masculine, feminine, and neuter nouns
- The Definite Article: Declining “the” across all genders and cases

- Verbal Systems
- The Present Indicative Active: Conjugating regular verbs
- The Verb “To Be”: Present tense conjugation of eimi
- Subject-Verb Agreement: Matching person and number in sentences
- Syntax and Basic Sentence Structure
- Word Order: Understanding the flexibility of Greek sentences
- Prepositions: Common prepositions and the cases they govern
- Direct Objects: Identifying and translating accusative case nouns
- Vocabulary and Translation Practice
- Core Vocabulary: Memorising high-frequency verbs, nouns, and conjunctions
- Translation Work: Translating simple, adapted sentences into English
- Etymology: Connecting Greek roots to modern English terminology

CATEGORY	DETAILS
Core Competencies	• Logical reasoning • Critical thinking. • Transliteration understanding • Interpersonal relations • Cultural sensitivity.
Core Values	• Responsibility Respect • Integrity • Accountability • Diligence. • Dedication.
Pedagogical Approaches	• Lecture methods. • Storytelling. Historical narratives. • Group discussions. • Problem based learning. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)

CATEGORY	DETAILS
Learning Resources	• Prints and Textual Resources. • Multimedia Resources. • Online databases. • The Bible: Revised Standard Version. • Translation dictionary. • National Curriculum for Basic Education.
Assessment Methods	• Group presentations. • Quizzes. • Assignments. • End of semester examination.

REFERENCES AND FURTHER READING

Harris, D. M. (2020). *An introduction to biblical Greek: A grammar with exercises*. B&H Academic

The Bible: Revised Standard Version. (2021). National Council of Churches.

Bauer, W., & Danker, F. W. (2021). *A Greek-English lexicon of the New Testament and other early Christian literature (3rd ed.*). University of Chicago Press.

NCE 100 Level: Second Semester

CRS 121 The Life and Teachings of Christ

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

The course explores the birth ministry, miracles and resurrection of Jesus from the Gospels, focusing on the His and neighbour compassion for the marginalised, forgiveness and service to understand Jesus as the son of God and messiah

RELEVANCE STATEMENT

The relevance of life and teachings of Christ is that Jesus of Nazareth is the central figure of Christianity whose ministry, teachings love and redemption form the foundation of Christian ethnics, theology and spiritual life. The course analyses Gospel narratives and encourage a transformative personal application of his teaching and in contemporary life.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain Jesus of Nazareth as central figure in Christianity
2. Analysis the birth of Jesus from the Gospel narratives
3. Demonstrate the expediency of the sermon on the mountain on the life of the Christian
4. Trace the sequence of Jesus life, miracle and ministry from birth to resurrection within its historical context.
5. Compare the Kingdom of God's life and contemporary life that Christians are living today.
6. Interpret the problems and challenges of establishing the life of Jesus Christ presently

LEARNING OUTCOMES

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

1. Explain the birth of Jesus of Christ and Christ as central figure in Christianity
2. Trace they sequence of Jesus life, miracles and ministry from birth to His resurrection within its historical narratives
3. Compare the kingdom of God life and the present contemporary life
4. Analyse the activities of John the Baptist as the fore runner of Jesus Christ
5. Interpret the problem of living a life of Jesus Christ in Nigerian nation

COURSE CONTENT

- The birth of Christ
- The Role of John the Baptist as fore runner
- Baptism of Jesus and temptation
- The call of the Apostles
- Sermon on the mountain
- The use of parables in Jesus Ministry
- Miracles in the ministry of Jesus

- Core themes-Radical love of God
- The kingdom of God
- Forgiveness
- Repentance
- Problems involved in establishing the life of Jesus
- The passion- arrest, trials before the High Priest and trial before Roman procurator, condemnation, crucifixion and burial
- Resurrection – the different accounts

CATEGORY	DETAILS
Core Competencies	• Appreciation of personality of Jesus of Nazareth. • Critical reflection on kingdom of God and life styles • Practising forgiveness to one another. • Involving in hospital ministry.
Core Values	• Maintaining chastity and virginity. • Love. • Respect for constituted authority and leadership. Commitment. • Obedience. • Loyalty. .
Pedagogical Approaches	• Drama on birth of Jesus. • Discussion Method. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching lecture method.
Learning Resources	• Audio-Visual Documentaries. • Academic Databases. • Comparative Religion Diagrams. • Religious holy books and item. • National Curriculum for Basic Education.

CATEGORY	DETAILS
Assessment Methods	• Visitation to hospital • Assignment • Group work. • Oral presentations on Christ's works, or religious themes and the implications to modern Christians. • End of Semester examination.

REFERENCES AND FURTHER READING

Adewale, O. A. (2012). *The life and teachings of Christ* (Rev. ed.)

Scribd Syllabus Guide. (2023). *Overview of the teaching of Jesus Christ*

The Bible, Revised Standard Version. (2021). National Council of Churches.

CRS 122 Sociology of Religion and Field Trip.

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course explores the social dimensions of religion, examining its role in shaping individual and collective identities, social structures, and cultural norms; exposing the students to real life situation through field trips.

RELEVANCE STATEMENT

As humans go about their daily lives, mingling with people of diverse faiths and culture is imperative; more so that it is part of education. Therefore, this course is needed to acquaint and equip the learners with the skill to understand, appreciate and live peacefully with the societal variegation through classroom lessons, real life trips and other encounters.

COURSE OBJECTIVES

The objectives of this course are to:

1. State sociological theories of religion
2. Analyse the relationship between religion and social institutions.
3. Express real life situation through field trip.
4. Examine the role of religion in social change and conflict

5. Identify the impact of globalisation on religious practices
6. Evaluate the significance of secularisation and post-secularism
7. Develop critical thinking on religious role in contemporary society

LEARNING OUTCOMES

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

1. Express the sociological perspectives on religion.
2. Analyse religious impact on social structures.
3. Evaluate the role religion in the contemporary issues.
4. Present worthwhile report on real life experience of the field trip.
5. Determine the practical application of secularisation and post-secularism.

COURSE CONTENT

- Introduction to Sociology of Religion
- **Classical Theories of Religion:** Durkheim, Marx, Weber
- Religion and Social Identity
- **Religion and Social Institutions:** family, politics, economy
- Religion and Social Change and Visit to a religious and secular site
- Secularisation and Post-Secularism
- Globalisation and Religious Movements
- Religion and Conflict
- New Religious Movements. Religion in Contemporary Society. Case Studies: Religion in Different Cultures.

CATEGORY	DETAILS
Core Competencies	• Critical thinking and analysis • Understanding social contexts of religion • Evaluating skills. • Logical reasoning. • Ethical reasoning.

CATEGORY	DETAILS
Core Values	• Appreciation for religious diversity • Respect for cultural differences • Justice for all. • Commitment to understanding religious complexities.
Pedagogical Approaches	• Lectures and discussions. • Group presentations and debates. • Case studies and comparative analysis. • Visit to Religious heritage sites. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Documentaries, videos, and online databases • Sociology of Religion Journal for the Scientific Study of Religion. • Pw Research Centre, UNESCO. • Religious heritage centres. • National Curriculum for Basic Education.
Assessment Methods	• Assignments • Case study analysis • Quizzes • Field trip report • End of Semester examination.

REFERENCES AND FURTHER READING

Hamilton, M. B. (2001). *The sociology of religion: Theoretical and comparative perspectives* (2nd ed.). Routledge

Mbiti, J. S. (2015). *African religions & philosophy* (2nd ed.). Heinemann.

Scribd Academic Archives. (2022). *Guidelines for conducting ethnographic field trips in religious studies* (Course module). scribd.com

CRS 123 From Monarchy to the Fall of Judah

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

From Monarchy to the Fall of Judah examines the history of Israel's monarchy from its establishment under Saul, through the reigns of David and Solomon, to the eventual fall of Judah. The course explores the political, social, and religious dimensions of the kingdom, highlighting the successes, challenges, and failures of its leaders. Attention is given to the role of prophetic voices, covenant faithfulness, and ethical governance in shaping the destiny of the nation. Through a critical study of biblical texts, historical accounts, and scholarly interpretations, students will gain insights into the interplay between leadership, morality, and divine guidance. The course also encourages learners to draw practical lessons from the monarchy's experiences and failures, reflecting on how these lessons inform contemporary Christian ethical leadership, societal responsibility, and personal conduct.

RELEVANCE STATEMENT

CRS 123 is relevant because it helps students understand leadership, governance, and moral responsibility through the study of Israel's monarchy. By examining the rise and fall of kings such as Saul, David, and Solomon, learners gain insight into the consequences of obedience, disobedience, justice, and misuse of power. The course strengthens biblical interpretation skills and enables student-teachers to apply ethical lessons from Scripture to contemporary

COURSE OBJECTIVES

The objectives of this course are to:

1. Analyse the establishment, consolidation, and decline of the Israelite monarchy in biblical history.
2. Examine the lives and leadership of major monarchs, including Saul, David, and Solomon.
3. Evaluate the role of prophets in holding kings accountable and shaping ethical governance.
4. Understand the theological and moral lessons derived from Judah's fall.
5. Apply insights from the monarchy's successes and failures to modern leadership and Christian ethical reflections.

6. Foster critical thinking and biblical interpretation skills related to historical narratives.

LEARNING OUTCOMES

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

1. Demonstrate knowledge of Israel's monarchy and Judah's fall.
2. Interpret and explain key biblical texts from the period.
3. Critically assess the relationship between political power, ethics, and divine guidance.
4. Articulate lessons from biblical monarchy relevant to contemporary leadership and Christian life.
5. Deliver informed discussions, essays, and presentations with clarity and accuracy.

COURSE CONTENT

- Introduction to Israel's Monarchy. the historical, social, political, and religious context of Israel before kingship, focusing on the tribal confederation and the factors that led to the establishment of the monarchy.
- Saul – The First King
- Saul's rise to power, his achievements, the challenges he faced as Israel's first king, and his relationship with God's mandate
- David, King after God's Heart David's military victories, political consolidation, spiritual leadership, and covenantal obedience, highlighting his ethical and leadership qualities
- Solomon's Wisdom and Division Solomon's wisdom, wealth, temple building, political influence, and the ethical and political challenges that accompanied his success
- The Divided Kingdom Causes and consequences of the division of Israel into the Northern Kingdom (Israel) and Southern Kingdom (Judah), including the reigns of key kings and the impact on national stability
- Role of prophets such as Nathan, Elijah, and Isaiah in guiding and correcting kings, and their influence on ethical governance and societal well-being
- Idolatry and Covenant Failure
- Spiritual decline of Judah through idolatry and covenant unfaithfulness, highlighting the connection between moral failure, societal decay, and political instability
- The Fall of Israel
- Assyrian conquest of Israel, the historical causes of its fall, and the theological lessons derived from the nation's destruction

- The Fall of Judah
- Decline of Judah, the Babylonian exile, the role of key figures, and the consequences of disobedience, with reflections on repentance and divine justice
- Ethical and Theological Reflections
- The lessons of leadership, covenant faithfulness, and divine justice, and apply insights from the monarchy to contemporary Christian leadership and ethical decision-making
- Review of Major Themes
- Knowledge of historical, theological, and ethical insights from the course through discussions, reflections, and critical evaluations
- Assessment and Presentation
- Written assignments, group discussions, and oral presentations to demonstrate comprehension, analytical skills, and practical application of course concepts

CATEGORY	DETAILS
Core Competencies	• Biblical Interpretation Skills. • Historical Analysis • Ethical Reasoning • Communication Skills • Leadership Awareness
Core Values	• Integrity • Accountability. • Authority • Respect for and Law • Peace and Social Responsibility.
Pedagogical Approaches	• Interactive lectures that combine historical explanation with theological reflection. • Guided Bible study and textual analysis • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching. case studies on kings and prophets to link biblical leadership with contemporary ethical issues.

CATEGORY	DETAILS
Learning Resources	• Audio-visual materials, documentaries and maps illustrating the geography and history of ancient Israel. • Online databases. • The Holy Bible (preferably Revised Standard Version. national Curriculum for Basic Education. • Scholarly commentaries on 1 & 2 Samuel, 1 & 2 Kings, and 1 & 2 Chronicles.
Assessment Methods	• Continuous assessment through quizzes, class participation, and short written assignments. • Individual and group presentations • Mid-semester tests. • End-of-semester written examinations

REFERENCES AND FURTHER READING

Provan, I., Hubbard, R. L., & Johnston, P. (2012). *A biblical history of Israel* (2nd ed.). Westminster

Scribd Syllabus Guide. (2022). *From Solomon's temple to the Babylonian captivity: A chronological study* [PowerPoint slides]. scribd.com

The Bible. Revised Standard Version. (2021). National Council of Churches.

CRS 124 Introduction to Old Testament Theology

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course examines the first part of the whole Bible called the Old Testament (OT), some of the major themes inside. The OT is a shadow of what came to be fulfilled in the New Testament. So, for a better understanding of the New Testament (NT), the OT should be taught the students. The major themes leading to the NT would be discussed in this course.

RELEVANCE STATEMENT

The Old Testament of the Bible is a record of God's relationship with his people It is therefore imperative to study the theological composite for mastery of the scripture and knowledge of God's essence in human existence. An understanding of the introduction to Old Testament Theology will strengthen the student's mastery of the old testament scripture.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the concept of creation and its implications both in the OT times and in the NT dispensation.
2. Have the basic understanding and rudiments of Hebrew language.
3. Appreciate the sacrifices, provisions and all that is involved in sacrifices and how it concerns or what it means to the church today
4. Know the purpose, types and place of covenant in the OT and also the implications for the contemporary society.
5. Discuss the relevance and place of Remnant in the OT
6. Have a grasp of the meaning, arrangements and promises of the coming Messiah from the OT dispensation and how it applies to the church
7. Discover the activities and what kingship entails drawing from the OT history.
8. Connect the links and relationship in all the concepts penned down for this course.
9. Discover other relevant and connecting themes or concepts.

LEARNING OUTCOMES

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

1. Describe the concept of Election relating it to the NT and draw lessons for the contemporary church.
2. Have a proper grasp of what the sacrifices and all her components means and entails.
3. Appreciate the purpose, types and place of covenant in the OT and its place in the contemporary society.
4. Express in clear terms the concept of the Remnant in the OT
5. Appreciate the prophetic place of the Messiah from the OT and what it represents for the church today.

6. Point out the types, place and role of covenant from the OT perspective and implications for the contemporary society.
7. Grasp kingship and what it connotes from OT history and being able to connect with today's reality.
8. Teach the above concepts and the relationship they have with other concepts as it affects our knowledge of God and His dealings with His people from the OT

COURSE CONTENT

- This course surveys the theology of the Old Testament and Hebrew Language with particular reference to the following: Election
- Covenant
- Salvation
- Remnant
- Kingship
- Messiah
- Sin, Judgement, and Sacrifice, Worship and Priesthood

CATEGORY	DETAILS
Core Competencies	• Analytical skills. • Reflective thinking. • Theological reasoning. • Logical reasoning • Doctrinal understanding
Core Values	• Respect for diversity. • Integrity. • Accountability. • Responsibility. • Diligence.
Pedagogical Approaches	• Storytelling. • Discussions. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • Group discussions • Reflective exercises, and inquiry-based learning.

CATEGORY	DETAILS
Learning Resources	• Print and Textual Resources. • Charts and Maps. • The Holy Bible. • Digital and Multimedia Resources. • Online databases.
Assessment Methods	• Take home assignment. • Quizzes • Oral presentations on historical figures, or religious themes. • Mid-semester test. • End of Semester written examinations.

REFERENCES AND FURTHER READING

Adewale, O. A. (2014). *Introduction to Old Testament theology (Rev. ed.)* Lagos. National Open University

Scribd Syllabus Guide. (2024). *Introduction to Old Testament theology: Approaches and methodologies.* Scribd.com

Orji, C. (2021). *An Introduction to Religious and Theological Studies (2nd ed.).* Cascade Books.

CRS 125 Introduction to Hebrew Language

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

The course is the rudimentary aspect of the original language of the Old testament; Hebrew. It explores the alphabets, the words formation and sounds.

RELEVANCE STATEMENT

The Hebrew Language as a course exposes the learners to the original language of the Old Testament scripture. This is crucial for proper understanding and interpretation of the Old Testament scripture, as scholars of the Scriptural literacy.

COURSE OBJECTIVES

The objectives of this course are to:

1. Read the alphabets of the Hebrew language.
2. Identify the vowels and consonants.
3. Note the significant differences between the sounds and the written forms of the vowels and the consonants.
4. Appreciate the nature and forms of consonants and the vowels in words formation
5. Form words from the alphabets.
6. Identify same sound of different words.
7. Express the meaning of the words learnt.
8. Identify the parts of speech.
9. Ascertain the Prefixes and the Suffixes

LEARNING OUTCOMES

By the end of the course, learners should be able to:

1. Read and write the alphabets.
2. Differentiate between the vowels and the consonants.
3. Mark the significant features of the alphabets
4. Identify the place of dots and dash.
5. Make appropriate use of the dots and dash.
6. Utilise the specific forms of the vowel sounds and consonants in word formation.
7. Form words and explain the meaning
8. State the parts of speech and make use of them properly.
9. Note the prefix and Suffixes.

COURSE CONTENT

- Aleph-Bet (Alphabet): Introduces the 22 consonant characters of the Hebrew alphabet, identifying their shapes, names, and phonetic pronunciations
- The Consonantal Shift
- Vowel Pointing (Nequddot): Historical development and system of dot and dash indicators used to represent vowel sounds below or within consonants
- (Begadkepat): Identifies the six specific Hebrew letters that carry double pronunciations depending on the presence of a hardening dot
- (Daghesh)

- Basic Nouns and Pronouns: Explains gender (masculine/feminine) and number (singular/plural) classifications for foundational biblical Hebrew vocabulary
- Introduction to Prefixes and Suffixes

CATEGORY	DETAILS
Core Competencies	• Reflective thinking • Comparative analysis • Logical reasoning • Scriptural literacy. • Structural analysis
Core Values	• Accountability. • Articulation. • Respect for forms. • Utility. • Precision.
Pedagogical Approaches	• Lecture methods. • Narrative Approach • Problem-based learning. • Group presentations • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching).
Learning Resources	• The Bible; old Testament section • National Curriculum for Basic Education. • Online databases • Multimedia Resources. • Biblical commentaries.
Assessment Methods	• Take home Assignments. • Quizzes. • Mid-semester test. • Class Participation. • End of semester examination.

REFERENCES AND FURTHER READING

The Bible. Revised Standard Version. (2021). National Council of Churches.

Kahn, L. (2021). *The Routledge introductory course in Biblical Hebrew*. Routledge.

NCE 200 Level: First Semester

CRS 211 Paul and His Writings

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

The course *Paul and His Writings* offers students a concise yet thorough understanding of the life, ministry, and theological significance of Apostle Paul within his historical and religious context. It explores his background, dramatic conversion, missionary journeys, and experiences of persecution as recorded in Acts and his letters, showing how these shaped his calling and message to both Jews and Gentiles. The course also focuses on a critical study of Paul's epistles, with particular attention to Romans, Galatians, and Corinthians, examining their audiences, purposes, and major themes such as justification by faith, grace and law, salvation, Christian freedom, church unity, and ethical living. Through this study, students gain insight into Paul's response to doctrinal and ethical challenges in the early Church and appreciate the continuing relevance of Pauline theology for contemporary Christian faith and practice.

RELEVANCE STATEMENT

The course *Paul and His Writings* is highly relevant because it provides learners with a solid foundation for understanding Christian theology, ethics, and church life as shaped by the teachings of Apostle Paul. By studying his life and epistles, students gain insight into how core Christian doctrines such as salvation by grace, justification by faith, moral responsibility, and unity in the Church were articulated and applied within real historical and social contexts. The course also equips learners to interpret contemporary religious, ethical, and societal issues through Pauline perspectives, making it valuable for theological education, ministerial training, and the practical living of the Christian faith in today's diverse and challenging world.

COURSE OBJECTIVES

The objectives of this course are to:

1. State the life, background, conversion, and missionary ministry of Apostle Paul, highlighting his significant contributions to the growth and expansion of the early Church.
2. Examine the historical, cultural, and religious contexts that shaped Paul's mission to both Jews and Gentiles and strengthened the universal nature of the Church.
3. Express the purpose, structure, major themes, and theological depth of Paul's epistles.
4. Interpret key Pauline doctrines such as justification by faith, grace, salvation, Christian freedom, church unity, and ethical living.
5. Explore how Paul's teachings, leadership, and pastoral responses addressed doctrinal and moral challenges and continue to influence the Church today.

LEARNING OUTCOMES

By the end of the course, learners should be able to:

1. Describe Apostle Paul's life, conversion experience, missionary journeys, and enduring contributions to the establishment and development of the early Church.
2. Identify and explain the major themes and purposes of Paul's key epistles, especially Romans, Galatians, and Corinthians.
3. Analyse Pauline theological teachings and assess their impact on Christian doctrine, ethics, and church life.
4. Apply insights from Paul's writings to contemporary Christian ministry, moral decision-making, and societal issues.
5. Demonstrate critical and informed interpretation of Pauline texts, showing an understanding of Paul's lasting influence on Christian faith and practice.

COURSE CONTENT

- Introduction to the Course: Scope, aims, and relevance of studying Apostle Paul and his writings
- Background and Early Life of Apostle Paul: Paul's birth, Jewish heritage, Roman citizenship, education, and early religious formation
- Paul as a Persecutor and His Conversion: Persecution of the early Church and the Damascus Road experience
- Paul's Missionary Ministry: Overview of Paul's missionary journeys and the spread of Christianity
- Paul's Contribution to the Growth of the Early Church: Church planting, leadership development, Gentile mission, and pastoral influence

- Meaning, Nature, and Classification of Epistles: Definition of epistles and grouping of Paul's letters
- Paul's Writing Style and Literary Structure: Characteristics and forms of Pauline epistles
- The Epistle to the Romans: Background, purpose, audience, themes, and theological importance
- Paul's Theology of Justification by Faith: Faith, grace, law, sin, and salvation in Romans
- The Epistle to the Galatians: Christian freedom, grace versus law, and Paul's response to Judaizers
- The Epistles to the Corinthians: Church problems, ethical issues, unity, and pastoral teachings
- Contemporary Relevance of Paul's Writings: Application of Pauline theology to modern Christian life, church, and society

CATEGORY	DETAILS
Core Competencies	• **Doctrinal understanding** • **Theological reasoning** • **Ethical judgement** • **Cultural sensitivity** • Scriptural literacy
Core Values	• Accountability • Prudence. • Responsibility. • Diligence. • Justice.
Pedagogical Approaches	• Lecture • Narrative Approach. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • Group presentations Storytelling. • Case studies.

CATEGORY	DETAILS
Learning Resources	• The Holy Bible (especially Acts, Romans, Galatians, and Corinthians). • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching multimedia Resources • Documentaries. • Prints and Textual materials.
Assessment Methods	• Quizzes • Assignments • Oral presentation. • Case study analysis of contemporary religious and ethical issues • End of semester written examinations

REFERENCES AND FURTHER READING

Adewale, O. A. (2011). *Paul and his writings*. National Open University of Nigeria

Quarcoopome, T. N. O. (1993). *The Pauline epistles: Background, growth, and theological themes*. African Universities Press

CRS 212 The Church from Reformation to Evangelical Revival of 18th Century

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

The course gives overview to the evangelical revival and modern missionary movements. The examination of the status of the church before Reformation. The developments that followed emanating evangelical revivals and the counter Reformation will be considered.

RELEVANCE STATEMENT

The Course will bring into limelight the causes and consequences of the history of the religious revolution, the Reformation, tagged to Martin Luther which led to various developments including State involvements. It is directive on the essence of prudent leadership to avoid chaos. The course exposes the essence of focused action and determination just as Luther did which led to reformation of the church. Though some of the many outcomes such as doctrinal multiplicity and Proliferation are yet to be contented by the church today. This points to the fact that what appears to be the solution to a problem may

result into unimaginable outcomes if not checked. Therefore, this course can be epitomised to teach the importance of prudent leadership that puts into consideration the right approach, considers the peoples interests and complaints, keeps to the rule of law and other requirements to make for congenial society by countering the threats to lives of those who complained. It equally settles the essence of dialogue, especially at the inception of the Problem before it gets to revolutionary stage. Basically, highlighting that whatever victory gotten out of peaceful dialogue, no matter how expensive, is cheaper and better than victory gotten out of war or revolution.

COURSE OBJECTIVES

The objectives of this course are to:

1. Examine the status of the church before the Reformation of 16th century.
2. Trace the coming of Martin Luther into History and his role during the period under Review.
3. Discuss the development of other Christian denominations such as the Methodists and other Protestant churches.
4. Express the rise and contributions of the evangelists of the era such as John Wesleys, Calvin etc.
5. Analyse the Catholic response to Reformation.
6. Critique the dogmatic and reformatory role of council of Trent.
7. Develop a template for tolerance among Christians in the mission field.

LEARNING OUTCOMES

By the end of the Course, the students should be able to:

1. Justify the position of the church before Reformation of 16th century.
2. Explain the roles of Martin Luther to the Reformation.
3. Point out the consequences that emanated from Reformation.
4. Analyse the Roman Catholic Counter Reformation.
5. Compare the dogmatic and reformative roles of council of Trent.
6. Recommend solutions for diverse division in our society.

COURSE CONTENT

The status of the church before Reformation. The Justification for Reformation.

- Martin Luther and Reformation

- The outcomes of the Reformation: the Lutheran church
- Anglican Church, Methodist Church, doctrinal developments, major evangelists of the era etc. Counter Reformation.
- Council of Trent
- The Jesuits
- Tolerance and mission
- Justice in discharge of duties
- Inquisition during the period under Review
- Themes- Celibacy and Simony

CATEGORY	DETAILS
Core Competencies	• Theological reasoning. • Biblical authority. • Ethical judgement • Logical reasoning. • Problem solving skills.
Core Values	• Justification. • Prudence • Rationality • Resourcefulness. • Resilience
Pedagogical Approaches	• Lecture – discussion method • Inquiry-based learning. • Storytelling and narrative approach. • Problem-based learning (PBL) • Universal Design of Learning (UDL) approach
Learning Resources	• Documentaries. • National Curriculum for Basic Education. • Online databases. Slides. • Religious and historical prints and texts. • Multimedia and Digital resources.

CATEGORY	DETAILS
Assessment Methods	• Continuous assessment through class work quizzes, oral presentations • Note assessment, debates, assignments, and project. • Group discussions and peer evaluations • Source analysis of biblical and historical documents • End of semester examination

REFERENCES AND FURTHER READING

Noll, M. A. (2004). *The rise of evangelicalism*: *The age of Edwards, Whitefield and the Wesleys*. InterVarsity Press

Scribd Syllabus Guide. (2025). From Wittenberg to Aldersgate: A visual timeline of church transformation (PowerPoint slides). *scribd.com*

CRS 213 Methodology of Christian Religious Studies

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces students to the principles, methods, and practical skills required for effective teaching of Christian Religious Studies (CRS) at the basic education level. It focuses on the aims and objectives of CRS in the holistic development of learners, the professional qualities of a CRS teacher, and the roles of various agencies of religious education, including the home, church, school, and mass media. Students are trained in the development and use of instructional materials, lesson planning, micro-teaching, and the application of teaching methods such as conceptual, Bible-centred, indoctrination, and hermeneutical approaches. Special emphasis is placed on analysing and applying the NERDC CRS curriculum for Basic 1–9, with practical classroom demonstrations to bridge theory and practice. By the end of the course, students are equipped to plan, deliver, and evaluate CRS lessons effectively.

RELEVANCE STATEMENT

This course is relevant because it equips learners with both theoretical knowledge and practical skills for teaching CRS. It helps student-teachers understand the aims of CRS, the professional qualities required for effective instruction, and the roles of various educational agencies. By emphasising lesson planning, instructional materials, and

teaching methods, the course ensures that future CRS teachers can apply the NERDC curriculum confidently, promote moral and spiritual development, and foster a culturally sensitive and ethically responsible learning environment.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the aims and objectives of Christian Religious Studies in the holistic development of learners.
2. Identify and demonstrate the professional and moral qualities of an effective CRS teacher.
3. Examine the roles of the home, church, school, and mass media as agencies of religious education.
4. Explain and apply concepts of motivation and discipline to enhance learning in the CRS classroom.
5. Develop, select, and use appropriate instructional materials for teaching CRS.
6. Apply suitable teaching methods for communicating religious truth, including conceptual, Bible-centred, indoctrination, and hermeneutical approaches.
7. Prepare detailed lesson plans and participate effectively in micro-teaching exercises.
8. Develop schemes of work and instructional strategies for teaching CRS.
9. Analyse and apply the NERDC CRS curriculum for Basic 1–9 in practical classroom situations.
10. Use reflective thinking to evaluate teaching performance and improve instructional strategies.
11. Apply CRS knowledge effectively to promote moral, spiritual, and ethical development among learners.

LEARNING OUTCOMES

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

1. Demonstrate understanding of the aims and objectives of CRS in the holistic development of learners.
2. Exhibit professional attitudes and ethical qualities expected of an effective CRS teacher.
3. Explain the roles of the home, church, school, and mass media in promoting religious education.

4. Apply motivation and discipline strategies to enhance effective learning in CRS.
5. Design, select, and use appropriate instructional materials for teaching CRS concepts.
6. Employ suitable teaching methods, including conceptual, Bible-centred, indoctrination, and hermeneutical approaches.
7. Prepare detailed lesson plans and participate confidently in micro-teaching exercises.
8. Develop schemes of work and instructional strategies aligned with the CRS curriculum.
9. Interpret and implement the NERDC CRS curriculum for Basic 1–9 effectively.
10. Reflect on personal teaching performance and adjust strategies to improve learning outcomes.
11. Apply CRS knowledge to promote moral, spiritual, and ethical growth among learners

COURSE CONTENT

- Introduction to the Methodology of Teaching CRS: Meaning and scope of CRS methodology Objectives of teaching Christian Religious Studies
- The place of CRS in the Nigerian educational system
- Aims and Objectives of CRS Education
- Educational, moral, spiritual, and social aims of CRS.
- CRS and character formation of the child
- CRS and national development
- The CRS Teacher
- Qualities and roles of a good CRS teacher
- Professional ethics and moral responsibility of the CRS teacher
- Teacher as a role model in faith and conduct
- Agencies of Christian Religious Education
- The home as an agency of religious education
- The church as an agency of religious education
- The school as an agency of religious education
- The mass media and contemporary agencies
- Psychological Foundations of Teaching CRS.
- Understanding the learner and stages of development
- Motivation in teaching and learning CRS.
- Discipline and classroom management in CRS lessons

- Instructional Materials in CRS Teaching
- Meaning and importance of instructional materials
- Types of instructional materials used in CRS.
- Development and improvisation of CRS teaching aids
- Methods of Teaching Christian Religious Studies
- Conceptual approach
- Bible-centred approach
- Storytelling method
- Discussion method
- Dramatisation and role-play
- Inquiry and activity-based methods
- Communication of Religious Truth
- Meaning and challenges of communicating religious knowledge
- Indoctrination and its implications
- Hermeneutics and interpretation of biblical texts
- Contextual teaching of religious concepts
- Selection and Effective Use of Instructional Materials
- Criteria for selecting appropriate teaching aids
- Effective utilisation of audio-visual materials
- Evaluation of instructional materials
- Lesson Planning in CRS.
- Meaning and importance of lesson planning
- Components of a CRS lesson plan
- Writing behavioural objectives in CRS.
- Micro-Teach Meaning and purpose of micro-teaching
- Skills involved in micro-teaching
- Classroom demonstration and feedback
- Planning for Instruction in CRS.
- Scheme of work in CRS.
- Weekly and termly planning
- Aligning CRS lessons with curriculum objectives

- The National CRS Curriculum (NERDC)
- **Overview of the NERDC CRS curriculum for Basic Education:** Basic 1–9
- Content analysis of the curriculum
- Practical classroom application of the curriculum
- Contemporary Issues in CRS Teaching
- Challenges of teaching CRS in a pluralistic society
- Use of ICT in CRS teaching
- Professional development of CRS teachers

CATEGORY	DETAILS
Core Competencies	• Pedagogical Skills • Curriculum Analysis • Instructional Material Development • Classroom Management • Reflective Practice.
Core Values	• Accountability 2.Patriotism 3.Faithfulness 4.Collaboration. 5.Responsibility. .
Pedagogical Approaches	• Interactive lectures combining theory with discussion and examples. • Guided Bible study and textual analysis for lesson development. • Demonstration and micro-teaching to develop practical classroom skills. • Group discussions and collaborative learning for peer engagement. • Case studies to apply CRS teaching methods to real-world scenarios. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching).
Learning Resources	• Textbooks and reference materials on CRS methodology and religious education. • The Holy Bible (for lesson planning and practical application). • NERDC CRS curriculum documents for Basic 1–9. Instructional materials: charts, flashcards, storybooks, audio-visual aids, and digital resources. • Scholarly journals, articles, and online materials on CRS pedagogy. • Classroom observation guides and micro-teaching tools.

CATEGORY	DETAILS
Assessment Methods	• Continuous assessment: class participation, quizzes, and short assignments. • Micro-teaching exercises evaluating lesson planning, delivery, and instructional materials use. • Written assignments and reflective essays on CRS methodology and classroom practice. • End-of-semester examination

REFERENCES AND FURTHER READING

The Bible. Revised Standard Version. (2021). National Council of Churches.

Ndubuisi, F. N. (2006). *Methodology of religious education in Nigerian schools*. West African Publishers.

Federal Ministry of Education. (2013). *9-Year basic education curriculum: Christian Religious Studies* (JSS 1–3)

CRS 214 Introduction to Philosophy of Religion.

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces the students to the nature of philosophical thinking, the way philosophical problems arise and the characteristics of philosophical questions.

RELEVANCE STATEMENT

A lot has been said and is being said about the Christian religion which needs to be responded to. Hence this course helps to equip the learner with the basic knowledge and basic skills to address such challenges. It exposes students to logical approach to religious studies.

COURSE OBJECTIVES

The objectives of this course are to:

1. Know the characterisation of philosophy in its various form
2. Understand the concepts of Faith and reason, and how it relates to human reality particular in the study and practice of the Christian faith in a world of faith and reason.

3. Give evidence for the Existence of God and all the convincing available proofs at a time when the Christian faith and the existence of God is being doubted.
4. Understand the issue of the Immortality of the soul and its relevance to Christian living today. More so, at it affects inter-personal and intra-personal relations in our society.
5. Have the proper grasp of the problem of Sin and Evil as misunderstood by many. This will help in encouraging faith in God and hamper careless and faithless living.
6. Understand how to develop Personal Skill for handling Emotional and Mental Illness which plague humanity in different areas and at different times.
7. Trace the historical origin and development of this field of study while demonstrating self-awareness by reflecting on how historical events shape personal beliefs, values, and identity.

LEARNING OUTCOMES

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

1. Present and teach the various the fields and thoughts in the philosophy of Religion
2. Show expertise on the issues of Faith and reason, and how it relates to human reality particular in the study and practice of the Christian faith in a world of faith and reason.
3. Readily present at the slightest opportunity evidences for the Existence of God without any reasonable doubt.
4. In inter-personal and intra-personal relations in our society, the leaner should be able to show understanding as it concerns the Immortality of the soul and its relevance to Christian living.
5. Show mastery in word and deed the problem of Sin and Evil, thereby, encouraging faith in God and hampering careless and faithless living.
6. Develop Personal Skill for handling Emotional and Mental Illness which plague humanity.

COURSE CONTENT

Issues to be considered in this course include: Characterisation of philosophy. Faith and reason

Existence of God. Immortality of the soul. The problem of Sin and Evil. Personal Skill for handling Emotional and Mental Illness.

CATEGORY	DETAILS
Core Competencies	• Critical thinking • Analytical skills • Teamwork • Creativity • Biblical literacy • Doctrinal understanding.
Core Values	• Empathy • Respect for diversity • Integrity • Ethical judgement • Moral reasoning
Pedagogical Approaches	• Interactive lectures. • Group discussions. • Role-plays. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching. reflective • Exercises, and Inquiry-based learning.
Learning Resources	• Prints and Textual Resources. • The Holy Bible. • Digital and Multimedia Resources. • Online databases. • National Curriculum for Basic Education.
Assessment Methods	• Quizzes • Oral Presentations. • Assignments. • Mid-semester test. • End-of-semester examinations.

REFERENCES AND FURTHER READING

Taliaferro, C. (2024). *Philosophy of religion: A beginner's guide* (2nd ed.). Oneworld Publications

Walls, J. L. (Ed.). (2023). *The Oxford handbook of philosophy of religion*. Oxford University Press

Agada, J. (Ed.). (2026). *Contemporary African philosophy of religion: Emerging issues and perspectives*. Springer Nature.

CRS 215 Introduction to Christian Ethics

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces students to the foundations of Christian ethics, examining biblical, theological, and social principles that guide moral decision-making. It addresses personal, family, societal, and national ethical issues confronting the Christians and contemporary society.

RELEVANCE STATEMENT

This course equips students with ethical understanding necessary for responsible Christian living and effective teaching of moral values in schools and society. The course supports character formation, civic responsibility, and ethical leadership in line with NCCE philosophy.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the nature, sources, and importance of Christian ethics.
2. Identify major ethical issues affecting individuals, families, and society.
3. Develop positive moral attitudes rooted in Christian values.
4. Show commitment to ethical conduct in personal and professional life.
5. Apply Christian ethical principles to real-life situations.
6. Demonstrate ability to teach ethical concepts effectively in classroom settings.

LEARNING OUTCOMES

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

1. Discuss biblical responses to contemporary ethical challenges.
2. Evaluate moral issues from a Christian perspective.
3. Translate ethical teachings into practical lessons for learners.

COURSE CONTENT

- Introduction to Christian Ethics
- Sources and Nature of Christian Ethics
- Family Ethics
- Social Ethics
- Political and National Ethics
- Ethics of Marriage and Divorce
- Sexual Ethics
- **Ethics of Life:** Abortion and Euthanasia
- Ethics of Property, Poverty, and Wealth
- Ethics of Work and Economic Life
- Ethics and HIV/AIDS.
- Ethics and Substance Abuse
- Ethics and Human Relationships
- Role of the Church in Ethical Issues
- Revision and Examination

CATEGORY	DETAILS
Core Competencies	• Ethical reasoning • Moral judgement • Teaching competence in ethics • Critical analysis • Reflective thinking.
Core Values	• Integrity • Responsibility • Respect for human life and dignity • Justice. • Patriotism

CATEGORY	DETAILS
Pedagogical Approaches	• Lecture methods. • Case studies • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • Role-play • Micro-teaching.
Learning Resources	• The Holy Bible • Christian ethics textbooks • Relevant policy and social documents • Multimedia Resources. • National Curriculum for Basic Education.
Assessment Methods	• Class Participation • Assignments • Continuous Assessment Test • Final Examination • Teaching practice evaluate

REFERENCES AND FURTHER READING

Bujo, B. (2015). *African Christian ethics.* Pauline Publications Africa

Rae, S. B. (2018). *Moral choices: An introduction to ethics (4th ed.).* Zondervan Academic

CRS 216 Christian Doctrine

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course is designed to provide a comprehensive exploration of the foundational beliefs of the Christian faith. It bridges the gap between ancient scripture and contemporary life, helping students understand not just what Christians believe, but why those beliefs matter and how they have been shaped throughout history.

This course serves as a systematic study of the central tenets of Christianity. It will examine the core "pillars" of faith – ranging from the nature of God and the authority of Scripture to the person of Jesus Christ and the hope of the future.

The curriculum follows a Systematic Theology framework, which organises the teachings of the Bible into categorical topics. Students will engage with historical creeds, theological debates, and the practical application of doctrine in daily life and ministry.

RELEVANCE STATEMENT

This course provides a systematic study of the essential beliefs of the Christian faith. It is designed to help students navigate the "what" and "why" of Christian theology, tracing the development of core tenets from biblical foundations through historical consensus.

The goal is not just intellectual head knowledge, but a holistic understanding of how these doctrines shape a Christian worldview, influence ethics, and inform the life of the Church. Whether you are a seeker, a new believer, or a seasoned student of theology, this course offers a structured environment to explore the nature of God, the person of Jesus Christ, and the hope of the Gospel.

COURSE OBJECTIVES

The objectives of this course are to:

1. Provide a Systematic Framework: Equipping students with a structured understanding of major theological categories (e.g. Christology, Soteriology, Eschatology).
2. Trace Historical Development: Examining how Christian doctrine has been articulated and defended through the centuries, from the early church councils to the Reformation and modern era.
3. Encourage Critical Thinking: Developing the ability to analyse different theological perspectives and evaluate them based on biblical evidence and logical consistency.
4. Foster Spiritual Maturity: Demonstrating how "right thinking" (orthodoxy) leads to "right living" (orthopraxy) and a deeper relationship with God.

LEARNING OUTCOMES

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

1. Articulate Core Beliefs: Clearly explain the fundamental doctrines of the Trinity, the incarnation of Christ, and the nature of salvation.
2. Navigate Scripture: Locate and apply key biblical passages that serve as the foundation for specific theological stances.

3. Identify Theological Traditions: Recognise the differences and similarities between major traditions (e.g. Reformed, Catholic, Wesleyan, Pentecostal) regarding key doctrinal issues.
4. Defend the Faith: Construct a coherent, biblical defence of Christian beliefs against common contemporary challenges and misconceptions.
5. Apply Doctrine to Ethics: Connect theological truths to modern ethical dilemmas, showing how doctrine informs a Christian worldview in the 21st century.

COURSE CONTENT

- The Authority of Scripture (Bibliology): An examination of the inspiration, inerrancy, and sufficiency of the Bible
- We explore how a collection of 66 books is considered the authoritative Word of God
- The Nature of God (Theology Proper): A study of God's attributes (holiness, love, omniscience) and the doctrine of the Trinity – the mystery of one God in three co-equal, eternal persons: Father, Son, and Holy Spirit
- Creation and Providence: Investigating the origin of the universe and God's ongoing involvement in sustaining and governing his creation
- The Person of Jesus Christ (Christology): Focusing on the "Hypostatic Union" – the reality of Jesus being fully God and fully man
- This includes his pre-existence, virgin birth, and sinless life
- The Work of Christ (Atonement): Analysing the significance of the crucifixion and resurrection
- We will discuss various "theories of atonement," such as Penal Substitution and Christus Victor
- The Holy Spirit (Pneumatology): Understanding the personhood and work of the Spirit in conviction, regeneration, indwelling, and the distribution of spiritual gifts
- Humanity and Sin (Anthropology & Hamartiology): Exploring what it means to be made in the Imago Dei (Image of God) and the devastating impact of the Fall on human nature and the world
- Salvation by Grace (Soteriology): A deep dive into the process of redemption, covering topics like justification, sanctification, election, and the role of faith versus works
- The Church (Ecclesiology): Defining the nature, mission, and ordinances (or sacraments) of the Church, such as Baptism and Communion, and its role as the "Body of Christ." The Last Things (Eschatology): Studying the biblical perspective on

the return of Christ, the final judgement, the resurrection of the body, and the restoration of all things in the New Heavens and New Earth

CATEGORY	DETAILS
Core Competencies	• Critical thinking. • Reflective thinking. • Self-discipline. • Doctrinal analysis • Logical reasoning.
Core Values	• Humility • Tolerance • Justice and fairness • Patriotism. • Prudence.
Pedagogical Approaches	• Discussion • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • Use of the media, role play • Storytelling. • Lecture methods.
Learning Resources	• The Bible • The Creeds • National Curriculum for Basic Education. • Documentaries • Online databases.
Assessment Methods	• Tests • Quizzes • Assignments • End of semester Examination

REFERENCES AND FURTHER READING

The Bible. *Revised Standard Version.* (2021). National Council of Churches.

Grudem, W. (2020). *Systematic theology: An introduction to biblical doctrine (2nd ed.).* Zondervan Academic.

McGrath, A. E. (2013). *Christian theology: An introduction.*

CRS 217 Introduction to the Theology of St. John's Gospel

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

The Introduction to the Theology of St. John's Gospel for NCE 2 is a foundational study of the Fourth Gospel's distinct theological layout. This course introduces students to the historical background, literary structure, and unique theological themes that separate John from the Synoptic Gospels. Students will explore how the writer uses signs, discourses, and symbols to reveal the identity and mission of Jesus Christ.

RELEVANCE STATEMENT

For pre-service teachers in Christian Religious Studies (CRS), this course provides the structural and theological depth needed to interpret the New Testament accurately. Mastering the profound symbolism of John's Gospel helps educators move beyond surface-level storytelling. It allows them to teach abstract concepts like faith, salvation, and the Holy Spirit in clear, simple ways to primary and junior secondary school pupils.

COURSE OBJECTIVES

By the end of the course, the students should able to:

1. Introduce the unique historical, cultural, and theological background of John's Gospel.
2. Trace the development of the primary theological themes throughout the text.
3. Analyse how the author uses literary symbols and metaphors to communicate divine truth.
4. Prepare students to integrate Johannine theology into standard basic education curricula.

LEARNING OUTCOMES

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

1. Outline the major differences in structure and style between John and the Synoptics.
2. Define the major Christological titles used in the introductory chapters of the Gospel.
3. Explain the theological meaning behind Jesus' early miracles and discourses.
4. Formulate instructional strategies to teach John's foundational lessons to younger learners.

COURSE CONTENT

- Background and Literary Character: The identity of the author and the target audience
- Date, place of writing, and historical context
- Structural overview: The Prologue, Book of Signs, and Book of Glory
- **The Synoptic Problem and the Johannine Difference: Key omissions in John:** e.g. no parables, no exorcisms, no infancy narratives
- **Key additions in John:** e.g. early Judean ministry, lengthy discourses
- **Chronological differences:** e.g. the cleansing of the Temple, date of the crucifixion
- The Prologue and Early Christology: The Logos concept: Origins, meaning, and theological weight
- The Incarnation: Grace and truth replacing the Mosaic Law
- Early testimonies: John the Baptist, Andrew, Philip, and Nathanael
- The Theology of Signs: Introduction to the concept of Semeion (Sign) vs. Dynamis (Miracle).
- The Wedding at Cana: The abundance of the new covenant
- The Cleansing of the Temple: Jesus as the new sanctuary
- Key Early Discourses: The Dialogue with Nicodemus: Theology of regeneration and the Spirit
- The Dialogue with the Samaritan Woman: Universal salvation and true worship
- The concept of "Believing" and "Eternal Life" as present realities

CATEGORY	DETAILS
Core Competencies	• Critical thinking • Analytical skills • Reflective thinking • Logical reasoning • Empathy • Spiritual reflection.

CATEGORY	DETAILS
Core Values	• Sincerity • Integrity • Humility • Tolerance • Peace and Reconciliation
Pedagogical Approaches	• Group discussions. • Role-plays • Inquiry-based learning. • Lecture method. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Print and Textual Resources. • The Holy Bible. • National Curriculum for Basic Education. • Digital and Multimedia Resources. • Online databases. .
Assessment Methods	• Quizzes. • Assignments. • Class Participation. • Group work. • End of semester examination.

REFERENCES AND FURTHER READING

Kruse, C. G. (2017). *John: An introduction and commentary (Tyndale New Testament Commentaries, Vol. 4*). InterVarsity Press.

The Bible: Revised Standard Version (2021). National Council of Churches.

Ford, D. F. (2022). *The Gospel of John: A theological commentary.* Baker Academic.

CRS 218 Religious Politics and Nigerian Society.

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course provides a foundational analysis of the historical, sociological, and political interactions between religion and the state in Nigeria. It explores how the three dominant religious traditions – Islam, Christianity, and African Traditional Religion (ATR) – shape the nation's political landscape, governance, and policy-making frameworks. Students critically analyse key themes including religious pluralism, secularism, the manipulation of religious identities during elections, sectarian violence, and the role of faith-based organisations in national peacebuilding.

RELEVANCE STATEMENT

In a deeply pluralistic society, religious sentiments often dictate socio-political alignments, electoral outcomes, and communal peace. This course is vital for NCE 2 students because it equips future educators with the critical thinking and pedagogical tools needed to foster civic responsibility, religious tolerance, and national cohesion in classroom environments. By deconstructing religious biases, teachers can guide basic education learners toward harmonious coexistence and counter the spread of religious radicalism or ethnic polarisation.

COURSE OBJECTIVES

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

1. Examine the historical roots of religious intervention in Nigerian governance from the pre-colonial era to the present day.
2. Analyse the constitutional status of religion in Nigeria, highlighting the tension between state secularism and religious realities.
3. Expose the structural and immediate causes of ethno-religious conflicts across Nigeria's geopolitical zones.
4. Evaluate the contributions of religious leadership and civil society groups toward democracy, advocacy, and social welfare.
5. Equip student-teachers with conflict resolution strategies to handle faith-based differences professionally in school environments.

LEARNING OUTCOMES

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

1. Differentiate between genuine religious practices and the political exploitation of faith
2. By elites.
3. Appraise constitutional clauses addressing freedom of thought, conscience, and religion within the federal framework.
4. Identify early indicators of sectarian crises and propose community-based or institutional mitigation strategies.
5. Design neutral, inclusive lesson plans that promote multi-faith respect and eliminate religious bigotry among basic education pupils.
6. Demonstrate objective analytical skills when assessing national socio-political issues influenced by religion.

COURSE CONTENT

- The syllabus is divided into instructional units covering historical, structural, and contemporary themes: Conceptual Foundations
- Definitional frameworks: Religion, Politics, Secularism, and Theocracy
- **Theoretical perspectives on the social functions of religion:** e.g. structural-functionalist and Marxist critiques
- Culture as the overarching matrix enclosing religious and political sub-systems
- Brief historical Evolution of Religion & State in Nigeria
- Section 10 of the Nigerian Constitution: The debate over secularity versus a multi-religious state status
- State institutions and religious patronage: Government funding of pilgrimages (Hajj and Jerusalem commissions) national mosques, and national chapels
- Use of the pulpit and minbar for political endorsements, mobilisation, and civil resistance
- Impact of religion on Nigerian politics
- Case studies of major religious clashes: Maitatsine riots, Kaduna crises, Boko Haram insurgency, and pastoralist-farmer friction
- The role of umbrella bodies in maintaining peaceful coexistence

CATEGORY	DETAILS
Core Competencies	• Critical thinking. • Analytical skills. • Doctrinal understanding • Ethical reasoning. • Theological reasoning
Core Values	• Empathy and sincerity. • Respect for diversity • Integrity • Justice and Fairness • Responsibility
Pedagogical Approaches	• Use of texts, videos, maps, charts, storytelling, and artefacts to explain historical content. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • Inquiry-based learning. • Lecture methods
Learning Resources	• Prints and Textual. Resources. • National Curriculum for Basic Education. • Online databases. • Community and Experiential Resources. • Digital and Multimedia Resources.
Assessment Methods	• Source analysis (documents, historical texts, artefacts). • Oral presentations on Religious movements or historical figures. • Case study analysis of contemporary religious issues. • End of semester examinations

REFERENCES AND FURTHER READING

Falola, T. (2025). *Religion and politics in Nigeria: Myths, realities, and power dynamics*. ResearchGate.

Paden, J. N. (2023). *Religion and political culture in Kano*. University of California Press.

NCE 200 Level: Second Semester

CRS 221 The Synoptic Gospels

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course explores the Synoptic Gospels (Matthew, Mark, Luke) focusing on their similarities, differences, and unique portrayals of Jesus Christ. Students will analyse the historical context, literary features, and theological themes.

RELEVANCE STATEMENT

The study of the Synoptic Gospels equips students with critical historical, theological, and literary insights into the life and teachings of Jesus Christ. By analysing the unique perspectives and shared source materials of Matthew, Mark, and Luke, student-teachers develop the advanced pedagogical and analytical skills necessary to teach Christian Religious Studies effectively in basic education schools. Furthermore, this course fosters moral development, objective scriptural interpretation, and the ability to relate gospel values to contemporary Nigerian societal challenges.

COURSE OBJECTIVES

1. Understand the Synoptic Gospels' structure and content
2. Identify similarities and differences among Matthew, Mark, and Luke
3. Analyse the historical and cultural context of each Gospel
4. Explain key theological themes in the Synoptic Gospels
5. Develop skills for interpreting and teaching Synoptic Gospel texts
6. Appreciate the Synoptic Gospels' relevance for Christian faith and practice

LEARNING OUTCOMES

At the end of the lesson the students should be able to:

1. Explain Synoptic Gospels' similarities and differences.
2. Analyse Synoptic texts in context.
3. Describe each of the key theological themes in the Synoptic Gospels
4. Apply Synoptic teachings to life and teaching.
5. Demonstrate skills for interpreting and teaching Synoptic Gospel texts

6. Show appreciation of the Synoptic Gospels' relevance for Christian faith and practice

COURSE CONTENT

- Introduction to Synoptic Gospels
- Gospel of Mark: Structure and themes
- Gospel of Matthew: Christ as Messiah
- Gospel of Luke: Jesus as Saviour
- Synoptic Problem and solutions
- **Birth narratives:** Matthew and Luke
- **Ministry of Jesus:** miracles, parables
- **Passion narratives:** arrest, trial, crucifixion
- Resurrection accounts
- **Theological themes:** Kingdom, discipleship, ethics
- Application of Synoptic teachings

CATEGORY	DETAILS
Core Competencies	• Biblical interpretation • Contextual understanding • Teaching and application • Logical reasoning. • Analytic reasoning.
Core Values	• Appreciation of Scripture • Respect for diverse Gospel perspectives • Integrity in applying biblical teachings
Pedagogical Approaches	• Lecture-discussions • Group Bible studies • Comparative analysis of texts • Micro-teaching practice • Problem based • Learning.

CATEGORY	DETAILS
Learning Resources	• Holy Bible (RSV) • National Curriculum for Basic Education. • Commentaries • Synoptic Gospel textbooks • Online databases.
Assessment Methods	• Class Participation • Assignments • Continuous Assessment Test. • End of Semester Examination

REFERENCES AND FURTHER READING

The Bible, Revised Standard Version. (2021). National Council of Churches.

Huck, A. (1992). *Synopsis of the first three Gospels*. H. Greeven, Ed.; J.C.B. Mohr.

CRS 222 History of Christianity in West Africa Up to Early 20th Century.

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

The aim of the Course is to understand what church History is and to apply this in reconstructing the History of the church in West Africa from the Portuguese missions to the rise of independent churches. Emphasis will be placed on missionary activities, West African response and patterns of religious change.

RELEVANCE STATEMENT

The study of the History of Christianity in West Africa is highly relevant because it maps the transformation of the regions religious, social and political landscapes and explain the roots of the current, rapid growth of Christianity on the continent.

It provides a critical framework for understanding how Christian missions interacted with, transformed and were sometimes reshaped by African culture ultimately leading to the emergence of indigenous and African initiated churches.

COURSE OBJECTIVES

1. Explain how Christianity was planted and spread in West Africa nations (Nigeria, Ghana, Liberia etc.)
2. Describe the key roles and challenges of early European missionaries.
3. Identify the crucial roles played by local Africans and indigenous movements in Christianity expansion.
4. Analyse the difficulties missionaries faced and the strategies used to overcome them.
5. Discuss the impact of Christianity on West African societies, and its introduction of new ideas.

LEARNING OUTCOMES

By the end of the Course the students should be able to:

1. Narrate how Christianity was planted in Nigeria and other African countries.
2. Explain the roles placed by Crowther and Shanahan in missionary activities.
3. Discuss the place of Henry the Navigator in European missionaries.
4. Analyse the features of African independent movement.
5. Reconstruct the attraction behind Indigenous Churches.
6. Criticise the impact of missionaries in African societies.

COURSE CONTENT

History and Church History**.** Factors that affected missionary working W. Africa. The Portuguese missions to West Africa. The roles of Henry the Navigator.

- The establishment of Sierra Leone
- Roman Catholic and Protestant missionary activities in West Africa with particular reference to Nigeria
- The causes of rise of independent churches
- The features of African initiated churches movement

The comparative study of Orthodox and Independent churches.

Detailed History of some Independent churches. Interaction between Christianity and African traditional religion

CATEGORY	DETAILS
Core Competencies	• Critical thinking • Analytical skills • Teamwork • Creativity • Historical interpretation
Core Values	• Integrity • Respect • Tolerance • Prudence • Justice
Pedagogical Approaches	• Lecture-discussions • Group discussions • Comparative analysis of texts • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • Problem based • Learning
Learning Resources	• Print and Textual. Resources. • Digital and Multimedia Resources. • Online databases. • Community and Experiential Resources. • National Curriculum for Basic Education.
Assessment Methods	• Quizzes. • Assignments • Class work • Case study analysis • End of Semester examination

REFERENCES AND FURTHER READING

Isichei, E. (1995). *A history of Christianity in Africa: From antiquity to the present.* Wm. B. Eerdmans

Kalu, O. U. (Ed.). (1980). *The history of Christianity in West Africa.* Longman.

CRS 223 African Traditional Religion

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course provides a systematic study of African Traditional Religion (ATR) as an essential component of Christian Religious Studies. It explores the key beliefs, practices, and institutions of ATR, including the Supreme Being, man, ancestral cults, spirits, life after death, magic, medicine, priesthood, divination, and witchcraft. Learners critically examine these elements to understand their influence on morality, social life, and communal ethics in African societies. The course also investigates contemporary issues and the future of ATR, including its interaction with Christianity and its transformation in modern African contexts. Students are equipped with the knowledge and analytical skills necessary to teach ATR within the CRS curriculum, fostering cultural awareness, tolerance, and informed ethical reflection.

RELEVANCE STATEMENT

Studying African Traditional Religion enables learners to understand the spiritual, ethical, and cultural foundations of African societies. By exploring beliefs, rituals, and practices, students gain insight into moral behaviour, social norms, and community cohesion. The course fosters cultural sensitivity and tolerance while equipping student-teachers to integrate ATR knowledge into CRS instruction, drawing meaningful comparisons with Christianity and promoting ethical, culturally responsive teaching.

COURSE OBJECTIVES

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

1. Define African Traditional Religion and explain its significance, relevance, and role in African societies.
2. Describe the concept of the Supreme Being and its influence on moral and spiritual life.
3. Explain the nature of man and humanity in ATR, including ethical and social implications.
4. Analyse the ancestral cult and its influence on morality, communal life, and ethical decision-making.
5. Examine the role of spirits, divination, and priesthood in guiding human behaviour and promoting social order.

6. Explain beliefs about life after death and their cultural and spiritual significance.
7. Analyse the use and implications of magic, medicine, and witchcraft in ATR practices.
8. Evaluate the interaction between ATR and Christianity, identifying areas of convergence, conflict, and adaptation.
9. Reflect on contemporary issues in ATR and its ethical, cultural, and social relevance in modern African society.
10. Apply knowledge of ATR in teaching CRS, promoting cultural sensitivity, tolerance, and ethical awareness among learners.
11. Discuss the future of African Traditional Religion, considering its continuity, transformation, and influence on African cultural and religious life.

LEARNING OUTCOMES

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

1. Demonstrate understanding of African Traditional Religion and its significance
2. African societies.
3. Explain the concept of the Supreme Being and its role in shaping moral and spiritual life.
4. Describe the nature of man and humanity in ATR, including ethical and social implications.
5. Analyse the ancestral cult and its influence on communal life, morality, and decision-making.
6. Explain the role of spirits, divination, and priesthood in guiding human behaviour and promoting social order.
7. Discuss beliefs about life after death and their cultural and spiritual significance.
8. Evaluate the use and implications of magic, medicine, and witchcraft in ATR practices.
9. Critically assess the interaction between ATR and Christianity, recognising areas of adaptation, conflict, and convergence.
10. Reflect on contemporary issues in ATR and its ethical, cultural, and social relevance in modern African society.
11. Apply knowledge of ATR in teaching CRS effectively, fostering cultural sensitivity, tolerance, and ethical awareness among learners.
12. Predict and discuss the future of ATR, considering its continuity, transformation, and role in African cultural and religious life

COURSE CONTENT

- Introduction to African Traditional Religion (ATR)
- Meaning and scope of African Traditional Religion
- Sources of African Traditional Religion
- Characteristics and nature of ATR.
- The Concept of God (Supreme Being) in African Traditional Religion
- Names and attributes of the Supreme Being
- African understanding of God as creator and sustainer
- Comparison of the Supreme Being across African societies
- The African Concept of Humanity (Man)
- The nature of man in African worldview
- Body, soul, and spirit in African thought
- Communal understanding of personhood
- Spirits and the Spirit World
- Categories of spirits in African belief systems
- Roles of spirits in human affairs
- Relationship between spirits and the living
- Ancestral Cult
- Meaning and role of ancestors
- Qualifications for becoming an ancestor
- Functions of ancestors in African society
- Life After Death in African Traditional Religion
- African beliefs about death and the afterlife
- Concepts of immortality and reincarnation
- Burial rites and their religious significance
- Priesthood and Religious Specialists
- **Types of religious functionaries:** priests, diviners, healers
- Roles and responsibilities of priests in ATR.
- Training and initiation of religious specialists
- Divination Practices
- Meaning and purpose of divination

- Methods of divination in African societies
- Divination as a means of guidance and conflict resolution
- Magic and Medicine in African Traditional Religion
- Meaning and types of magic
- Relationship between magic, medicine, and religion Moral and social implications of magical practices
- Witchcraft Beliefs in African Traditional Religion African understanding of witchcraft
- Causes and social explanations of witchcraft accusations
- Social control and fear in witchcraft beliefs
- Morality and Ethics in African Traditional Religion Moral values in African societies
- Sanctions and rewards in traditional ethics Role of religion in maintaining social order

CATEGORY	DETAILS
Core Competencies	• Analytical Skills. • Comparative Understanding. • Cultural Awareness. • Ethical reasoning. • Reflective Thinking
Core Values	• Integrity • Respect • Tolerance • Patriotism • Cultural Pride.
Pedagogical Approaches	• Interactive Lectures • Guided Textual Analysis. Case Studies • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • Micro-Teaching and Demonstrations • Reflective Exercises

CATEGORY	DETAILS
Learning Resources	• Textbooks and Reference Books on African Traditional Religion, CRS methodology, and religious studies. • The Holy Bible for comparative analysis where ATR beliefs intersect with Christian principles. • NERDC CRS Curriculum Documents for integrating ATR into teaching. • Audio-Visual Materials – Documentaries, maps, charts, and videos illustrating ATR practices and rituals. • Scholarly Journals and Articles on African spirituality, cultural studies.
Assessment Methods	• Class participation. • Quizzes. • Group projects and Presentations • End-of-Semester Examination

REFERENCES AND FURTHER READING

Aderibigbe, I. S., & Falola, T. (Eds.). (2022). The Palgrave handbook of African Traditional Religion. Palgrave Macmillan.

Ray, B. C. (2000). African religions: Symbol, ritual, and community (2nd ed.). Prentice Hall.

NCE 300 Level: Second Semester

CRS 321 The Prophets of Israel

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

The prophetic movement was central to Israel's history, serving as the moral, spiritual, and political conscience of the nation. Prophets are generally divided based on their eras and how their records were kept. The course explores the major and minor prophets of Israel and their contributions and impacts on the State and the religion.

RELEVANCE STATEMENT

The knowledge of the Major and Minor prophets of Israel and their works, contributions and lives is paramount to knowing God's dealings with His people. Their message serves as a guide for modern living system in the contemporary society.

COURSE OBJECTIVES

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

1. Highlight the names of the major and minor prophets of Israel
2. Discuss the contributions of these Prophets to the development of the religion of Israel.
3. Present the theologies propounded by the following Prophets: Amos, Hosea, Micah, and Isaiah.
4. Reflect on main themes of their messages for utilisation in modern society.
5. Identify the impact of the prophets to the State of Israel.
6. Indicate appreciation for the messages of the prophets.
7. Justify the efforts of the prophets in their guiding messages.

LEARNING OUTCOMES

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

1. State the names of the major and minor prophets of Israel
2. Identify the contributions of these Prophets to the development of the religion of Israel.
3. Discuss the theologies propounded by the following Prophets: Amos, Hosea, Micah, and Isaiah.
4. Utilise the messages from the prophets for contemporary society.

COURSE CONTENT

- 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: Amos
- Hosea
- Micah
- Isaiah
- Common themes and distinctive features will be projected

CATEGORY	DETAILS
Core Competencies	• Cultural sensitivity. • Ethical judgement • Moral reasoning. • Logical reasoning. • Reflective thinking.
Core Values	• Responsibility. • Integrity. • Justice and Fairness. • Service to Humanity. • Compassion.
Pedagogical Approaches	• Group discussions. • Reading the Bible passages. • Lecture methods. • Discussions. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• The Bible. • Extra-Biblical accounts. • Biblical commentaries. • Multimedia Resources. • National Curriculum for Basic Education.
Assessment Methods	• Class work • Quizzes. • Assignments • Case study analysis. • End-of-semester examination

REFERENCES AND FURTHER READING

Hoffmeier, J. K. (2021). *The prophets of Israel*. Kregel Academic.

New Revised Standard Version Updated Edition: Holy Bible. (2021). National Council of Churches.

Nwaoru, E. O. (2022). *Prophetic voices in ancient Israel and their contemporary resonance*. University of Port Harcourt Press.

CRS 322 Acts of Apostles

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

The history of the formation of Christianity and the environment in which it thrived is very important to the student of CRS. It throws light into the experiences and situations that shaped Christianity at the prime. Hence the need to have this as a course at this level of studies in NCE.

RELEVANCE STATEMENT

The relevance stems from the content which bears the information on the early stages of the church development, the faith and Persistence of the Early Christian community of Acts of Apostles. This serves as a source of encouragement to good will. The book is full of ideas, stories, messages and other ingredients needed for a life of spirituality and achievement of set goals, particularly in the trying times of contemporary society.

COURSE OBJECTIVES

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

1. Trace the history of the book of Acts of the Apostles while demonstrating self-awareness by reflecting on how historical events shape personal beliefs, values, and identity.
2. Explain the major themes, doctrines and theologies in the book of Acts and
3. Apply self-management skills such as disciplined study habits, ethical reasoning, and responsible decision-making in interpreting the book for exemplary living.
4. Trace the history and origin of Christianity, noting the contributions of the Apostles.
5. Discuss the role of Apostle Paul in the birth and advancement of Christianity.
6. Highlight the foundational or teething challenges faced by the church at inception and

7. Narrate how they surmounted the challenges.
8. Appreciate the lives of the founding fathers of the Church and apply same to our contexts today

LEARNING OUTCOMES

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

1. Describe major periods, events, and personalities in the early Church as documented in the book of Acts of the Apostles;
2. Show self-awareness by reflecting on how historical developments shape personal values, identity, and moral perspectives.
3. Analyse the relationship between the early Church and her socio-cultural and political contexts,
4. Draw lessons for the service of the contemporary society to demonstrate social awareness and empathy
5. Interpret diverse viewpoints and determine the role of religion to the society.
6. Apply appropriate lessons exemplified by the Apostles in a world that hated them and tried annihilating them. This is necessary as is the case of the church in Nigeria today.
7. Show mastery in the knowledge of the history of the Church particularly at its infant stage.
8. Appreciate the contribution of St. Paul to the development and spread of Christianity
9. Compare Christian historical developments in the Acts of the Apostles with the evangelism and church planting today, while, exhibiting relationship skills such as respectful dialogue, intercultural communication, and collaborative learning.

COURSE CONTENT

- 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
- Authorship, Date, and Place of Writing
- The Pentecost experiences
- Holy Spirit encounters and speaking in tongues
- The Deaconate The Inauguration and expansion of the Church
- Judaizers' conflict and Jerusalem Council
- Persecution and the impact on Church development

- Conversation of Paul
- Genesis and outcome
- Paul's role in the Expansion of the Early Church

CATEGORY	DETAILS
Core Competencies	• Conflict resolution skills. • Ethical judgement. • Biblical literacy • Historical interpretation • Theological reasoning.
Core Values	• Respect for diversity. • Integrity. • Objectivity. Humility. • Peace and Reconciliation • Compassion.
Pedagogical Approaches	• Storytelling. • Historical narratives. • Group discussions. • Lecture methods. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Print and Textual Resources. • The Holy Bible. • Digital and Multimedia Resources. • Online databases. • National Curriculum for Basic Education.
Assessment Methods	• Quizzes. • Assignments • Class work • Case study analysis • End of Semester examination.

REFERENCES AND FURTHER READING

Heil, J. P. (2023). *The mission of the Apostles in the Book of Acts*. Cascade Books.

New Revised Standard Version Updated Edition: Holy Bible. (2021). National Council of Churches.

Parsons, M. C. (2024). *The Acts of the Apostles: A literary and theological commentary*. Smyth & Helwys Publishing.

Degree Programme (400–500 Level)

Department of Christian Religious Studies

B.A. (Ed) Christian Religious Studies 400 to 500 Level

Overview

Christian Religious Studies Education is a distinct discipline from Religious Studies education. Its central concern is on the different aspects of Christianity namely, Biblical (Old and New Testaments) texts and interpretation, Biblical historical and literary genres, Christian history (early and contemporary), Christian doctrines and practices. It is a teacher education programme intended for producing teachers of Christian religious studies education for secondary schools, colleges and other tertiary institutions.

Students will acquire relevant skills in interpreting and analysing Biblical texts and histories, and their applications to contemporary social, religious, moral and political situations. It is intended to assist them in understanding and teaching human behaviour and help build in their students and communities a high sense of morality and human values, citizenship, nationalism and leadership. It will also provide a didactic guidelines and instructions for religious tolerance, understanding, peace-making, peace-building and peacekeeping and in a multi-religious and multi-ethnic community.

Philosophy

The philosophy of Bachelor of Arts (Education) in Christian Religious Studies Education is to create awareness and advocate the moral values and foundations of Christianity embedded in the Biblical texts, history and doctrines of Christianity to build morally sound individuals and communities within a multi-religious society.

Objectives

The objectives of Christian Religious Studies Education are to:

1. Equip students with knowledge, skills and competencies in different aspects of Christianity and teaching of those aspects;
2. Equip students with Biblical textual interpretations and their contextual relevance in the modern time and world;

3. Acquaint the students with the different phases of the history of Christianity in their different local and national contexts; its stories, traditions, festivals;
4. Provide the students with the doctrines of Christianity and their significance for the Christian communities; worship and teachings;
5. Acquaint students with the Christian moral virtues and ethical basis of Christianity and their relevance for contemporary period and to inculcate in students awareness of life's spiritual dimension;
6. Prepare students on how to reflect and answer the existential and fundamental questions of life; question of theodicy;
7. Compare Christian religion with other existing religions in Nigeria;
8. Provide the understanding of Christian life and worship which may, if the student chooses, form the basis of their faith;
9. Develop awareness of leadership vis-à-vis spiritual and political leadership;
10. Provide pre-service training for teachers to enable them acquire a working knowledge and competency in the philosophical, sociological, and psychological foundations of education which can be used as a basis for decision making, instructional design and educational planning; and
11. Develop teaching expertise in Christian Religious Studies Education in both breadth and depth in the subject matter, method, techniques, and skills for teaching Christian Religious Studies.

Unique Features of the Programme

The unique features of the programme include:

1. Emphasis on, and coverage of the two major textual (Old and New Testament) and
2. Historical traditions that inform the Christian tradition;
3. Student's choice of either the Hebrew language or Greek language which will enhance specialisation; and
4. Preparation for higher degree specialisation.

Employability Skills

The graduate should be equipped with the following employability skills:

1. Secondary School Christian Religious Education Teacher
2. Colleges of Education Lecturer of Christian Religious Education

3. University teacher of Christian Religious Education
4. Teacher in Seminaries and Theological Colleges
5. Consultant in Church ministries
6. Founder of Christian-NGO
7. Christian Religious Education Specialist
8. Writer of moral education books and journals

21st Century Skills

The B.A. Christian Religious Studies Education CCMAS has the potentials of inculcating into the scholar:

1. Pre-service Christian religious studies teachers;
2. Inclusive education and cultural sensitivity;
3. Social and community responsibility skills;
4. Initiative and enterprise skills;
5. Problem solving skills;
6. Communication and advocacy skills;
7. Self-management skills;
8. Flexibility skills, being able to source information, learn and adapt quickly; and
9. Digital, techno-pedagogy and innovative teaching and instructional skills

Admission and Graduation Requirements

Admission Requirements

Direct Entry Admission for the 2 Year Dual Mandate Programme

Candidates must possess, in addition to the O'Level requirements – National Certificate in Education (NCE) certificate and must have graduated with the required CGPA for the BA programme as approved by the NUC and NCCE.

Graduation Requirements

To qualify for the award of B.A. degree, a prospective candidate should:

1. Complete and pass a minimum of academic credit units as agreed upon by the NUC and NCCE.

2. Satisfy all academic requirements as stipulated by the NUC and NCCE.
3. Attain the minimum Cumulative Grade Point Average (CGPA) of 70 units or as prescribed by the Senate of the awarding institution in accordance with NUC and NCCE regulations under the Dual Mandate Programme.

Degree Course Distribution (400–500 Level)

Degree 400 Level: First Semester

Course Code	Course Title	Credit Units	Status	Lecture Hours
GSE 412	Peace and Conflict Resolution	2	C	30
CED 401	Audio-Visual Resources in Teaching CRS	2	C	30
CRS 410	Background to New Testament	2	C	30
CRS 411	Intermediate Hebrew Language	2	C	30
CRS 412	History of Christianity in West Africa from Early 20th Century to 1960	3	C	45
CRS 413	New Testament Text I	3	C	45
CRS 414	Religion of Old Testament	2	C	30
Total		**16**		**240**

Total units: 16

Degree 400 Level: Second Semester

Course Code	Course Title	Credit Units	Status	Lecture Hours
EDU 402	Educational Measurements, Tests, Research Methods and Statistics	3	C	45
ENT 412	Venture and Creation	2	C	30
CED 402	Contextual Approach to Teaching CRS	2	C	30
CRS 420	Intermediate Greek Language	2	C	30
CRS 421	Introduction to Old Testament	2	C	30
CRS 422	History of Islam in West Africa	2	C	30
CRS 423	Comparative Study of Religions in Nigeria	3	C	45
CRS 424	Church History and Doctrinal Developments 5th to 12th Centuries	3	C	45
Total		**19**		**285**

Total units: 19

First Semester 500 level.

Degree 500 Level

Course Code	Course Title	Credit Units	Status	Lecture Hours
EDU 501	Teaching Practice	6	C	45
CED 501	Field Research in Christian Religious Studies	2	C	30
CRS 511	Ecumenism and Inter-Religious Dialogue	3	C	45
CRS 512	Religion and Human Values	2	C	30
CRS 513	Old Testament Theology	2	C	30
CRS 514	African Traditional Religion	2	C	30
Total		**17**		**210**

Total Units: 17

Degree 500 Level: Second Semester

Course Code	Course Title	Credit Units	Status	Lecture Hours
EDU 500	Research Project	3	C	45
CRS 521	New Testament Theological Framework	3	C	45
CRS 522	Departmental Seminar	2	C	30
CRS 523	History of Christianity in West Africa II (1960 to Contemporary Period)	3	C	45
CRS 524	New Testament Text II	2	C	30
CRS 525	The Unity of the Old and New Testaments (Heils-geschichte)	3	C	45
CRS 526	Pseudo-Epigraphic Books of Old Testament	2	C	30
Total		**18**		**270**

Total units: 18

Degree Course Descriptions (400–500 Level)

Degree 400 Level: First Semester

CED 401 Audio-Visual Resources in Teaching Christian Religious Studies.

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

The course **"Audio-Visual Resources in Teaching Christian Religious Studies"** equips undergraduate teacher-trainees with the theoretical and practical skills required to select, design, produce, and integrate multi-sensory tools into the CRS classroom. Traditional teaching methods often struggle to convey abstract theological concepts, ancient historical contexts, and deep moral philosophies. This course bridges that gap by training future educators to use digital media, animated timelines, film adaptations, and audio tools to make biblical narratives and Christian history highly interactive. Students will transition from passive consumers of media to active creators of impactful, pedagogical content.

RELEVANCE STATEMENT

Modern undergraduates and their future pupils are digital natives who respond heavily to visual and auditory stimuli. In Christian Religious Studies, reliance on textbooks alone can make historical settings (like ancient Israel or the early Church) feel disconnected from contemporary reality. Research shows that incorporating improvised visual tools and digital media significantly improves student retention, academic performance, and moral engagement in CRS. This course is highly relevant because it empowers future teachers to combat classroom monotony, accommodate diverse learning styles, and present Christian doctrines in a dynamic, inclusive, and modern format.

COURSE OBJECTIVES

By the end of this course, the instructor aims to achieve the following:

1. **Introduce** the foundational theories of educational media and multi-sensory learning.
2. **Familiarise** students with various types of audio, visual, and electronic resources suited for religious education.
3. **Train** students in the technical and creative skills needed to produce low-cost and digital AV materials.

4. **Guide** students in effectively aligning specific audio-visual resources with the national CRS curriculum standards.
5. **Examine** the technological and infrastructural challenges of deploying media in schools and how to overcome them.

LEARNING OUTCOMES

Upon successful completion of the course, undergraduate students should be able to:

1. **Identify** and categorise different audio-visual tools based on their pedagogical functions in a CRS classroom.
2. **Critique** the suitability of specific films, audio documentaries, and digital graphics for various age demographics.
3. **Design** original, low-cost or digital audio-visual resources (such as narrated slides, interactive maps, or Bible animation guides).
4. **Integrate** audio-visual aids seamlessly into standard CRS lesson plans to enhance student participation.
5. **Evaluate** the classroom impact of an AV resource on student comprehension and moral reasoning.

COURSE CONTENT

- The course is divided into six thematic modules:Foundations of Audio-Visual Learning in Education
- Definitions of audio, visual, and audio-visual (AV) resources
- Historical evolution of instructional media in education
- Psychological foundations: Edgar Dale’s Cone of Experience and Dual-Coding Theory
- The role of AV resources in simplifying abstract theological concepts
- Typology of AV Resources for CRS.
- Visual Aids: Biblical maps, chronological timelines, infographics, and archaeological photo archives
- Audio Aids: Recorded sermons, podcasts on contemporary faith issues, oral histories, and gospel music
- Audio-Visual Aids: Docuseries, cinematic adaptations of scripture, and platforms like The Bible Project
- Interactive Media: Digital libraries, theological software, and gamified quizzes for scriptural memorisation Sourcing, Selection, and Copyright

- Criteria for selecting AV materials: Age appropriateness, doctrinal accuracy, and curriculum relevance
- Navigating digital repositories and educational open-source platforms
- Copyright laws, fair use policies, and ethical considerations when using religious media in classrooms
- Production and Improvisation Techniques
- Designing low-cost, non-projected visual aids (charts, flannel graphs, and models).Basic digital content creation: Scriptwriting, recording audio narrations, and editing short educational clips
- Building interactive presentation slides and leveraging AI graphic tools for biblical storytelling
- Pedagogical Integration & Lesson Planning
- Framing the lesson: Pre-viewing, viewing, and post-viewing instructional strategies
- Using AV tools to trigger critical thinking, classroom debates, and moral reflections
- Writing a comprehensive CRS lesson plan that features embedded technology
- Practical Challenges and Field Evaluation
- Managing infrastructure issues: Power outages, lack of projectors, and poor internet access

Micro-teaching sessions: Peer delivery of a CRS lesson using self-constructed or curated AV materials. Assessment mechanisms to measure student learning outcomes post-AV exposure.

CATEGORY	DETAILS
Core Competencies	• Media Literacy. • Evaluating • Religious media doctrinal and historical accuracy. • Resource Improvisation skills. • Creative abilities. • Resourcefulness.

CATEGORY	DETAILS
Core Values	• Doctrinal Respect. • Neutrality. • Intellectual Honesty. • Justice. • Credibility.
Pedagogical Approaches	• Lecture method. • Micro-Teaching. Peer-delivering. • Multimedia facilities. • Online databases. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Bible Project and archaeological video databases. • Multimedia facilities. • National Curriculum for Basic Education. • Cardboard, markers, and fabrics used for crafting non-electronic visual aids.
Assessment Methods	• Essays. • Quizzes. • Assignments. • Presentations • End of semester examination.

REFERENCES AND FURTHER READING

Siburian, R., & Nababan, M. (2026). The efforts of the Christian Religious Education teacher in using short-film audiovisual media to teach Grade V students. *Journal of Digital Learning and Education, 6(2), 214–228*. ResearchGate Repository

Ukaegbu, J. C., & Onyekwere, N. A. (2024). Impact of audio-visual resources in improving classroom instruction and learning outcomes. Cambridge Publications International *Journal of Liberal Studies and Educational Research, 8(3), 201–215*. Cambridge Research Publication

CRS 410 Background to the New Testament

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides a comprehensive introduction to the historical, cultural, religious, and political environments of the ancient Mediterranean and Near Eastern worlds from the Babylonian Exile to the end of the first century CE. Students will explore the Intertestamental period, Second Temple Judaism, and the Greco-Roman world to better understand the text, theology, and development of the New Testament writings.

RELEVANCE STATEMENT

Understanding the New Testament requires a deep familiarity with the world in which it was written. The New Testament writers did not operate in a vacuum; their language, theological debates, and social practices were deeply rooted in Second Temple Judaism and shaped by the pressures of the Roman Empire. This course is essential for undergraduate students as it bridges the gap between the Old and New Testaments. It equips students with the socio-historical tools necessary to avoid anachronistic interpretations, enabling them to engage biblical texts with contextual accuracy and theological depth.

COURSE OBJECTIVES

By the end of this course, the instructor aims to:

1. Contextualise the New Testament within the history of the Intertestamental and Second Temple periods.
2. Examine the convergence of Jewish, Hellenistic, and Roman cultures and their collective impact on early Christianity.
3. Introduce primary source materials outside the biblical canon, including the Apocrypha, Pseudepigrapha, Dead Sea Scrolls, and Josephus.
4. Foster critical thinking skills regarding the socio-political dynamics of first-century Palestine.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

1. Trace the major historical shifts from the Persian period through the Roman occupation of Palestine.

2. Identify and differentiate between major religious sects of first-century Judaism, including the Pharisees, Sadducees, Essenes, and Zealots.
3. Analyse how Greco-Roman philosophy, religion, and the imperial cult influenced the language and mission of the early Church.
4. Apply historical-critical methods to New Testament texts to discern original cultural idioms and audience expectations.
5. Evaluate primary historical documents from the ancient world to illuminate specific biblical passages.

COURSE CONTENT

- The Historical Framework: The Babylonian Exile and the Persian Restoration Alexander the Great and the Rise of Hellenism
- The Ptolemaic and Seleucid Rule over Palestine The Antiochian Crisis and the Maccabean Revolt
- The Hasmonean Dynasty and the coming of Rome under Pompey
- The Reign of Herod the Great and his successors
- The World of Second Temple Judaism The Temple, the Synagogue, and the Priesthood Jewish Sectarianism: Pharisees, Sadducees, Essenes, and Zealots The Jewish Diaspora and its unique challenges
- Introduction to Intertestamental Literature: Apocrypha, Pseudepigrapha, and the Dead Sea Scrolls
- Messianic expectations and apocalypticism in the first century
- The Greco-Roman Context The Roman Imperial System: Pax Romana, emperors, and provincial governance
- Greco-Roman social structures: Patronage, honour/shame culture, slavery, and family dynamics
- Greco-Roman religions: The Olympic pantheon, Mystery Religions, and the Imperial Cult
- Hellenistic Philosophy: Stoicism, Epicureanism, Cynicism, and Platonism
- Synthesis and Textual Application The linguistic environment: Hebrew, Aramaic, Greek (Koine), and Latin Case studies: Reading specific Gospel and Pauline passages in light of historical backgrounds
- The parting of the ways: How the early Church transitioned from a Jewish sect to a distinct global movement

CATEGORY	DETAILS
Core Competencies	• Documentary analogy. • Historical mapping. • Contextual analysis. • Cultural synthesis • Theological critique.
Core Values	• Objectivity • Respect. • Inclusivity • Identity Pluralism • Equity.
Pedagogical Approaches	• Lecture method. • Analytical approach. • Socratic style. • Class Participation • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • .
Learning Resources	• National Curriculum for Basic Education. • The Bible. • Online databases. • Multimedia facilities. • Prints and Textual resources. • Maps
Assessment Methods	• Quizzes. • Assignments. • Group presentations. • Mid-semester test. • End of semester examination.

REFERENCES AND FURTHER READING

Ferguson, E. (2003). *Backgrounds of early Christianity (3rd ed.)*. Wm. B. Eerdmans Publishing.

Barrett, C. K. (Ed.). (1989). *The New Testament background: Selected documents* (Rev. ed.). HarperOne.

Wright, N. T., & Bird, M. F. (2019). *The New Testament in its world: An introduction to the history, literature, and theology of the first Christian*s. Zondervan

CRS 411 Intermediate Hebrew Language

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

Intermediate Hebrew bridges the gap between basic survival language skills and meaningful communicative proficiency. This course expands undergraduate students' mastery of the four core language dimensions: listening comprehension, conversational speaking, reading, and written expression. Moving beyond simple memorisation, students dive into the structural mechanics of the language, explicitly mastering complex verb structures (Binyanim), future and imperative tenses, and syntactic nuances. Conducted primarily in Hebrew, the course introduces authentic textual media, including modern Israeli short stories, newspapers, cinema, and music. By shifting from artificial dialogues to real-world contexts, students learn to express personal narratives, argue opinions, and interpret modern Israeli culture deeply.

RELEVANCE STATEMENT

In an increasingly interconnected world, intermediate literacy in Hebrew provides critical entry points into global academic and professional spheres. For undergraduates, this course serves as an indispensable foundation for majors and minors in Jewish and Israel Studies, Middle Eastern History, International Relations, and Theology. Language is inseparable from culture. Developing intermediate proficiency enables students to engage first hand with Israel's complex socio-political landscape, world-class technology sector, and literary arts without relying entirely on translations. Furthermore, analysing the unique structural evolution of Hebrew – from ancient roots to modern vernacular – refines students' critical thinking, comparative linguistics, and cross-cultural empathy.

COURSE OBJECTIVES

The objectives of this course are to:

1. **Advance Grammatical Control:** Transition students from present-tense dependency to fluid use of past, future, and imperative verb conjugations across major *Binyanim*.
2. **Cultivate Textual Analysis:** Train students to read, decode, and extract meaning from unvocalized (*Ketav Chaser*) texts and authentic media.

Enhance Communicative Confidence

Foster an immersive, active classroom environment where students debate, interview, and present arguments spontaneously in Hebrew.

1. **Integrate Cultural Literacy:** Embed contemporary Israeli cultural artefacts – such as films, current events, and music – directly into linguistic exercises.

LEARNING OUTCOMES

Upon successful completion of this course, undergraduates should be able to:

1. **Engage in spontaneous dialogue** regarding everyday topics, news events, and personal abstract opinions with native or near-native speakers.
2. **Deliver a 5-to-10 minute presentation** in structured Hebrew on a selected cultural or literary topic, utilising advanced vocabulary.
3. **Comprehend the main ideas** of standard Israeli media broadcasts, podcasts, and intermediate-level films.
4. **Read and comprehend unvocalized prose**, short stories, and editorial articles using contextual clues and root-dictionary strategies.
5. **Compose coherent, multi-paragraph essays** (1.5 to 2 pages) summarising narratives, detailing event timelines, or arguing specific viewpoints.
6. **Synthesise complex sentence structures** using proper subordinating conjunctions, relative clauses, and case prepositions.
7. **Identify and conjugate** regular and weak verbs in the past, present, and future tenses across the major active and reflexive verb groups (*Pa'al, Pi'el, Hif'il, Hitpa'el*).
8. **Demonstrate structural awareness** of Israeli cultural nuances, colloquialisms, and historical references embedded within modern idioms.

COURSE CONTENT

- The course is structured into thematic units that seamlessly weave grammar with cultural exploration

- **Foundations of Narrative:** The Past Tense Revisited
- Linguistic Focus: Systematic review of Pa'al and Pi'el past tense
- **Introduction to weak roots:** missing Nun and Vav/Yod radicals
- Compound sentence building
- Thematic/Cultural Focus: Personal histories and biographies
- Writing childhood memories
- Exploring family dynamics in Israeli society
- **Text/Media: Selected short stories by classic modern authors:** e.g. Etgar Keret or Savyon Liebrecht
- **Looking Ahead:** Mastering the Future Tense
- Linguistic Focus: Formation of the future tense across active verb groups
- **Proper syntax for expressing desires, plans, and conditional clauses:** im... az..
- Thematic/Cultural Focus: Academic aspirations, career building, and the unique landscape of university life in Israel
- Text/Media: Analysing university course listings, student forums, and job advertisements in Hebrew media
- Action, Reflection, & commands
- **Linguistic Focus: Introduction to the Reflexive Verb Group:** Hitpa'el
- **Formulation of positive and negative imperatives:** Al vs. Lo
- **Use of verbal nouns:** Shemot Pe'ulah
- Thematic/Cultural Focus: Physical well-being, health systems, and emotional expression
- Navigating the legendary Israeli "directness" (Dugri) in daily etiquette
- Text/Media: Israeli public service announcements, instructional cooking blogs, and fitness printouts
- Causation & The Public Sphere
- Linguistic Focus: Introduction to the Causative Verb Group (Hif'il)
- **Advanced prepositional prefixes with pronominal suffixes:** e.g. itakh, alav, aleihem
- Thematic/Cultural Focus: Contemporary socio-cultural debates, public transit, urbanisation, and environmental awareness in modern Israel
- Text/Media: Front-page articles from newspapers like Haaretz or Ynet
- Viewing segments of modern Israeli television series

- Art, Identity, & Cinema
- Linguistic Focus
- Thematic/Cultural Focus:s: Introduction to passive voice recognition (Nif'al)
- Integration of formal vs. informal registers in writing and speaking.
- Hebrew poetry, musical evolution (from folk songs to modern hip-hop), and cinematic explorations of identity
- Text/Media: Lyric analysis of songs by artists like Idan Raichel or Naomi Shemer
- Full-length viewing and discussion of an award-winning Israeli film

CATEGORY	DETAILS
Core Competencies	• Translation skills. • Critical thinking. • Logical reasoning. • Creative skills. • Vocabulary analysis. .
Core Values	• Responsibility. • Integrity. • Flexibility. • Credibility. • Respect.
Pedagogical Approaches	• Lecture method. • Analytical approach. • Socratic style. • Comparative analysis • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Hebrew texts and printed materials. • Greek/English dictionary. • The Bible. • National Curriculum for Basic Education. • Online databases.

CATEGORY	DETAILS
Assessment Methods	1 Translation test. 2 Group discussions. 3 Quizzes. 4 Assignments. 5 End of semester examinatio.

REFERENCES AND FURTHER READING

Cook, J. A., & Holmstedt, R. D. (2020). *Intermediate Biblical Hebrew: An illustrated grammar*. Baker Academic.

Reymond, E. D. (2023). *Intermediate Biblical Hebrew grammar: A student's guide to phonology and morphology*. SBL Press.

The Bible, Revised Standard Version (2021)

CRS 412 History of Christianity in West Africa from Early 20Th Century to 1960.

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines the growth, transformation, and impact of Christianity in West Africa from the early 20th century to the landmark year of African independence in 1960. Students will analyse the shift from foreign missionary dominance to indigenous African leadership. The curriculum covers the rise of African Independent Churches (AICs), the intersection of church and colonial politics, and Christian contributions to education, health, and nationalism. The course highlights how West Africans adopted, adapted, and re-shaped Christian theology to fit their cultural and political realities.

RELEVANCE STATEMENT

Understanding the history of Christianity in West Africa during this specific era is vital for grasping the socio-political landscape of modern West Africa. This period laid the institutional foundations for education, healthcare, and civic leadership that birthed the pioneers of African independence. By studying this transition, students gain critical insights into cultural hybridisation, the mechanics of religious globalisation, and the role of faith in political liberation movements.

COURSE OBJECTIVES

The objectives of this course are to:

1. Contextualise the expansion of Christianity within the framework of European colonial rule in West Africa.
2. Examine the causes, expressions, and impact of the African Independent Church (AIC) movement.
3. Analyse the institutional contributions of Christian missions to West African social development.
4. Evaluate the complex relationship between Christian converts, traditional rulers, and colonial authorities.
5. Trace the involvement of Christian institutions and elites in the rise of West African nationalism.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

1. Differentiate between the methodologies of historic mission churches and African Independent Churches.
2. Critique historical documents and oral traditions related to 20th-century West African church history.
3. Assess the impact of Western Christian education on the emergence of the educated elite and nationalist movements.
4. Explain the theological and cultural factors that led to the indigenization of Christianity in the region.
5. Construct well-argued historical essays linking religious change to the political independence of 1960.

COURSE CONTENT

- The Twentieth-Century Colonial Context and Missionary Expansion
- Colonial Mapping: The scramble for West Africa and its impact on missionary geographies
- Missionary Policies: Strategies of British, French, and German missionary societies
- The “Civilising Mission”: The dual mandate of spreading commerce, Western culture, and Christianity
- Indigenization and the Rise of African Independent Churches (AICs)

- Ethiopianism: Early ecclesiastical protests, secession from mission churches, and African self-governance
- Prophetic Movements: Case studies of Prophet William Wadé Harris (Ivory Coast/ Ghana) and Garrick Sokari Braide (Nigeria)
- Aladura and Spiritual Churches: The rise of Cherubim and Seraphim, Church of the Lord (Aladura), and Christ Apostolic Church
- Theology of AICs: Faith healing, dreams, visions, and the integration of African worldviews with Christian scripture
- Christianity, Education, and Social Transformation
- The Mission School: The curriculum, the creation of the vernacular press, and translation of the Bible into West African languages
- Gender and Society: The impact of Christian marriage ideals and the changing roles of West African women in church and society
- Health and Welfare: Mission hospitals, leprosy settlements, and the introduction of Western medicine
- Conflict, Compromise, and Cultural Dialogue
- Clash of Worldviews: Christian missionary attitudes toward polygamy, ancestral veneration, and traditional secret societies
- The Chieftaincy Crisis: Conflicts and alliances between Christian converts, traditional rulers, and colonial administrators
- Adaptation: The early stages of liturgical inculturation, African music, and art in worship
- **Christianity, Nationalism, and the Road to Independence:** 1940s–1960
- The Elite Class: How mission-educated individuals (e.g. Nnamdi Azikiwe, Kwame Nkrumah) leveraged Christian values for political mobilisation.
- The Church and World War II: The shift in global politics and the acceleration of calls for self-governance
- **The Devolution of Power: The transition of church leadership from European missionaries to indigenous clergy:** three-self formula: self-governing, self-supporting, self-propagating
- 1960 and Beyond: The state of the West African Church at the dawn of national independence

CATEGORY	DETAILS
Core Competencies	• Historical mapping. • Contextual analysis. • Policy evaluation. • Comparative analysis. • Theological critique.
Core Values	• Objectivity • Respect. • Inclusivity • Identity Pluralism. • Social justice.
Pedagogical Approaches	• Interactive lectures • Map analysis. • Source critique. • Case study method. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• 1884 Berlin treaty texts. • Colonial mission maps and letters. • Archival documents and materials. • Post-colonial • Speeches by Nkrumah/Azikiwe. • National Curriculum for Basic Education
Assessment Methods	• Quizzes. • Group presentations. • Reflective journals. • Mid-semester research paper. • End of semester examination.

REFERENCES AND FURTHER READING

Kalu, O. U. (Ed.). (2021). *African Christianity: An African story.* Mutual Heritage Publications

Ojo, M. A. (2025). Foreign religion as a relic of colonialism in Africa: The mid-twentieth century transition. In R. International (Ed.), *Decolonizing African religious histories (pp. 89–114).* Robertminder International.

Isichei, E. (2024). *A history of Christianity in Africa*. Wm. B. Eerdmans Publishing.

CRS 413 New Testament Text I

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides an in-depth literary, historical, and theological exploration of the Book of Acts and the Pauline Epistles, focusing on the development of advanced skills in biblical hermeneutics and exegesis. Designed for undergraduate students, the course transitions students from general reading to critical, academic interpretation of first-century Christian texts. Students will follow the geographical expansion of the early Church in Acts and analyse the strategic, occasional letters of the Apostle Paul. Through a disciplined step-by-step exegetical framework, students will investigate text criticism, Greco-Roman rhetoric, historical backgrounds, and grammatical structures to discern the original message and translate it faithfully into contemporary contexts.

RELEVANCE STATEMENT

The Book of Acts and the Pauline Epistles form the architectural framework for Christian theology, ecclesiology, and missiology. For undergraduate students, mastering the exegesis of these specific texts is critical because they represent “occasional literature” – writings born out of real-world conflicts, ethical dilemmas, and cultural confrontations in the Greco-Roman world. Learning to interpret these texts prevents the common error of lifting verses out of context (proof-texting). By navigating Paul’s complex theological arguments and Luke’s historical-theological narratives, students develop high-level skills in critical thinking, socio-historical analysis, and literary decoding that are directly applicable to academic research, pastoral ministry, and intercultural communication.

COURSE OBJECTIVES

The main objectives of this course are to:

1. Introduce foundational hermeneutical principles unique to ancient biblical narratives (Acts) and first-century epistolary literature (Pauline corpus).
2. Train students in standard exegetical methods, including historical-grammatical analysis, word studies, and structural outlining.
3. Utilise English translations and lexical tools.
4. Examine the socio-historical and religious settings of the Mediterranean world.
5. Evaluate the intersection of Second Temple Judaism, Hellenism, and the Roman Empire.
6. Analyse the literary structures and rhetorical strategies used by Luke in mapping the early Church.
7. Analyse Paul's use of the literary structures in defending his apostleship and gospel.
8. Provide a repeatable methodology for writing a comprehensive, peer-reviewed standard undergraduate exegetical research paper.

LEARNING OUTCOMES

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

1. Differentiate between the genre characteristics of New Testament historical narrative (Acts) and Greco-Roman occasional letters (Pauline Epistles) to apply appropriate interpretive rules.
2. Reconstruct the historical occasion, date, and audience of a selected passage in Acts or the Epistles using reputable academic commentaries and primary background sources
3. Perform a detailed grammatical and semantic analysis of key terms and syntax without falling into common linguistic fallacies.
4. Trace theological themes (such as justification by faith, the role of the Holy Spirit, unity, and eschatological hope) across Luke-Acts and the Pauline letters
5. Formulate a rigorous exegetical paper that synthesises historical data, literary context, and theological insight to address modern socio-ethical questions.

COURSE CONTENT

- Hermeneutical Foundations & The Genre of Acts
- Introduction to Exegesis vs. Hermeneutics: Establishing the interpretive triangle (Author, Text, Reader) within the framework of the early Church.
- The Genre of Luke-Acts: Understanding Acts as a theological history
- Navigating the debate between prescriptive (what the Church must always do) vs. Descriptive (what the Church historically did) narratives.

- The Structural
- Blueprint of Acts: Analysing the geographical and theological movement of the Gospel from Jerusalem, Judea, and Samaria to the ends of the earth (Acts 1:8).Exegeting Narrative: Major Turning Points in Acts
- The Holy Spirit and the Community: Exegesis of Pentecost (Acts 2) and the structural parameters of the early Jerusalem church
- The Gentile Breakthrough: Socio-historical analysis of Peter's vision, the conversion of Cornelius (Acts 10), and the paradigm shift of the Jerusalem Council (Acts 15)
- Paul's Missionary Journeys: Tracking Luke's portrayal of Paul's apologetic strategies in urban centres like Athens (Acts 17) and Ephesus
- The Genre and World of the Pauline Epistles The Anatomy of a First-Century Letter: Analysing ancient epistolary structures (Prescript, Thanksgiving, Body, Paraenesis, Closing) and the role of amanuenses (scribes).Paul's Socio-Cultural Milieu: Investigating Paul's dual identity as a Pharisaic Jew and a Roman citizen, and how it shaped his interactions with Hellenistic culture
- Ancient Rhetoric in Paul: Introduction to deliberative, forensic, and epideictic rhetoric used by Paul to persuade, correct, and encourage his churches
- **Exegetical Methodology:** Step-by-Step Workshop
- Textual Comparison & Translation Issues: Evaluating variations across standard English versions (e.g. NRSV, ESV, NASB) and identifying core translation problems.
- Establishing Context Boundaries: Determining immediate literary context, section context, and historical background of the target church (e.g. Corinth, Galatia, Rome).
- Word Studies and Grammatical Flow: Utilising lexicons, theological dictionaries, and sentence charting to trace Paul's dense theological arguments
- Key Themes and Exegesis of Selected Pauline Letters Soteriology and Covenant: Exegesis of key passages in Romans and Galatians focusing on justification, grace, and the status of Jews and Gentiles in Christ
- Ecclesiology and Ethics: Exegesis of selected texts in 1 & 2 Corinthians addressing church divisions, spiritual gifts, sexuality, and community ethics
- Christology and Eschatology: Exegesis of the Christ Hymn (Philippians 2) and Pauline cosmic theology in Colossians or Ephesians
- Hermeneutical Bridge: Bridging the gap from 1st-century Roman imperial reality to contemporary socio-political, gender, and ethical issues today

CATEGORY	DETAILS
Core Competencies	• Analytical skills. • Textual synthesis. • Scriptural literacy. • Historical Analysis. • Critical thinking.
Core Values	• Hermeneutical Accountability. • Justifice. • Diligence. • Integrity. • Prudence.
Pedagogical Approaches	• Lectures. • Class Participation. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • Storytelling and narrative approach.
Learning Resources	• The Bible. • Prints and Textual resources. • Extra-Biblical accounts. • National Curriculum for Basic Education. • Online Databases
Assessment Methods	• Quizzes. • Class work. • Assignments. • Mid-semester test. • End of semester examination.

REFERENCES AND FURTHER READING

Blomberg, C. L., & Markley, J. A. (2023). *A handbook of New Testament exegesis (2nd ed.).* Baker Academic.

Thiselton, A. C. (2021). *The Pauline epistles: An exegetical and theological introduction.* Eerdmans.

Schnabel, E. J. (2024). *The expansion of the early church: An exegetical and historical commentary on the Book of Acts.* Zondervan Academic.

CRS 414 Religion of the Old Testament

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines the religious beliefs and practices of ancient Israel as documented in the Hebrew Bible. Students will examine the development of Israelite monotheism, the structure of ancient covenantal law, the role of the prophets, and the evolution of worship and ritual life. By analysing the Old Testament within its ancient Near Eastern context, undergraduates will trace how nomadic traditions transformed into a major world religion.

RELEVANCE STATEMENT

Understanding the religion of the Old Testament is foundational for grasping the historical roots of Judaism, Christianity, and Islam. This course equips students with critical text-analysis skills and cultural literacy, allowing them to decode religious motifs that still shape modern Western literature, law, ethics, and global.

COURSE OBJECTIVES

The objectives of this course are:

1. Contextualise ancient Israelite religion within the wider scope of ancient Near Eastern cultures and mythologies
2. Explain the characteristics of Primal religion in reference to Biblical records.
3. Trace the chronological evolution of theological concepts from the patriarchal era through the post-exilic period.
4. State the religious feasts of the Jews, indicating the pilgrimage feasts.
5. Analyse the origin and the place of the Jewish feasts to their religion and state.

6. Introduce critical methodologies used in modern biblical scholarship, including historical, literary, and source criticism.
7. Foster objective analytical skills for evaluating complex religious texts without personal or confessional bias.

LEARNING OUTCOMES

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

1. **Identify the core theological themes** of the Old Testament, including covenant, creation, holiness, and justice.
2. Explain the theological themes and the implications to Jews.
3. Discuss the religious feasts of the Jews and the significance.
4. **Compare Israelite religious practices** with contemporary Babylonian, Egyptian, and Canaanite traditions.
5. **Analyse biblical texts critically** using standard academic tools and historical-critical frameworks.
6. **Articulate the historical shifts** in Israel's understanding of God, from local henotheism to universal monotheism.

COURSE CONTENT

- Foundations and Context
- Ancient Near Eastern Backgrounds: Mesopotamian, Egyptian, and Canaanite creation and flood myths
- The Patriarchal Era: El Shaddai, family religion, nomadic altars, and early manifestations of the divine
- The Exodus Event: The revelation of the divine name (YHWH) and the theological meaning of liberation
- Covenant, Law, and Ritual The Sinai Covenant: Suzerainty treaties and the structural framework of biblical law
- The Decalogue and Legal Codes: Comparing the Covenant Code, Holiness Code, and Deuteronomic Code
- Tabernacle and Priesthood: Sacrificial systems, purity laws, sacred space, and the Day of Atonement
- Institutional Religion The Rise of Monarchy: The Davidic covenant, royal theology, and Zion ideology

- The First Temple: Solomon's temple, centralising worship, and the role of the institutional priesthood
- The Divided Kingdom: Religious syncretism, Baal worship vs. YHWH-alone movements, and high places.
- The Prophetic Critique Phenomenon of Prophecy: Ecstatic prophecy, court prophets, and the Nevi'im.Pre-Exilic Prophets: Amos, Hosea, Isaiah, and Micah on social justice, true worship, and divine judgement
- Exilic Transitions: Jeremiah, Ezekiel, and the theological crisis of a destroyed temple
- Crisis, Exile, and Reconstruction The Babylonian Exile: The birth of absolute monotheism and the processing of corporate trauma
- Post-Exilic Restoration: The Second Temple, Ezra-Nehemiah, and the shift from oral religion to textual Torah
- Wisdom and Scepticism: The religious philosophy of Job, Ecclesiastes, and Israelite apocalypticismcourse provides a comprehensive historical, theological, and literary exploration

CATEGORY	DETAILS
Core Competencies	• Interpretative skills. • Theological synthesis. • Scriptural literacy. • Critical thinking. • Historical Analysis.
Core Values	• Diligence. • Accountability. • Justice. • Objectivity. • Ethical values.
Pedagogical Approaches	• Interactive lectures. • Class Participation. • Case study method. • Sources analysis. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)

CATEGORY	DETAILS
Learning Resources	• Biblical resources. • National Curriculum for Basic Education. • Documentaries. Databases resources. • Multimedia Resources.
Assessment Methods	• Quizzes. • Assignments. • Group presentation • Mid-semester test. • End of Semester examination.

REFERENCES AND FURTHER READING

Albertz, R. (2021). *A history of Israelite religion in the Old Testament period (Vols. 1–2,* J. Bowden, Trans.). Westminster John Knox Press. (Original work published 1992).

Arnold, B. T., & Beyer, B. E. (Eds.). (2021). *Readings from the ancient Near East: Primary sources for Old Testament study (2nd ed.).* Baker Academic.

Matthews, V. H. (2021). *The Hebrew Bible: A contemporary introduction to the Christian Old Testament and Jewish Tanakh (2nd ed.).* Wiley-Blackwell.

Degree 400 Level: Second Semester

CED 402 Contextual Approach to Teaching CRS

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides a comprehensive exploration of the Contextual Approach to Teaching Christian Religious Studies (CRS), specifically designed for undergraduate students. It bridges the gap between historical biblical texts and the contemporary realities of learners, with a strong focus on the African and Nigerian religious landscape. Students will examine the foundational theories of contextualisation, analyse the methodologies of both Western and African scholars, and learn how to apply these frameworks to biblical interpretation. Through this course, pre-service teachers and theologians will develop the pedagogical

tools necessary to make CRS lessons deeply relatable, culturally relevant, and intellectually stimulating for modern students.

RELEVANCE STATEMENT

In an increasingly diverse and culturally conscious educational environment, teaching Christian Religious Studies through a rigid, purely Western or historical lens often detaches the subject from the students' lived experiences. The Contextual Approach is vital because it animates religious education by connecting faith, culture, and societal issues. By grounding biblical truths in the familiar socio-cultural realities of the African and Nigerian settings, this approach cures classroom abstraction. It empowers future educators to address contemporary local challenges, debunk cultural misconceptions, and foster a deeper, more intelligible understanding of Christian traditions among their students.

COURSE OBJECTIVES

The objectives of this course are to:

1. Elucidate the core principles and definitions of the Contextual Approach within the broader discipline of Christian biblical scholarship.
2. Deconstruct the step-by-step processes required to effectively implement a contextual framework in religious education.
3. Compare and contrast the methodologies of prominent Western theorists (such as John Hick) and African scholars (such as John Mbiti and Chris Manus) to build a balanced theological perspective.
4. Train students to practically apply contextual methodologies to specific biblical passages, transforming ancient texts into modern pedagogical tools.
5. Equip students with analytical skills to interpret popular Christian practices within their local Nigerian/African environments, enabling them to draw meaningful, coherent conclusions for their future classrooms

LEARNING OUTCOMES

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

1. Define and explain Contextual Approach as an approach Christian Religious Studies discipline;
2. Identify and describe the processes involved in Contextual Approach;
3. Provide the methodology of Contextual Approach from western and African theorists;

4. Demonstrate the application of Contextual Approach by illustrating with examples from biblical texts and passages; and
5. Interpret some popular Christian practices and draw appropriate conclusions that will be intelligible to students.

COURSE CONTENT

- Definition and explanation of Contextual Approach in Christian biblical scholarship
- Identification and description of the processes involved in the approach
- Provision of methodology of Contextual Approach from western scholars like John Hick and African scholars like John Mbiti and Chris Manus
- Application of Contextual Approach with examples from biblical texts and passages
- Interpretation of popular Christian practices from African and Nigerian setting, and drawing of conclusions from African/Nigerian situation

CATEGORY	DETAILS
Core Competencies	• Contextual literacy. • Logical reasoning. • Critical thinking. • Theological Literacy. • Ethnographic approach.
Core Values	• Inclusiveness. • Objectivity • Diligence • Resourcefulness • Articulation
Pedagogical Approaches	• Interactive lectures. • Workshop • Class Participation. • Socratic style. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)

CATEGORY	DETAILS
Learning Resources	• Multimedia facilities. • Bible. • Theological texts. • Documentaries. • National Curriculum for Basic Education.
Assessment Methods	• Quizzes. • Quasi classroom practice. • Assignments. • Class work. • End of semester examination.

REFERENCES AND FURTHER READING

Hick, J. (2004). *An interpretation of religion: Human responses to the transcendent (2nd ed.)*. Palgrave Macmillan.

Adamo, D. T. (2025). African cultural hermeneutics: A methodology for social transformation. *Journal of African Biblical Studies, 15*(2), 45–62.

The Bible, Revised Standard Version (2022)

CRS 420 Intermediate GREEK Language

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

Intermediate Greek transitions undergraduate students from memorising isolated charts of grammar to reading authentic, unedited classical and Hellenistic texts. This course assumes a baseline familiarity with basic noun declensions, basic verb tenses, and elementary vocabulary.

Over the semester, students master advanced synthetic features of the language – such as the intricate use of participles, complex conditional clauses, and the tricky "-mi" (-μι) verbs. Rather than relying on heavily adapted textbook passages, students engage directly with original authors. In doing so, they shift from mechanical translation to fluid literary, historical, and syntactic interpretation.

RELEVANCE STATEMENT

Ancient Greek is the foundational language of Western literature, philosophy, political theory, and early theological thought. For undergraduates, intermediate proficiency transforms text from a passive artefact into an active dialogue. This course is an indispensable asset for students majoring or minoring in Classical Studies, Philosophy, History, Religious Studies, and Comparative Literature. By learning to decode the precise nuances of Greek syntax, students develop highly advanced skills in textual analysis, critical thinking, and English vocabulary etymology. Furthermore, moving beyond translations allows undergraduates to evaluate historical evidence objectively, challenge established interpretations, and encounter the minds of Plato, Homer, or the New Testament writers on their own terms.

COURSE OBJECTIVES

The aims of this course are to:

1. Solidify Syntactic Fluency: Advance beyond basic morphology to master complex sentence structures, including subordinate clauses, the optative mood, and indirect discourse.
2. Transition to Authentic Text: Guide students through the mechanics of parsing and translating unedited, historical prose and poetry.
3. Introduce Lexical and Textual Tools.
4. Train students to effectively use major lexicons (such as Liddell-Scott-Jones) and critical apparatus and.
5. Contextualise Literature: Blend linguistic instruction with historical and cultural analysis of the classical or Hellenistic worlds.

LEARNING OUTCOMES

Upon successful completion of this course, undergraduates should be able to:

1. Express morphological & Grammatical Mastery.
2. Identify and parse rare or irregular noun declensions, third-declension variants, and irregular athematic (-mi) verbs.
3. Explicate the precise function of participles (e.g. circumstantial, supplementary, genetic absolute) within a given Greek sentence.
4. Categorise complex conditional sentences and understand the shifting nuances of mood (Indicative, Subjunctive, Optative, and Imperative).

5. Translate unedited passages of intermediate-level Greek prose at sight, utilising contextual clues and vocabulary analysis.
6. Analyse the syntax of a text to defend a specific literary or theological interpretation of a passage.
7. Utilise classical lexicons and grammars to investigate difficult idioms, semantic ranges, and textual variants.

COURSE CONTENT

- The course is structured into five sequential units, shifting from deep grammatical reinforcement to author-specific reading modules
- **The Master Keys of Greek Syntax:** Participles & Infinitives
- Grammar Focus: Comprehensive review of regular verb systems
- Exhaustive study of the participle (attributive, circumstantial, supplementary) and the genitive absolute
- Syntax of the infinitive in indirect discourse
- Reading/Context: Short, curated paragraphs from Aesop's Fables or early Attic orators
- Skill Objective: Learning to isolate the main verb from heavy subordinating participial phrases
- Entering the Nuance (The Subjunctive & Optative Moods) Grammar Focus: Form and function of the Subjunctive and Optative moods
- Purpose clauses, result clauses, and fear clauses
- Mastering the multi-layered rules of Greek conditions
- Reading/Context: Introduction to basic philosophical prose, focusing on short dialogues regarding ethics or civic virtue
- Skill Objective: Moving away from rigid English equivalents to capture the abstract shades of probability and wishing in Greek thought
- **The Athematic Hurdle & Narrative Prose:** Xenophon or Luke
- Grammar Focus: Complete mastery of athematic (-mi) verbs (e.g. didomi, tithemi, histemi)
- Liquid verbs
- Identifying structural patterns in historical narratives
- Reading/Context: Selections from Xenophon's Anabasis (Classical track) or the Gospel of Luke and the Book of Acts (Koine/Biblical track)

- Skill Objective: Building reading stamina and processing continuous historical timelines in the text
- **Philosophy, Oratory, and Rhetoric:** Plato or Lysias
- **Grammar Focus: Advanced particle usage:** e.g. men... de..., ge, oun
- Relative clauses with the subjunctive
- Attractions of the relative pronoun
- Reading/Context: Selections from Plato's Apology or Crito, or the legal speeches of Lysias
- Skill Objective: Recognising rhetorical devices, tracking rapid arguments, and appreciating stylistic elegance in prose
- **Introduction to Dialect & Meter:** Homer or Hellenistic Epistles
- Grammar Focus: Introduction to dialectal shifts (Ionic/Epic shifts vs. Attic Greek) or advanced epistolary conventions
- Basic introduction to poetic meter
- Reading/Context: Selections from Homer's Iliad or Odyssey (Classical track) or the Pauline Epistles / Hebrews (Koine track)
- Skill Objective: Learning to adapt Attic-centred grammar rules to archaic poetry or late-antique administrative and theological literature

CATEGORY	DETAILS
Core Competencies	• Translation skills. • Critical thinking. • Logical reasoning. • Vocabulary analysis. • Etymological understanding.
Core Values	• Responsibility. • Flexibility. • Credibility. • Respect. • Diligence.

CATEGORY	DETAILS
Pedagogical Approaches	• Lecture method. • Analytical approach. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • Class Participation. • Comparative analysis.
Learning Resources	• Greek texts and printed materials. • Greek/English dictionary. • The Bible. • National Curriculum for Basic Education. • Multimedia facilities.
Assessment Methods	• Translation tests. • Group discussions. • Quizzes. • Assignments. • End of semester examination.

REFERENCES AND FURTHER READING

Palmer, D. (2021). *Intermediate Ancient Greek language.* ANU Press. Doi.org

Peek, P. S. (2021). *Ancient Greek I: A 21st-century approach.* Open Book Publishers. Doi.org

The Bible, Revised Standard Version (2021)

CRS 421 Introduction to Old Testament

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course offers students a foundational, critical, and literary exploration of the Hebrew Scriptures. The course introduces the structural divisions, textual history, and literary composition of the Old Testament books, with special attention given to historical-critical methods like the Documentary Hypothesis. Beyond uncovering the ancient origins of these texts, undergraduates will engage directly with the interpretive challenges inherent in

ancient literature. Crucially, the course bridges the ancient Near Eastern world and contemporary reality by emphasising the contextual interpretation and applic**ation of Old Testament narratives within the African sitz-**im-leben (setting in life).

RELEVANCE STATEMENT

For undergraduate students pursuing theological, historical, or cultural studies, the Old Testament serves as a cornerstone narrative that has shaped global ethics, law, and religious thought. However, navigating these ancient texts requires specialised analytical tools to move past superficial readings. This course is vital because it moves biblical study out of an academic vacuum and grounds it in the students' lived reality. By equipping students to analyse scriptures through an African contextual lens, the course demonstrates how ancient sacred texts remain vibrant, powerful instruments for addressing the unique social, cultural, and ethical dynamics of contemporary Africa.

COURSE OBJECTIVES

The objectives of this course are:

1. To introduce the major divisions, genres, and literary structures of the Old Testament canon.
2. To demystify historical-critical scholarship, specifically teaching the origins and mechanics of the Documentary Hypothesis.
3. To train students in basic exegesis, enabling them to identify and navigate complex interpretive problems in ancient literature.
4. To guide undergraduates in constructing contextual hermeneutical frameworks tailored to African cultural and socio-economi**c** realities

LEARNING OUTCOMES

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

1. Acquire the basic skills of interpreting Old Testament scriptures;
2. Identify the divisions, literary composition of Old Testament books;
3. Demonstrate competence in Old Testament literary interpretation; and
4. Apply the skills acquired in contextual interpretation to African sitz-im-leben

COURSE CONTENT

- A critical and literary introduction to the books of the Old Testament with attention to their divisions
- Literary composition

- And particularly the Documentary Hypothesis
- Detailed examination of the problems and interpretation of the Old Testament literature
- Emphasis on their interpretation and application in the African context

CATEGORY	DETAILS
Core Competencies	• Biblical literacy. • Logical reasoning. • Archival research skills. • Interpretational skills. • Hermeneutics skills.
Core Values	• Diligence. • Hospitality. • Responsibility. • Patriotism. • Perseverance
Pedagogical Approaches	• Interactive lectures. • Class Participation • Analytic approach • Storytelling • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • S.
Learning Resources	• The Bible. • Extra-Biblical accounts. • Documentaries. • Multimedia facilities. • Online databases. • National Curriculum for Basic Education.

CATEGORY	DETAILS
Assessment Methods	• Quizzes • Assignments • Group presentations • Mid-semester test. • End of semester examination.

REFERENCES AND FURTHER READING

Baden, J. S. (2022). *The composition of the Pentateuch: Renewing the Documentary Hypothesis*. Yale University Press.

Carr, D. M. (2021). *The formation of the Hebrew Bible: A new reconstruction*. Oxford University Press

CRS 422 History of ISLAM in West Africa.

LEVEL 400 Level | **SEMESTER** Second Semester. | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides a comprehensive historical survey of the origin, spread, development, and institutionalisation of Islam in West Africa from the 8th century to the contemporary era. Undergraduates will critically examine how Islam transformed from a minority religion of foreign merchants into a foundational, indigenous African faith that reshaped the region's political, economic, and cultural landscapes. Through an interdisciplinary approach, students will analyse the rise and fall of major Islamic empires (Mali, Songhai, Kanem-Borno), the intellectual legacies of scholarly hubs like Timbuktu, and the socio-political disruptions of the 18th- and 19th-century militant jihad movements. Finally, the course investigates how West African Muslim societies negotiated the challenges of European colonial rule and continue to shape post-colonial state identity and modern global dynamics.

RELEVANCE STATEMENT

Islam is not a recent or external addition to West Africa; it is an indigenous pillar of African history and state-building that spans over a millennium. Studying this history is vital for undergraduates because it dismantles Eurocentric and Arabocentric myths that view Sub-Saharan Africa as historically isolated or culturally passive. Today, West Africa

is home to one of the largest Muslim populations in the world. Understanding the historical synthesis of Islamic law (Sharia) with traditional African customs provides students with essential context for interpreting contemporary West African politics, law, and social movements. This course equips students with critical thinking skills indispensable for careers in international relations, global diplomacy, security studies, development, and African studies.

COURSE OBJECTIVES

The primary objectives of this course are to:

1. Trace the economic and geographic mechanisms of the Trans-Saharan trade routes that introduced Islam to the region.
2. Analyse the political evolution of West African polities.
3. Examine how rulers transitioned from tolerating Islam to adopting it as an instrument of statecraft and centralisation.
4. Evaluate the intellectual contributions of West African scholarship.
5. Emphasise indigenous manuscript traditions, universities, and the development of Ajami script.
6. Critique the socio-religious drivers and long-term geopolitical impacts of the 18th- and 19th-century West African jihad movements.
7. Assess the methods of resistance, adaptation, and collaboration utilised by Muslim leaders and Sufi orders during European colonisation.

LEARNING OUTCOMES

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

1. Chronologically map the geographic expansion of Islam across the Western Sudan, Hausaland, and the Chad Basin.
2. Deconstruct primary sources, critically differentiating between external Arabic geographies (e.g. Ibn Battuta, al-Bakri) and internal African chronicles and oral traditions.
3. Differentiate between the theological frameworks and socio-political roles of the major Sufi brotherhoods (specifically the Qadiriyya and Tijaniyya) in West Africa.
4. Articulate the historical contributions of West African Muslim women to education, scholarship, and political life (such as Nana Asma'u).
5. Formulate well-reasoned arguments connecting historical Islamic governance models to contemporary political structures and security challenges in the Sahel.

COURSE CONTENT

- **Cross-Desert Synapses: The Entry and Spread of Islam:** 8th–11th Century
- The Trans-Saharan Matrix: Gold, salt, and the economic routes connecting North Africa with the Western Sudan
- The Agents of Faith: Ibadi and Maliki Berber merchants, clerics, and the dual-town system of early African kingdoms (e.g. Ancient Ghana).
- The Almoravid Impact: Religious reform, migration, and the shifting geopolitical dynamics of the Senegal River Valley
- **Empires of Faith: Court Islam and Consolidation:** 12th–16th Century
- The Imperial Mali Synthesis: Mansa Musa's historic 1324 pilgrimage (Hajj) and the globalisation of Malian wealth and prestige
- The Songhai Imperative: Askia Muhammad's administrative reforms, state patronage of Islam, and legal centralism
- The Frontier Kingdoms: Islamization of the Kanem-Borno Empire under the Sefuwa Dynasty and the early development of Hausa city-states
- Ink of the Scholar: Intellectual Traditions and Pedagogy
- The Timbuktu Renaissance: The university system of Sankore, the book trade, and the preservation of Arabic manuscripts
- Traditional Pedagogy: The structure of the halaqah (study circle), Qur'anic memorisation, and the transmission of the ijazah (teaching license)
- The Ajami Revolution: The modification of the Arabic alphabet to write indigenous African languages (Hausa, Fulfulde, Wolof) to democratise religious knowledge

CATEGORY	DETAILS
Core Competencies	• Literary analysis • Historical literacy • Comparative knowledge. • Critical Legal & Theological Discourse. • Interfaith understanding.
Core Values	• Respect. • Harmony. • Diligence. • Integrity • Justice.

CATEGORY	DETAILS
Pedagogical Approaches	• Lecture method. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • Analytical Research • Historical narrative. • Class Participation.
Learning Resources	• Historical maps of the Trans-Saharan trade. • Online Databases. • Documentaries. • Prints and Textual resources. • National Curriculum for Basic Education.
Assessment Methods	• Assignments. • Quizzes. • Classwork. • Mid-semester test. • End of semester examination.

REFERENCES AND FURTHER READING

Meyer, I. (2023). *A short history of Islamic West Africa*. Wardah Books.

Kane, O. O. (2016). *Beyond Timbuktu: An intellectual history of Muslim in West Africa.* Harvard University Press

Lydon, G. (2009). *On trans-Saharan trails: Islamic law, trade, and networks in Western Africa.* Cambridge University Press.

The Bible, Revised Standard Version (2022).

CRS 423 Comparative Study of Religions in Nigeria

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

The Comparative Study of Religions in Nigeria is designed to provide undergraduates with a scientific, objective, and methodological framework for analysing the world's major religious traditions. The course introduces Comparative Study of Religions (CSR) as an

academic discipline, tracing its historical evolution from pioneering figures like Friedrich Max Müller. Students will explore the core beliefs, texts, and practices of global faiths – including Judaism, Christianity, Islam, Buddhism, Hinduism, Shinto, Taoism, Jainism, Zoroastrianism, Confucianism, Baha'i, and African Indigenous Religions (AIRs).Central to this course is a deep dive into the Nigerian pluralistic context, focusing heavily on the intersection of its three major traditions: Christianity, Islam, and African Indigenous Religions. Through formal, informal, institutional, and unconventional lenses, the curriculum unpacks the dynamics of religious contact, cooperation, and friction. By critically analysing topics like interfaith dialogue, religious violence, conflict resolution, and peacebuilding, this course equips students to understand the multi-layered role of religion in shaping contemporary Nigerian society.

RELEVANCE STATEMENT

In a deeply pluralistic nation like Nigeria, understanding religious diversity is not just an academic exercise – it is a societal necessity. Religion acts as a powerful driver of cultural identity, social mobilisation, and political discourse. However, a lack of objective understanding often fuels prejudice, stereotypes, and catastrophic ethno-religious conflicts. This course provides a neutral, non-evaluative platform to study different faiths at face value, moving past theological bias to build intellectual empathy. By equipping future leaders, educators, and policymakers with the tools of comparative analysis, the course directly addresses the challenges of national integration. It highlights the mechanism of interreligious dialogue, and peaceful co-existence, making it highly relevant for anyone looking to navigate, manage, or heal the socio-religious fractures within the Nigerian landscape.

COURSE OBJECTIVES

By the completion of this course, undergraduates are to achieve the following objectives:

1. Master the Academic Methodology of CSR:
2. Explain the foundational concepts, scientific approaches, and neutral frameworks that distinguish comparative religion from devotional study.
3. Trace Historical Disciplinary Trends:
4. Outline the historical development of comparative religion,
5. Analyse the contributions of early scholars like Max Müller and subsequent shifts in global religious scholarship.
6. Analyse Global Faith Traditions.
7. Deconstruct and contrast the core concepts, texts, ethical codes, and structural elements across major Eastern, Western, and indigenous world religions.

8. Contextualise the Nigerian Religious Landscape.
9. Examine the historical emergence, expansion, and core institutional realities of African Indigenous Religions, Christianity, and Islam within Nigeria.
10. Evaluate Socio-Religious Interactions.
11. Assess the consequences of historical and contemporary encounters between Nigeria's major faiths at both institutional and grassroots levels
12. Formulate Paths to Peace and Dialogue.
13. Critique the root causes of religious conflicts and violence in Nigeria while
14. Assess the viability of interfaith initiatives, dialogue, and peacebuilding strategies.

LEARNING OUTCOMES

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

1. Examine Comparative Study of Religions (CSR) as a discipline and an approach in the study of religion;
2. Discuss the historical development of, and trends in the discipline of CSR;
3. Identify, examine and compare the core issues, concepts and themes in major world religions;
4. Examine the three major religious traditions (African Indigenous Religions, Christianity and Islam) in Nigeria;
5. Discuss the patterns of religious interactions and the consequence of such interactions of AIRs, Christianity and Islam in Nigeria; and
6. Examine the issues of religious violence, conflicts, and peace, dialogue, interfaith and interreligious relations in Nigeria.

COURSE CONTENT

- Identification of Comparative Study of Religion as a discipline and as an approach in the scientific study of religion
- Historical development and trends in the discipline from Friedrich Max Müller and other antecedents
- Core issues, concepts and themes in major world religions: Judaism, Christianity, Islam, Buddhism, Hinduism, Shinto, Taoism, Jainism, Zoroastrianism, Confucianism, Baha'i, and African Indigenous Religions
- Major religions (Christianity, Islam and Indigenous Religions) in Nigeria
- Contact and interaction of the major religions

- Dialogue, interfaith and interreligious relations
- Religious interaction at the formal and informal, institutional and unconventional levels
- Comparison of major themes of the various religions

CATEGORY	DETAILS
Core Competencies	• Logical reasoning. • Social emotional skills. • Critical thinking. • Historical Analysis. • Dialogue facilitation.
Core Values	• Tolerance. • Understanding. • Accommodation. • Justice. • Responsibility
Pedagogical Approaches	• Interactive lectures. • Guest speaker • Role-playing. • Group presentations • Data analysis
Learning Resources	• Documentaries. • Prints and Textual resources. • Online databases. • Multimedia facilities. • Artefacts.
Assessment Methods	• Quizzes. • Tests. • Class Participation. • Group debate. • End of semester examination.

REFERENCES AND FURTHER READING

Nwosu, E. E. (2021). Comparative study of religion. In *Methods, theories and issues in the study of religion (1st ed., pp. 99–113*). Stiffaith Print

CRS 424 Church History and Doctrinal Developments. (5th to 12th Centuries)

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course offers a comprehensive exploration of the transformation of Christianity from the collapse of the Western Roman Empire to the height of the medieval world. Students will examine how the Church transitioned from a persecuted sect into the dominant institutional, cultural, and political force in Europe and the Near East. We will trace the fracturing of unity between the Greek East and Latin West, the rise of the papacy, the monastic movements, and the theological battles that defined orthodoxy. By engaging with primary texts, undergraduates will analyse how the Christian faith adapted to changing geopolitical landscapes, encountered Islam, and shaped the intellectual fabric of the Middle Ages.

RELEVANCE STATEMENT

Understanding the medieval Church is not merely an academic exercise in history; it is a vital key to decoding the modern world. The theological definitions, institutional structures, and cultural divisions established between the 5th and 12th centuries continue to dictate the global geopolitical and religious landscape today. For instance, the formal split between Eastern Orthodoxy and Roman Catholicism still impacts Eastern European relations, while the syntheses of faith and reason during this era laid the groundwork for modern universities, international law, and Western philosophical thought. For students of theology, history, or international relations, this course provides the foundational context needed to understand contemporary institutional power structures and ecumenical dynamics.

COURSE OBJECTIVES

The primary aims of this course are to:

1. Contextualise institutional growth: Provide a clear narrative of the political, cultural, and social factors that allowed the Church to expand its influence across Europe and Asia.
2. Trace doctrinal evolution: Deconstruct the major theological controversies of the era, explaining how Councils and key thinkers defined orthodox dogma.
3. Develop critical text analysis: Equip students with the skills to analyse, critique, and interpret early medieval primary documents and theological treatises.
4. Foster historical empathy: Encourage students to understand the worldview of medieval Christians within their own historical contexts, rather than judging them by modern standards.

LEARNING OUTCOMES

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

1. Differentiate between Eastern and Western theological frameworks and articulate the core political and theological causes of the Great Schism of 1054.
2. Analyse the socio-political impact of Monasticism and the Papacy on medieval European governance and daily life.
3. Evaluate the theological arguments of pivotal figures such as Augustine of Hippo, John of Damascus, Anselm of Canterbury, and Bernard of Clairvaux.
4. Construct historical arguments using primary sources to explain the motivations behind major events like the Iconoclastic Controversy and the early Crusades.

COURSE CONTENT

- **The Crumbling Empire and the Augustinian Legacy:** 5th Century
- The fall of Rome and the shifting of political power to Byzantium
- Augustine of Hippo: The City of God, grace, predestination, and the Pelagian controversy
- The Council of Chalcedon (451) and its Christological aftermath
- **The Rise of the Papacy and Monasticism:** 5th–6th Centuries
- Leo the Great and the theological justification for papal primacy
- Benedict of Nursia and the Rule: Monasticism as a preserver of culture and economic engine
- Gregory the Great: Pastoral care, liturgical reform, and the expansion of Anglo-Saxon missions
- **Orthodoxy, Islam, and the Imperial Church:** 7th–8th Centuries

- **The rise of Islam and its impact on the ancient Christian patriarchates:** Jerusalem, Alexandria, Antioch
- The Monothelite controversy and Maximus the Confessor
- The Iconoclastic Controversy: John of Damascus and the theological defence of sacred images at the Seventh Ecumenical Council (787)
- **The Carolingian Renaissance and the Feudalization of the Church:** 8th–10th Centuries
- **The alliance between the Frankish monarchy and the Papacy:** Charlemagne crowned Holy Roman Emperor in 800
- The Carolingian Renaissance: Educational reforms and the preservation of texts
- The dark age of the papacy and the rise of proprietary churches under feudal lords
- **Reform, Fractures, and Clashes:** 11th Century
- The Cluniac and Gregorian Reform movements: Fighting simony and clerical concubinage
- The Investiture Controversy: The power struggle between Pope Gregory VII and Emperor Henry IV.
- The Great Schism of 1054: Mutual excommunications between Rome and Constantinople
- **Module 6: The Intellectual Awakening and the Crusades:** 12th Century
- The First Crusade (1095) and the theological development of ‘holy war.’ The shift from monastic learning to the cathedral schools (the precursors to universities)
- Early Scholasticism: Anselm of Canterbury (faith seeking understanding, the satisfaction theory of atonement) versus Peter Abelard
- Monastic mysticism: Bernard of Clairvaux and the Cistercian revival

CATEGORY	DETAILS
Core Competencies	• Historical literacy. • Doctrinal interpretation • Cross-Cultural Competence • Logical reasoning • Critical thinking.

CATEGORY	DETAILS
Core Values	• Integrity • Social justice • Diligence • Confidence • Respect for sacred texts
Pedagogical Approaches	• Lecture • Storytelling • Socratic Seminar. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • Collaborative Textual Analysis.
Learning Resources	• Documentaries on church history into medieval era. • Online Databases. • Texts and prints on doctrinal developments. • National Curriculum for Basic Education. • Digital and Multimedia Resources.
Assessment Methods	• Class Participation & Debate. • Mid-semester test. • Quizzes. • Assignments. • End of semester examination.

REFERENCES AND FURTHER READING

González, J. L. (2010). *The story of Christianity: Vol. 1. The early church to the dawn of the reformation (Revised & updated ed.).* HarperOne

John of Damascus. (2003). *Three treatises on the divine images (*A. Louth, Trans.). St. Vladimir's Seminary Press. (Original work published ca. 730)

Brown, P. (2012). *Through the eye of a needle: Wealth, the fall of Rome, and the making of Christianity in the West, 350–550 AD*. Princeton University Press

Degree 500 Level: First Semester

CED 501 Field Research in Christian Religious Studies

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

LEVEL 500 LEVEL

COURSE OVERVIEW

The Field Research in Christian Religious Studies course provides undergraduate students with practical, hands-on experience in empirical and qualitative research methodologies within the discipline. This course bridges theological and theoretical concepts with real-world application by guiding students through the entire lifecycle of fieldwork. Students will learn how to identify distinct research environments – such as diverse Christian religious centres and unique church denominations – and design appropriate research instruments. Through practical engagement, students will master essential fieldwork techniques, including ethnography, participant observation, interviews, and archival analysis, culminating in the production of a comprehensive academic research report.

RELEVANCE STATEMENT

Fieldwork is a foundational pillar of contemporary religious studies, moving scholarship beyond text-based analysis into the lived experiences of faith communities. In an increasingly pluralistic and evolving religious landscape, understanding the active dynamics, traditions, and social impacts of Christian denominations requires rigorous empirical investigation. This course equips students with critical data collection, analytical, and investigative skills that are highly valuable for careers in academia, theological education, community development, and social research. By immersing themselves in active field environments, students develop cultural empathy, ethical research habits, and the capacity to document contemporary religious history accurately.

COURSE OBJECTIVES

The primary objectives of this course are to ensure that students:Master

1. Fieldwork Methodologies.
2. Understand and differentiate between the core qualitative methods and approaches unique to research in Christian Religious Studies.
3. Select Strategic Research Sites.

4. Critically evaluate and select appropriate fieldwork locations,
5. Focus on distinct Christian denominations and religious centres.
6. Design Rigorous Research Tools.
7. Develop effective research instruments, frameworks.
8. Deploy plans tailored to the specific demographics of a chosen location.
9. Execute Empirical Data Collection.
10. Demonstrate proficiency in conducting hands-on field investigations
11. Use ethnography, participant observation, face-to-face interviews, and archival source gathering.
12. Produce Professional Research Reports: Synthesise field data, photographs, and primary source documents into a structured, analytical academic report suitable for undergraduate scholarship.

LEARNING OUTCOMES

At the end of the field exercise, students should be able to:

1. Identify and explain the methods and approaches of doing research in Christian Religious Studies;
2. Identify and select appropriate research locations for his/her fieldwork;
3. Design appropriate research instruments, plan and appropriate methods for the research location;
4. Select appropriate methods and approaches of fieldwork research investigation in the study location;
5. Demonstrate the ability of doing fieldwork research in Christian Religious Studies; and
6. Write a report of the fieldwork research.

COURSE CONTENT

- Identification and explanation of the different methods and approaches of doing research in Christian Religious Studies
- Identification and selection of research locations such as Christian religious centres, churches with specific and distinct denominations
- Design of research instruments, plan and methods for the selected research location

- Selection of suitable methods and approaches for the selected location, such as ethnographic, participant observation, face-to-face interviews, church archival materials, use of photos, diaries and others
- Writing of a report showing findings from the stated objectives, and demonstrating competence in doing fieldwork in Christian Religious Studies' research

CATEGORY	DETAILS
Core Competencies	• Critical thinking. • Logical reasoning. • Analytical skills. • Research skills. • Historical mapping.
Core Values	• Commitment • Credibility • Dedication • Diligence. • Persistence.
Pedagogical Approaches	• Multiple means of engagement through Research Works, collaborative discussions. • Interactive lectures. • Socratic-style. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • UDL
Learning Resources	• Religious centres. • Documentaries. • National • Curriculum for Basic Education. • Online databases. • Prints and Textual resources.

CATEGORY	DETAILS
Assessment Methods	• Field inquiry. • Group work. • Research Reports. • End of semester examination.

REFERENCES AND FURTHER READING

Asadu, G. C. (2024). *Current trends in religious studies in Nigeria* (Volume One). ResearchGate.https://www.researchgate.net/publication/403912990_Current_Trends_in_Religious_Studies_in_Nigeria_Volume_One

Amadi, C. O., & Nwoko, J. C. (2024). *An essential guide to research methodologies in theology and religious studies*. ResearchGate.

CRS 511 Ecumenism and Inter-Religious Dialogue.

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

Ecumenism and Inter-Religious Dialogue introduces undergraduate students to the history, theology, and practice of building bridges across religious divides. This course explores the internal quest for unity within the Christian tradition (ecumenism) and the external engagement with diverse world religions (inter-religious dialogue). Students will critically examine historical conflicts, modern theological breakthroughs, and contemporary methods for fostering peaceful coexistence.

RELEVANCE STATEMENT

In an increasingly globalised and pluralistic society, religious literacy and dialogue are essential tools for global citizenship and peacebuilding. This course equips students to navigate deep theological differences while finding common ground for social justice and community harmony. By understanding the dynamics of interfaith engagement, graduates are uniquely prepared for careers in international relations, community organising, chaplaincy, NGO work, and diverse corporate environments.

COURSE OBJECTIVES

The main objectives of this course are to:

1. Trace the historical development of the ecumenical movement and major interfaith initiatives.
2. Analyse key theological frameworks that religions use to understand and engage with other faith traditions.
3. Examine the social, political, and cultural impacts of religious pluralism on global and local communities.
4. Develop practical skills in active listening, conflict mediation, and collaborative community planning across religious lines.

LEARNING OUTCOMES

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

1. Explain major ecumenical breakthroughs, such as the Vatican II documents on ecumenism and the work of the World Council of Churches.
2. Differentiate between theological perspectives on religious pluralism, specifically exclusivism, inclusivism, and pluralism.
3. Identify common challenges in interfaith communication, including historical trauma, power imbalances, and doctrinal dissolve.
4. Design an interfaith dialogue project or framework tailored to resolve a specific community conflict.
5. Articulate their own worldview while demonstrating empathy and academic objectivity toward the religious beliefs of others.

COURSE CONTENT

- Foundations of Ecumenism
- Definitions and Terminology: Distinguishing between ecumenism, intra-faith dialogue, and inter-religious dialogue
- Historical Fractures: The East-West Schism (1054) and the Protestant Reformation (1517)
- The Modern Ecumenical Movement: The 1910 Edinburgh World Missionary Conference and the formation of the World Council of Churches (WCC)
- Catholic and Orthodox Perspectives: The impact of the Decree on Ecumenism (Unitatis Redintegratio) and Orthodox pan-council initiatives
- Theology of Religious Pluralism
- The Tripartite Typology: Deep dive into Exclusivism, Inclusivism, and Pluralism

- Comparative Theologies: How Christianity, Islam, Judaism, Buddhism, and Hinduism textually approach the Religious Other
- **Theology after the Holocaust: The paradigm shift in Jewish-Christian relations:** Nostra Aetate
- Models and Methods of Interfaith Dialogue
- The Four Forms of Dialogue: The dialogue of life, the dialogue of action, the dialogue of theological exchange, and the dialogue of religious experience
- Scriptural Reasoning: The practice of gathering diverse faith practitioners to study sacred texts together
- The Monastic Interreligious Dialogue: Contemplative and spiritual approaches to interfaith meeting
- Contemporary Challenges and Global Issues
- Religion, Conflict, and Peacebuilding: Analysing the role of religion in global hotspots and peace accords
- Gender and Interfaith Dialogue: The role of women in grassroots religious peace-building
- The Global Ethic: Exploring shared ethical values across traditions to address climate change, poverty, and human rights

CATEGORY	DETAILS
Core Competencies	• Logical reasoning. • Critical inquiry. • Collaborative ideologies. • Historical analysis. • Social engagement
Core Values	• Accommodation. • Equity • Social Justice • Integrity. • Accountability.

CATEGORY	DETAILS
Pedagogical Approaches	• Structured dialogues. • UDL Multiple means of engagement through small group 'dialogue simulation', use side-by-side comparative graphics to map theological similarities and differences. • Interactive lectures. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Online databases. • Multimedia Resources. • Documentaries. • Prints and Textual resources. • National Curriculum for Basic Education.
Assessment Methods	• Quizzes. • Assignments. • Group presentations. • Class work. • End of semester examination

REFERENCES AND FURTHER READING

Chapman, M. D. (2017). *Ecumenism; A_short_history*. James Clarke & Co.

Catholic Church. (1965). *Nostra aetate* [Declaration on the relation of the Church to non-Christian religions]. Vatican Archive. vatican.va

Okafor, C. J. (2026). Ecumenism and religious dialogue in contemporary Nigeria: Prospects and challenges. *African Journal of Theological Studies, 12(3), 201–218*

CRS 512 Religion and Human Values

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

Religion and Human Values is a foundational undergraduate course designed to explore the profound intersection between spiritual traditions, ethical frameworks, and human conduct. In an increasingly globalised yet polarised world, this course examines how both

religious (Indigenous, Abrahamic, Asian) and non-religious worldviews shape our understanding of morality, dignity, and communal responsibility. Students will critically analyse the core tenets of human value systems, contrasting the intrinsic worth of human dignity against the rapid advancement of modern technology. Through the study of sacred texts, oral traditions, and secular philosophies, the course investigates how virtues such as freedom, gratitude, peace, and integrity manifest in social, political, and spiritual life. Furthermore, the curriculum addresses contemporary challenges by analysing the destructive impacts of intolerance and discrimination, while evaluating fundamental human rights through a religious lens. Ultimately, this course serves as an ethical compass, guiding students to cultivate personal integrity and foster harmonious interpersonal relationships

RELEVANCE STATEMENT

In contemporary society, technological leaps and intense globalisation often outpace ethical reflection, leading to identity crises, discrimination, and a dilution of core human values. This course is highly relevant for undergraduates as it provides them with the critical thinking tools needed to navigate diverse cultural and ideological landscapes. By bridging the gap between ancient wisdom traditions and modern human rights frameworks, the course helps students dismantle prejudices like chauvinism, racism, and religious intolerance. It shifts the educational paradigm from mere academic instruction to holistic character development. For students entering a multifaceted global workforce, understanding the diverse religious and non-religious foundations of human rights and dignity is essential for promoting social cohesion, practising empathetic leadership, and building inclusive communities

COURSE OBJECTIVES

By the end of this course, the aims are to guide the students to:

1. **Analyse Multidimensional Worldviews:** Examine and compare the definitions of religion and human values from various indigenous, Abrahamic, Asian, and secular perspectives.
2. **Evaluate Human Dignity:** Critique the concept of human dignity, establishing its supremacy over technological advancements and material progress.
3. **Deconstruct Core Virtues:** Investigate oral and written religious traditions that reinforce essential values, including freedom, respect for elders, gratitude, and peace.

4. **Foster Personal and Professional Integrity:** Cultivate positive character traits, emphasising the practical application of integrity and self-esteem within social and political communities.
5. **Address Social Injustices:** Identify and analyse the causes and evil effects of negative social tendencies, including intolerance, sexism, racism, and discrimination.
6. **Contextualise Human Rights:** Interpret the origins and applications of fundamental human rights specifically from the standpoint of diverse religious traditions.

LEARNING OUTCOMES

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

1. Define religion and human values from religious and non-religious worldviews;
2. Identify the characters that define human dignity
3. Describe human values and their effect on interpersonal relationships; and
4. Develop positive character towards integrity and self-esteem; and
5. Understand human rights from the perspective of religion.

COURSE CONTENT

- The two concepts of religion and human values from religious and non-religious worldviews
- Issues from indigenous, Abrahamic, Asian and other world traditions and non-religious worldviews
- Emphases on human dignity as opposed to whatever technological advantages man may have acquired
- Consideration of the various religious traditions, oral or written, that reinforce human values like freedom, respect for elders, gratitude, peace and others
- Significance of integrity in human social, political and religious lives, with emphasis on community
- Concrete examples of evil effects of negative tendencies like intolerance, chauvinism or discrimination on the basis of religion, sex, race, colour, nationality and others
- Fundamental human rights from the perspective of religion

CATEGORY	DETAILS
Core Competencies	• Value for humanity • Rationale application. • Logical reasoning.

CATEGORY	DETAILS
Core Values	• Integrity. • Compassion. • Humility. • Dignity. • Competence.
Pedagogical Approaches	• Lecture method. • Socratic style. • Data analysis. • Group participation. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prints and Textual resources. • Multimedia facilities. • Online databases. • Documentaries. • National Curriculum for Basic Education.
Assessment Methods	• Classwork. • Assignments. • Quizzes. • Mid-semester test. • End of semester examination.

REFERENCES AND FURTHER READING

Chinmayananda, S. (2020). *Religion and human values*. Central Chinmaya Mission Trust.

Idler, E. (Ed.). (2024). *Religion and social dimensions of human values.* Oxford University Press.

Vainio, O. P. (2023). *Human dignity in a technological age: Theological and philosophical perspectives*. Routledge.

CRS 513 Old Testament Theology

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

Old Testament Theology is an undergraduate-level course designed to introduce students to the major theological concepts, themes, and historical frameworks of the Hebrew Scriptures. Students will critically examine the diverse methodological approaches used to study Old Testament theology, with a primary emphasis on thematic analysis. Throughout the semester, the course will explore foundational biblical concepts, including the nature and attributes of God, the fall of humanity, covenantal relationships, divine judgement, and salvation history. By engaging with both the historical context and the literary genres of the text, students will develop a structured framework for understanding how the ancient Israelites conceptualised their relationship with God, the world, and surrounding nations.

RELEVANCE STATEMENT

Understanding Old Testament theology is foundational for any serious study of biblical literature, historical theology, and the roots of Judeo-Christian ethics. For undergraduate students, this course provides the critical tools necessary to bridge the gap between ancient ancient texts and modern interpretation. By examining core themes such as justice, covenant, and restoration, students develop advanced skills in textual analysis and historical empathy. These competencies are vital not only for theological education and ministry but also for religious studies, comparative literature, and understanding the cultural foundations of Western civilisation.

COURSE OBJECTIVES

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

1. Identify and evaluate the primary methodological approaches to Old Testament Theology.
2. Distinguishing between historical, thematic, and book-by-book strategies.
3. Demonstrate analytical skills in interpreting Old Testament texts within their original historical, cultural, and literary contexts.
4. Critically analyse major theological themes, including the character of God, the mechanisms of covenant and election, the nature of sin, and the progression of Messianic expectations.

5. Apply interpretive tools to synthesise these theological themes,
6. Prepare students to independently evaluate complex biblical passages and teach them effectively.

LEARNING OUTCOMES

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

1. Identify the several approaches to the Old Testament theology;
2. Acquire the skills of analysis and interpretation of Old Testament texts and history;
3. Identify and analyse the several themes in the Old Testament; and
4. Apply the tools of analysis to the themes identified in the Old Testament.

COURSE CONTENT

- Identification of several approaches to Old Testament Theology with emphasis on thematic study of Theology of the Old Testament
- The Living God of the Old Testament and His attributes
- The fall of man
- Division of humans into ethnicity
- Concept of election, covenant
- Judgement and reward
- Forgiveness, salvation and restoration
- Messianic expectation and others

CATEGORY	DETAILS
Core Competencies	• Theological Literacy. • Critical thinking. • Scriptural analysis. • Logical reasoning.
Core Values	• Objectivity. • Responsibility. • Credibility. • Loyalty. • Sincerity.

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive lectures. • Group presentations. • Socratic-style • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • .
Learning Resources	• Documentaries. The Bible. • Online Databases. • Multimedia facilities. • National Curriculum for Basic Education.
Assessment Methods	• Classwork. • Quizzes. • Assignments. • Mid semester test. • End of semester examination.

Witherington, B., III. (2026). Rethinking biblical and systematic theology: Grounding the abstract in the narrative world of scripture. IVP Academic

The Bible, Revised Standard Version (2021)

CRS 514 African Traditional Religion

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

African Traditional Religion (ATR) offers an in-depth, critical exploration of the indigenous religious philosophies, cosmological frameworks, and ritual systems of Africa. Moving beyond introductory surveys, this course tackles the epistemological, methodological, and ontological complexities of studying ATR in the contemporary world. Undergraduates will critically examine how ATR intersects with modernity, globalisation, politics, gender dynamics, and environmental ethics, while dismantling colonial paradigms that have historically marginalised indigenous knowledge systems.

RELEVANCE STATEMENT

African Traditional Religion is not a relic of the past; it is a dynamic and living system that actively shapes the socio-political, cultural, and psychological landscapes of modern Africa and its diaspora. Understanding ATR at an advanced level is vital for anyone pursuing careers in African development, public policy, environmental advocacy, mental health, global heritage studies, and international relations. By engaging with ATR's sophisticated ethical frameworks and eco-philosophies, students gain critical tools to address contemporary global challenges – such as climate change and community healing – through indigenous lenses.

COURSE OBJECTIVES

The main objectives of this course are to:

1. Deconstruct Eurocentric and colonial biases in the historiography and academic study of African religions.
2. Analyse the core philosophical pillars of ATR, including complex understandings of time, vital force, personhood, and the cosmos.
3. Examine the ongoing evolution of ATR

as it adapts to globalisation, urbanisation, and digital spaces.

1. Evaluate the structural parallels and adaptations of ATR across the African Diaspora (e.g. Candomblé, Santería, Vodou).

LEARNING OUTCOMES

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

1. Critically evaluate major theoretical frameworks used by indigenous and international scholars to interpret ATR.
2. Articulate the ethical and ecological dimensions of ATR, specifically its concepts of communal responsibility and environmental stewardship.
3. Analyse the gendered dynamics of ritual power, priesthood, and spiritual agency within traditional African societies.
4. Trace the cross-continental synthesis of ATR into prominent New World syncretic traditions.
5. Conduct independent academic research using indigenous methodologies and ethical field-research protocols.

COURSE CONTENT

- Epistemology and Methodology in ATR.
- **Decolonising the Study of ATR: Critique of early Western anthropological biases:** e.g. terminology like “animism,” “fetishism,” or “primitive”
- Methodological Frameworks: Engaging with the theories of pioneering scholars like John S. Mbiti, Bolaji Idowu, Kwasi Wiredu, and Mercy Amba Oduyoye.
- Orality as Scripture: The role of myths, proverbs, taboos, and oral histories as authoritative repositories of religious knowledge
- Advanced Cosmologies and Philosophies: The Concept of God and Spiritual Hierarchies: Supreme Beings, divinities (e.g. Yoruba Orishas, Akan Abosom), and their administrative roles in the cosmos.
- The Ancestral Realm: The ontology of the “living-dead,” ancestral veneration, and their role as moral guardians of society
- Personhood and Vital Force (Nyama / Ase): Concepts of destiny, human constitution, and the interconnectedness of all living things (Ubuntu philosophy)
- Rituals, Medicine, and Sacred Arts
- The Mechanics of Ritual: Rites of passage (birth, initiation, marriage, elderhood, death) and the metaphysical transitions they facilitate
- Sacred Divination Systems: Advanced study of structures like the Ifa divination system and its mathematical and literary depth
- Indigenous Knowledge Systems (IKS) & Healing: The intersection of spirituality, psychology, and pharmacology in traditional African medicine
- ATR, Gender, and Social Justice
- Gender Dynamics: Female spiritual agency, queen mothers, female mediums, and the impact of patriarchal shifts under colonial and Abrahamic influences
- Political Theology: The historical and contemporary role of ATR in resistance movements, liberation struggles, and post-colonial statecraft
- Transnational ATR and the African Diaspora
- The Atlantic Crossing: The survival, resistance, and preservation of ATR through the Transatlantic slave trade
- Diasporic Manifestations: Comparative study of Santería (Cuba), Vodou (Haiti), and Candomblé (Brazil)
- ATR in the Digital Age: Cyber-spirituality, global commerce of sacred arts, and contemporary revitalisation movements among youth

CATEGORY	DETAILS
Core Competencies	• Decolonial Critique • Epistemological Literacy • Hermeneutical Analysis • Diasporic Mapping. • Logical reasoning.
Core Values	• Indigenous Field Research Natural sacredness. • Ancestral accountability. • Ubuntu. • Respect for Gerontocracy. • Inclusiveness.
Pedagogical Approaches	• Orality simulation. • Lecture method. • UDL. • Live Observations. Role-playing. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Artefacts • National Curriculum for Basic Education. • Illustrative charts. • Multimedia facilities. • Online databases. • Prints and Textual resources.
Assessment Methods	• Quizzes. • Presentations. • Assignments • Mid-semester test. • End of semester examination

REFERENCES AND FURTHER READING

Abimbola, K. (2022). *Yoruba culture: A philosophical account*. Academic Publishers.

Maraganedzha, M. (2022). *African traditional religion and moral philosophy*. Religious Studies Press

Second Semester

CRS 521 New Testament Theological Frameworks

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

New Testament Theological Framework introduces undergraduate students to the core theological structures, themes, and diverse voices found within the New Testament. Rather than treating the texts purely as historical artefacts or isolated proof-texts, this course focuses on the overarching theological narratives and frameworks that shape early Christian thought. Students will critically examine how the various New Testament authors conceptualised God, Christ, the Holy Spirit, salvation, the church, and ethics. By exploring the unity and diversity across the Gospels, Pauline epistles, General epistles, and Revelation, students will learn to trace the development of early Christian theology within its Jewish and Greco-Roman contexts.

RELEVANCE STATEMENT

In an increasingly complex and pluralistic world, understanding the foundational theological frameworks of the New Testament is essential for any serious study of religion, Western civilisation, and global culture. For undergraduates, this course provides the critical tools needed to navigate how ancient religious texts continue to shape modern ethical systems, political ideologies, and cultural identities. Engaging with these diverse theological frameworks teaches students to analyse complex, worldview-shaping literature objectively and empathetically. This fosters advanced critical thinking, cultural literacy, and interpretive skills that are highly valuable in fields such as law, education, ministry, public policy, and global humanities.

COURSE OBJECTIVES

This course aims to:

1. Identify the primary theological themes.
2. Explain the methodologies, and framework present within the diversity of the New Testament texts.
3. Contextualise the development of early Christian theology within first-century.
4. Examine the second Temple Judaism and the broader Greco-Roman world.

5. Develop critical textual analysis and hermeneutical skills for interpreting ancient religious literature.
6. Examine the creative tension between theological unity and theological diversity among different New Testament authors.

LEARNING OUTCOMES

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

1. Identify and articulate the major theological frameworks of specific New Testament corpora (e.g. Synoptic, Johannine, Pauline, Petrine).
2. Analyse New Testament texts critically using historical, literary, and theological methodologies.
3. Differentiate between the distinct theological emphases of various New Testament authors while recognising overarching commonalities.
4. Evaluate how historical contexts influenced the formulation of early Christian doctrines and ethical frameworks.
5. Construct coherent, evidence-based academic arguments regarding the application and evolution of New Testament theological ideas.

COURSE CONTENT

- Foundations and Contexts
- The World of the New Testament: Second Temple Judaism, Greco-Roman philosophical schools, and the Roman imperial context
- Methodologies in New Testament Theology: History of the discipline, critical approaches, and the relationship between history and theology
- The Old Testament in the New: Typology, prophecy, and the reconfiguration of Israel's scriptural narrative
- Kingdom and Christology in the Gospels
- The Synoptic Framework: The proclamation of the Kingdom of God, the ethics of the Sermon on the Mount, and the messianic secret
- Johannine Theology: The Word made flesh, the "I Am" sayings, realised eschatology, and the theology of love and community
- The Cross and Resurrection: Comparative Gospel frameworks on the theological meaning of Jesus' death and vindication
- Pauline Theology

- The Core of Paul's Framework: The apocalyptic shift, justification by faith, and the righteousness of God
- Christology and Ecclesiology in Paul: The "In Christ" motif, the church as the Body of Christ, and the inclusion of the Gentiles
- Pauline Ethics and Eschatology: Living between the times, the fruit of the Spirit, and the future hope
- Diversity in the General Epistles
- Hebrews: Christ as the ultimate high priest, the new covenant, and the theology of pilgrimage and faith
- James and Peter: The intersection of faith and works, wisdom theology, and suffering as a Christian subculture
- The Johannine Epistles: Testing the spirits, orthodoxy versus heresy, and the assurance of salvation
- Apocalyptic Theology and Synthesis
- The Theology of Revelation: God's sovereignty over empires, the Lamb that was slain, cosmic warfare, and new creation
- Unity and Diversity: Synthesising the New Testament witness – is there a singular "New Testament Theology"?Modern Appropriations: How New Testament theological framework intersect with contemporary social, ethical, and global issues

CATEGORY	DETAILS
Core Competencies	• Scriptural literacy. • Critical thinking. • Theological Literacy. • Logical reasoning.
Core Values	• Diligence. • Humility. • Justification. • Accuracy. • Accountability.

CATEGORY	DETAILS
Pedagogical Approaches	• Class Participation. • Debates. • Source analysis. • Interactive lectures. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• The Bible (RSV). • Extra Biblical accounts. • Commentaries. • National Curriculum for Basic Education. • Multimedia facilities
Assessment Methods	• Presentations. • Assignments. • Quizzes. • Mid-semester test. • End of semester examination.

REFERENCES AND FURTHER READING

Green, J. B., Downs, D. J., & Thompson, M. M. (2025). *Introducing the New Testament: Its literature and theology (2nd ed.)*. Wm. B. Eerdmans Publishing.

Wright, N. T., & Bird, M. F. (2019). *The New Testament in its world: An introduction to the history, literature, and theology of the first Christians.* Zondervan Academic.

Ukpong, J. S. (2021). *New Testament essays: Contextual biblical interpretation in Africa.* Peter Lang Publishing.

CRS 522 Departmental Seminar

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

The **Departmental Seminar** is a benchmark, research-driven course tailored for final-year undergraduate students. This course serves as an academic forum where students learn to independently **investigate contemporary topics**, synthesise scholarly literature, and

cultivate advanced communication skills. Rather than relying on traditional lectures, the course is structured around peer discussions, interactive workshops, and individual presentations. It prepares students for their final-year research projects and transitions them from passive consumers of knowledge to **active contributors within their academic discipline**.

RELEVANCE STATEMENT

In today's rapidly changing professional landscape, technical knowledge alone is insufficient. Employers and graduate schools highly value professionals who can dissect complex problems, evaluate data critically, and present insights with clarity. This course is pivotally relevant because it bridges the gap between theoretical classroom learning and **independent empirical inquiry**. By challenging students to defend their ideas before a panel of peers and faculty, it builds the **intellectual stamina, research literacy, and public speaking confidence** necessary for successful careers in academia, industry, and research institutions.

COURSE OBJECTIVES

The objectives of this course are to:

1. **Expose** students to advanced research methodologies and current trends within the specific academic discipline.
2. **Cultivate** independent intellectual inquiry, systematic data collection, and critical analysis of scholarly literature.
3. **Deconstruct** the core components of professional research reporting and academic manuscript preparation.
4. **Instil** high standards of research ethics, academic integrity, and appropriate citation mechanics.
5. **Provide** a safe yet rigorous platform for students to practice public speaking and defend academic findings.

LEARNING OUTCOMES

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

1. **Formulate** a clear, concise, and researchable problem statement aligned with current gaps in literature.
2. **Evaluate** the credibility and relevance of academic sources across peer-reviewed databases.
3. **Synthesise** complex scholarly arguments into a structured literature review.

4. **Design** a logically sound presentation outline that balances introduction, methodology, data analysis, and conclusions.
5. **Deliver** an engaging oral presentation using professional visual anchors and slide design frameworks.
6. **Defend** research arguments confidently and respond constructively to critiques during a Q&A panel.

COURSE CONTENT

- Foundations of Academic Research: Literature Search: Navigating institutional repositories, Google Scholar, Scopus, and subject-specific academic databases
- Source Evaluation: Differentiating between peer-reviewed journals, trade publications, predatory journals, and casual media
- Problem Identification: Moving from a broad area of interest to a narrow, actionable research question
- Structuring the Seminar Paper Core Anatomy: Standard formatting including Abstract, Introduction, Literature Review, Methodology, Analysis, and Conclusions
- Citation Mechanics: Mastering style guides (e.g. APA, IEEE, MLA) and leveraging citation management tools like Zotero or Mendeley.
- Academic Integrity: Understanding plagiarism, self-plagiarism, and the ethical boundaries of utilising AI tools in research text generation
- Technical Presentation Design
- Visual Delivery: Designing high-impact slides, mastering data visualisation (graphs, charts), and minimising on-screen text
- Presentation Architecture: Hooking an audience, maintaining logical transitions between modules, and summarising key takeaways within strict time limits
- Oral Delivery and Defence Execution
- Public Speaking Dynamics: Managing stage fright, body language, tone modulation, and maintaining eye contact
- The Art of the Defence: Handling difficult questions from assessors, managing time constraints, and acknowledging limitations in research
- Peer Evaluation: Critiquing fellow student presentations to develop an objective eye for strong research practices

CATEGORY	DETAILS
Core Competencies	• Critical thinking. • Organisational skills. • Research skills. • Presentation skills. • Interpretative skills.
Core Values	• Credibility. • Responsibility. • Accountability. • Reliability. • Commitment.
Pedagogical Approaches	• Guided supervision. • Consultation of primary and secondary sources. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • Universal Design for Learning (UDL)
Learning Resources	• Books related to the topic. • Online databases. • Primary sources. • National Curriculum for Basic Education.
Assessment Methods	• Research writing. • Presentation.

REFERENCES AND FURTHER READING

Anikwe, M. A. N. (2024). *Methods for developing seminar and journal papers: A standard guide for higher institutions*. University Press.

National Universities Commission. (2025). *Benchmark minimum academic standards for undergraduate research training and seminar delivery in Nigerian universities*. NUC Press.

CRS 523 History of Christianity in West Africa II (1960 to) Contemporary Period)

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides a comprehensive historical analysis of the development, adaptation, and impact of Christianity in West Africa from the era of political independence in 1960 to the contemporary period. Students will examine how African Christians navigated the transition from colonial missionary tutelage to indigenous leadership. The course highlights the dramatic growth of African Independent Churches (AICs), the explosive rise of Pentecostalism and Charismatic movements, and the shifting dynamics between Church and State. Additionally, students will analyse how Christian communities have responded to socio-economic challenges, interfaith relations, and the forces of globalisation.

RELEVANCE STATEMENT

Studying the modern history of West African Christianity is vital for understanding the social, political, and cultural landscape of the region today. As the demographic centre of gravity in the Christian world continues to shift toward the Global South, West Africa has emerged as a major hub of theological innovation, missionary sending, and mega-church phenomena. This course equips students with the critical tools to analyse how religious movements shape public policy, economic paradigms, gender roles, and community development, making it indispensable for careers in academia, development, diplomacy, and religious studies.

COURSE OBJECTIVES

The main objectives of this course are to:

1. Trace the historical transition of West African churches from foreign missionary control to indigenous leadership after 1960.
2. Analyse the socio-political factors that fuelled the rise and evolution of African Independent Churches and Pentecostal-Charismatic movements.
3. Examine the complex relationship between Christian institutions and post-colonial West African governments, including periods of political instability.
4. Evaluate the social and economic contributions of the Church in areas such as healthcare, education, poverty alleviation, and civic engagement.

5. Foster critical thinking regarding the interaction between Christian theology, African traditional cultural values, and Islam.

LEARNING OUTCOMES

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

1. Identify and explain key historical milestones, figures, and movements in West African Christianity from 1960 to the present.
2. Critically evaluate the processes of indigenization, inculturation, and contextualisation of Christian theology in the region.
3. Analyse the public role of religion in West African politics, democratisation, and social justice advocacy.
4. Assess the impact of globalisation, media technology, and the prosperity gospel on contemporary West African church ministry.
5. Conduct independent historical research using primary and secondary sources to articulate well-reasoned arguments about African church history.

COURSE CONTENT

- Independence, Decolonisation, and Indigenization (1960s)
- **Political Independence and the Church: The impact of colonial exit on historic mission churches:** Anglican, Catholic, Methodist, Presbyterian
- The Rise of Indigenous Leadership: The transition from European missionaries to African bishops, theologians, and administrators
- Theology of Inculturation: Adapting liturgy, music, and theology to fit African cultural realities
- **Early African Christian thinkers:** e.g. Kwesi Dickson, Bolaji Idowu
- The Expansion of African Independent Churches (AICs)
- Origins and Identity: Review of the Aladura movement (Nigeria), Musama Disco Christo Church (Ghana), and Harrist Church (Côte d'Ivoire)
- Theology and Rituals: Focus on healing, prophecy, deliverance, and the integration of African worldviews regarding the spiritual realm
- Social Impact: How AICs provided community, identity, and spiritual refuge during rapid post-colonial urbanisation
- **Module 3: The Pentecostal and Charismatic Explosion:** 1970s–1990s
- The Genesis of Modern Pentecostalism: The role of campus fellowships, Scripture Union, and transnational influences

- **The Mega-Church Phenomenon: Case studies of major ministries:** e.g. Church of Pentecost in Ghana, Redeemed Christian Church of God and Living Faith Church in Nigeria
- The Prosperity Gospel: Theological shifts emphasising financial breakthrough, physical health, and individual upward mobility
- Module 4: Church, State, and the Public Square
- Political Engagement and Activism: The Church's response to military dictatorships, civil wars (e.g. Liberia, Sierra Leone), and democratic transitions.
- Social Development: The role of faith-based organisations (FBOs) in establishing private universities, hospitals, and socio-economic safety nets
- Interfaith Dynamics: Historical and contemporary relations between Christians and Muslims in West Africa, with a focus on coexistence and conflict areas (e.g. Northern Nigeria).
- **Module 5: Contemporary Trends and Globalisation:** 2000s to Present
- Media and Technology: The use of television, social media, and digital platforms in evangelism and global branding (Televangelism)
- Reverse Mission: The expansion of West African churches into Europe, North America, and other parts of the world
- Contemporary Challenges: Addressing gender roles, youth culture, environmental concerns, and the commercialisation of religion in the 21st century

CATEGORY	DETAILS
Core Competencies	• Historical Analysis. • Theological Discernment. • Cultural Literacy. • Socio-Political Evaluation. • Impact Assessment
Core Values	• Historical Empathy. • Intercultural Respect. • Academic Objectivity. • Social Responsibility.

CATEGORY	DETAILS
Pedagogical Approaches	• Historical Source Criticism • Lecture methods. • Map studies • Development. • Storytelling and narrative approach. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Primary Sources: Post-colonial church constitutions, manifestos, sermons, and early writings by theologians like Kwesi Dickson and Bolaji Idowu. • Secondary Literature: Academic texts by African church historians (e.g. Ogbu Kalu, Kwame Bediako, Sanneh Lamin). • Digital Media; on West African mega-churches, and digital archives of African Christian biography. • Institutional and online Databases. • National Curriculum for Basic Education.
Assessment Methods	• Peer-reviewed style essays • Primary Source Exegesis. • Written reflections evaluating en 20th-century West African church document. • Assignments • End of semester examination.

REFERENCES AND FURTHER READING

Kalu, O. U. (Ed.). (2021). *The history of Christianity in West Africa (2nd ed.)*. Longman.

Wariboko, N. (2023). *Transnational Pentecostalism in West Africa: Faith, culture, and globalization.* Cambridge University Press.

Öhlmann, P., Gräb, W., & Frost, M.-L. (2020). *African Initiated Churches and sustainable development: Religion, development, and social transformation.* Routledge.

Gifford, P. (2021). *African Christianity: Its public role from independence to the contemporary era. I*ndiana University Press.

CRS 524 New Testament Text II

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

New Testament Texts II offers an in-depth literary, hermeneutical, and exegetical study of the Johannine corpus, focusing specifically on the Gospel of John and the Three Epistles of John (1, 2, and 3 John). This course guides undergraduate students through the unique theological landscape, historical context, and distinct literary style of the Beloved Disciple. Students will move beyond superficial readings to engage in critical academic analysis, exploring the profound Christology, pneumatology, and ecclesiology that define Johannine literature.

RELEVANCE STATEMENT

Understanding the Johannine literature is vital for any student of theology, biblical studies, or Christian history. The Gospel and Epistles of John present a distinct theological trajectory that shaped early Christian orthodoxy, particularly regarding the identity of Jesus Christ and the nature of Christian community. By mastering the specialised hermeneutical and exegetical tools required for these texts, undergraduates develop critical thinking skills that bridge ancient historical contexts with contemporary theological dialogue. This course equips students for advanced academic research, pastoral ministry, and thoughtful engagement with foundational Christian doctrines.

COURSE OBJECTIVES

By the end of this course objectives are to:

1. Introduce students to the historical, cultural, and theological backgrounds of the Johannine community.
2. Familiarise students with the unique literary structures, motifs, and language of St. John’s Gospel and Epistles.
3. Equip students with primary methodological tools for biblical exegesis and hermeneutics.
4. Analyse major theological themes, such as the Logos, the Paraclete, dualistic imagery, and the ethics of love.
5. Foster critical evaluation of historical-critical and modern literary approaches to Johannine literature.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

1. Articulate the historical context, authorship theories, and socio-religious setting of the Johannine community.
2. Differentiate between the literary style and theological presentation of the Gospel of John and the Synoptic Gospels.
3. Execute a rigorous, step-by-step biblical exegesis on selected passages from the Gospel and Epistles of John.
4. Evaluate various hermeneutical frameworks and apply them accurately to ancient texts.
5. Synthesise core Johannine theological themes and discuss their relevance to historical and contemporary theological issues.

COURSE CONTENT

- Introduction to the Johannine World
- The "Johannine Question": Authorship, dating, and provenance
- The Johannine Community: Sectarian hypothesis, historical crises, and the expulsion from the synagogue
- **Comparison between John and the Synoptic Gospels:** Matthew, Mark, Luke
- Johannine Literary Structure and Style
- The structural division of the Gospel: The Prologue, Book of Signs, Book of Glory, and Epilogue
- **Literary characteristics: Irony, misunderstanding, double entendres, and dualistic language:** Light/Dark, Above/Below
- Structural and stylistic overview of 1, 2, and 3 John
- Hermeneutical Approaches to John
- Historical-critical methods: Source, redaction, and composition criticism
- Literary and narrative methods: Narrative criticism, rhetorical analysis, and reader-response theory
- Ideological and contextual hermeneutics
- Exegesis of the Gospel of John
- The Prologue (John 1:1-18): The Logos theology and incarnation

- The Book of Signs (John 1:19–12:50): Detailed exegesis of select signs (e.g. Turning water into wine, Raising of Lazarus) and the "I Am" sayings.
- The Book of Glory (John 13:1–20:31): The Farewell Discourse, the Footwashing, and the Johannine Passion and Resurrection narratives
- Exegesis of the Epistles of John
- 1 John: Testing the spirits, walking in the light, the commandment of love, and combating proto-Gnostic/Docetic heresies
- 2 & 3 John: Hospitality, truth, local church governance, and the conflict between Gaius, Diotrephes, and Demetrius
- Major Johannine Theological Themes, Christology: The sent Son, divine necessity, and the high-priest imagery
- **Pneumatology: The personality and role of the Paraclete:** Holy Spirit
- Soteriology and Eschatology: Realised vs. Futuristic eschatology, eternal life, and the ethics of love.

CATEGORY	DETAILS
Core Competencies	• Scriptural literacy. • Critical thinking. • Logical reasoning. • Analytical skills.
Core Values	• Integrity • Responsibility. • Diligence. • Confidence. • Respect.
Pedagogical Approaches	• Lecture method. • Analytic approach. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching) • Biblical Narratives. • Contextual analysis.

CATEGORY	DETAILS
Learning Resources	• Documentaries. • Commentaries. The Bible • Online databases. • Extra-Biblical accounts. • National Curriculum for Basic Education.
Assessment Methods	• Classwork. • Assignments • Quizzes • Group presentations. • End of semester examination.

REFERENCES AND FURTHER READING

The Bible, Revised Standard Version (2021).

Easter, J. L. (2021). *Understanding Johannine literature: A companion to the Gospel and Epistles of John*. T&T Clark.

Edwards, R. (2020). *Discovering John: Content, interpretation, reception* (2nd ed.). SPCK

CRS 525 Unity of Old and New Testaments

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

The Unity of the Old and New Testaments (Heilsgeschichte) provides an in-depth theological and historical examination of the Christian Bible as a singular, cohesive narrative of God's redemptive work. Central to this course is the concept of Heilsgeschichte (Salvation History), which serves as the controlling framework for understanding how God's continuous plan of salvation unfolds across both testaments. Students will investigate the structural, textual, and thematic continuity of Scripture by identifying shared motifs, cross-testament textual links, and specific parallel verses. Through this inquiry, the course positions the Old and New Testaments not as competing or detached writings, but as mutually complementary and supplementary disclosures of divine revelation, culminating in a clear framework for teaching and learning.

RELEVANCE STATEMENT

In both academic theology and contemporary ministry, the Old and New Testaments are frequently treated as disconnected entities, leading to fragmented biblical interpretation and theological imbalances. This course is essential because it equips undergraduate students with the critical interpretive tools needed to bridge the gap between ancient Israelite traditions and the New Testament church. By mastering the structural and thematic unity of Scripture, students develop a holistic biblical theology that protects against historical misreadings. Furthermore, this study provides immediate practical value, enabling future church leaders and educators to deliver cohesive biblical exposition, construct sound doctrines, and demonstrate the enduring relevance of the whole counsel of God to the life and mission of the contemporary church

COURSE OBJECTIVES

By the conclusion of this course, the instructor aims to guide students to:

1. Trace the historical framework of Heilsgeschichte.
2. Demonstrate how the divine plan of salvation unifies the narrative of both testaments.
3. Analyse shared themes, textual elements, and parallel verses across the Old and New Testaments.
4. Establish their intrinsic literary and theological continuity.
5. Evaluate the complementary and supplementary relationship between the two testaments.
6. Showcase how the New Testament fulfils and illuminates the Old.
7. Formulate practical applications of biblical unity that enrich teaching, learning, and ministry within the contemporary church.

LEARNING OUTCOMES

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

1. Identify the common themes in the Old and New Testaments;
2. Examine the common elements in the texts of the two Testaments;
3. Discuss each of the two testaments as complementary and supplementary; and
4. Describe the unity of the Old and New Testaments and their relevance for contemporary church.

COURSE CONTENT

- The unity of the Christian Bible

- The controlling means of Salvation
- Historical view, Heilsgeschichte, of the Old and New Testaments
- Identification of the similarities of the contents of the Old and New Testaments
- The study of the similar verses of the Old and New Testament texts
- Identification of the similarities in the themes of the Old and New Testaments

CATEGORY	DETAILS
Core Competencies	• Logical reasoning. • Theological interpretation. • Historical mapping. • Interpret**ative** skills**.**
Core Values	• Credibility. • Orderliness. • Responsibility. • Consistency. • Loyalty.
Pedagogical Approaches	• Storytelling. • Lectures. • Case studies. • Socratic-style. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• The Bible. • Extra Biblical accounts. • Online databases. • Multimedia Resources. • National Curriculum for Basic Education.
Assessment Methods	• Assignments. • Quizzes. • Group presentations. • Mid-semester test. • End of semester examination.

REFERENCES AND FURTHER READING

Agbiji, O. M., & Agbiji, E. (2024). Salvation history (Heilsgeschichte) and its socioeconomic implications for the contemporary Nigerian church. *Journal of African Christian Studies*, *19*(1), 45–67.l

Beale, G. K. (2011). *A New Testament biblical theology: The unfolding of the Old Testament in the New*. Baker Academic.

The Bible, Revised Standard Version (2021)

CRS 526 Pseudo-Pigraphic Books of Old Testament

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces undergraduate students to the Old Testament Pseudepigrapha, a diverse collection of Jewish religious writings from the Hellenistic and Roman periods (c. 300 BCE – 300 CE) that were not included in the Hebrew Bible or the Apocrypha. Students will critically analyse key texts – including 1 Enoch, the Jubilees, and the Testaments of the Twelve Patriarchs – by exploring their historical contexts, literary genres, theological innovations, and pseudonymous attributions. The course provides a foundational framework for understanding the rich diversity of Second Temple Judaism and the ideological landscape that shaped early Christianity and Rabbinic Judaism.

RELEVANCE STATEMENT

Studying the Old Testament Pseudepigrapha is essential for any serious student of biblical studies, theology, or ancient history. These texts bridge the historical and theological gap between the Hebrew Bible and the New Testament, offering vital clues into the evolution of concepts like angelology, demonology, messianism, and the afterlife. By engaging with these writings, undergraduates develop advanced skills in historical-critical analysis, learn to navigate complex literary traditions, and gain a more sophisticated, historically accurate understanding of the diverse roots of Jewish and Christian thought.

COURSE OBJECTIVES

By the end of the course, the students are expected to:

1. Contextualise pseudo-epigraphic literature within the socio-political and religious environments of the Second Temple period.
2. Explain the main terms/nomenclature associated with pseudepigraphal texts.

3. Deconstruct the literary phenomenon of pseudonymity.
4. Identify why ancient authors attributed their works to venerable biblical figures.
5. Examine the major theological developments found in these texts, such as apocalypticism, dualism, and shifting eschatological views.
6. Equip students with the hermeneutical tools necessary to read, analyse, and compare non-canonical texts alongside canonical biblical literature.

LEARNING OUTCOMES

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

1. Identify and describe the major texts, genres, and themes comprising the Old Testament Pseudepigrapha.
2. Analyse primary sources using historical-critical, literary, and redaction-criticism methodologies.
3. Evaluate the influence of pseudepigraphal traditions on the New Testament, early Christian theology, and Rabbinic literature.
4. Formulate coherent research papers that critically assess the historical significance and theological arguments of a specific pseudo-epigraphic text.

COURSE CONTENT

- Introduction to the Pseudepigrapha and Second Temple Judaism
- Definition of terms: Pseudepigrapha, Apocrypha, Canon, and Deutorocanon
- The phenomenon of pseudonymity: Authority, inspiration, and literary conventions in antiquity
- Historical overview of the Second Temple period: Persian, Hellenistic, Hasmonean, and Roman rules
- Introduction to textual transmission, the Dead Sea Scrolls, and the preservation of texts by Christian communities
- Apocalyptic Literature and Heavenly Ascent
- The genre of Apocalypse: Characteristics, socio-historical functions, and symbolism
- 1 Enoch (The Book of Enoch): The Watchers tradition, the origin of evil, angelology, and the Son of Man imagery
- 2 Enoch (The Book of the Secrets of Enoch): Heavenly journeys, cosmology, and the secrets of creation
- The Treatise of Shem: Astrology, divination, and ancient Jewish science

- Rewritten Scripture and Testaments
- The practice of "rewriting" biblical narratives to address contemporary theological crises
- The Book of Jubilees: Chronology, solar calendar controversies, the preservation of the law, and sectarian identity
- **The Testaments of the Twelve Patriarchs: Ethical exhortations, deathbed speeches, and dualistic morality:** the spirits of truth and error
- The Life of Adam and Eve: Expulsion from Eden, the repentance of Adam, and early reflections on mortality
- Wisdom and Philosophical Literature
- The evolution of the wisdom tradition under Hellenistic influence
- 4 Maccabees: The marriage of Jewish Torah and Greek Stoic philosophy
- The triumph of pious reason over passions
- The Syriac Menander: Ethical proverbs, social wisdom, and secular interactions
- Expansions of Biblical Narratives and Legends
- Legendary elaborations on historical and prophetic biblical figures
- The Letter of Aristeas: The legend of the Septuagint translation and the defence of Jewish law to a Gentile audience
- The Martyrdom and Ascension of Isaiah: Prophetic conflict, the death of Isaiah, and early Christian editorial additions
- The Legacy and Impact of the Pseudepigrapha
- **The direct influence of pseudepigraphal texts on New Testament writers:** e.g. the Epistle of Jude
- The parting of the ways: How Rabbinic Judaism and Early Christianity diverged in their reception of these texts
- Modern discovery, recovery, and the ongoing relevance of the Pseudepigrapha in contemporary biblical scholarship

CATEGORY	DETAILS
Core Competencies	• Logical reasoning • Critical thinking. • Documentary analysis. • Scriptural literacy.

CATEGORY	DETAILS
Core Values	• Diligence. • Justice. • Orderliness. • Objectivity. • Intellectual humility.
Pedagogical Approaches	• Class Participation. • Lecture method. • Source analysis. • Universal Design for Learning. (UDL). • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Documentaries • The Bible. • Online Databases. • Multimedia facilities. • Audio-visual materials. • National Curriculum for Basic Education.
Assessment Methods	• Classwork • Quizzes • Tests. • Assignments. • End of semester examination.

REFERENCES AND FURTHER READING

Crawford, S. W. (2022). *Scribes and scrolls at Qumran*. Wm. B. Eerdmans Publishing.

Atkinson, K. (2024). *The Psalms of Solomon and the history of the late Hasmonean period.* Brill.

Davila, J. R., & Bauckham, R. (Eds.). (2025). *Old testament pseudepigrapha: Vol. 2. More noncanonical scriptures.* Wm. B. Eerdmans Publishing.

Davila, J. R., Panayotov, A., & Newheart, T. (Eds.). (2021). *Old testament pseudepigrapha: Vol. 1. More* noncanonical *scriptures.* Wm. B. Eerdmans Publishing

The Bible, Revised Standard Version (2021)

PROGRAMME 2 OF 6

Economics and Public Finance Education

Introduction

The NCE Economics programme is designed to respond to the growing demand for relevant knowledge, skills, and competencies required for effective teaching and learning in the 21st century. The programme emphasises the development and application of digital skills in economics, preparing prospective teachers to function effectively in an increasingly technology-driven economy. It aligns with the mission and vision of the National Commission for Colleges of Education (NCCE) and contributes to the preparation of competent, innovative, and professionally skilled teachers for the Nigerian education system. The programme combines theoretical knowledge of economics with appropriate pedagogical skills and practical teaching experiences necessary for effective classroom instruction. It also provides opportunities for individual Colleges of Education to incorporate local needs, community realities, and emerging economic issues into course content and delivery. The programme ultimately leads to the award of the Nigeria Certificate in Education (NCE) in Economics Education.

Philosophy

The philosophy of Economics Education is anchored on the belief that learners should acquire relevant knowledge, skills, attitudes, and competencies that promote their mental, physical, social, and economic development. The programme seeks to prepare individuals to understand economic principles and apply them effectively to real-life situations. It also emphasises the development of critical thinking, problem-solving, creativity, entrepreneurship, and digital competencies necessary for active participation in a dynamic economy. Ultimately, Economics Education aims to equip learners with the capacity to become productive, responsible, and resourceful members of society who can contribute meaningfully to national development.

Regulations

Admission Requirements

Admission Requirements for NCE Programme

a. Candidates must possess a Senior Secondary School Certificate (SSCE), NECO, NABTEP, or G.C.E. 'O' Level with a minimum of four (4) credit passes in any subjects, including at least a pass in English Language.

b. Holders of the Grade II Teachers' Certificate (TC II) must have credit or merit passes in four (4) subjects

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

d. Colleges have the latitude to administer tests for selection of their candidates

Graduation Requirements

NCE Programme:_ Candidates for the award of NCE certificates are required, among others, to earn at least 22 credits in General Education courses, 6 credits in Teaching Practice and 12 credits in General Studies Education (totalling credits in the Education component of the NCE programme) to qualify for graduation, viz:

S/N	Component	Weight/credit load
	General courses	22
	Teaching Practice (TP)	06
	General Studies (GSE)	12
Total Units:		**40**

Economics compulsory courses 32 credits, Elective 8.

Total Minimum Credit Units Required for NCE graduation: 80 credit units is 80.

Facilities

1. **Lecture halls and classrooms** equipped with adequate seating, lighting, ventilation, and instructional facilities.

- **Well equipped Economics Library with:**

i. **Economics textbooks and reference materials**

ii. **Principles of Economics texts**

iii. **Microeconomics and Macroeconomics texts**

iv. **Development Economics and Nigerian Economy texts**

v. **Economic History books**

vi. **Statistics and Quantitative Economics texts**

vii. **Public Finance and Monetary Economics texts**

viii. **Entrepreneurship and Small Business Management texts**

ix. **Agricultural and Industrial Economics materials**

x. **Economics Education and teaching methodology texts**

xi. **Journals, periodicals, and professional publications**

xii. **Digital databases and e-library resources**

3. **Economics Laboratory/Resource Centre** equipped with computers, internet facilities, projectors, economic data resources, charts, graphs, and statistical software.

Micro-Teaching Laboratory.

Teaching Practice Coordination Office

1. **Audio-visual and ICT facilities** including computers, interactive boards, projectors, printers, and other digital instructional resources.

Personnel

Qualifications

A minimum of a Master's degree in Economics, Economics Education, or other related disciplines is required for appointment as a Lecturer in an NCE Economics programme in a College of Education. Candidates with a first degree in Economics or Economics Education, with a minimum of Second-Class Lower Division, may be appointed as Assistant Lecturers, subject to the requirements of the institution. Such candidates are expected to pursue further academic and professional development to qualify for higher academic positions. All academic qualifications should be complemented by a recognised professional teaching qualification, such as the Nigeria Certificate in Education (NCE),

Postgraduate Diploma in Education (PGDE), or equivalent teaching qualification, where applicable.

Staff–Student Ratio

A minimum of eight (8) academic staff members with professional teaching qualifications (at least a Second-Class Lower degree in Economics) is required. The approved staff – student ratio shall be 1:25. In addition, the distribution of lecturers must adequately cover all core areas of the discipline.

Academic Staff

1. Course Lecturers
2. Teaching Practice Supervisors
3. ICT Instructors

Administrative and Support Staff

1. Librarian/Resource Centre Manager
2. Secretary/Administrative Officer
3. Messenger/Cleaner
4. Computer Operator.

National Goals of Education in Nigeria

General Goals of Education

1. Development of the individual into a morally sound, patriotic and effective citizen.
2. Total integration of the individual into the immediate community, the Nigerian society and the world.
3. Provision of equal access to qualitative educational opportunities for all citizens at all levels of education within and outside the formal school system.
4. Incubation of national consciousness, values and national unity; and
5. Development of appropriate skills, mental, physical and social abilities and Core Competences to empower the individual to live in and contribute positively to the society.

Specific Goals of Education

1. Ensure and sustain unfettered access and equity to education for the total development of the individual.
2. Ensure the quality of education delivery at all levels.
3. Promote functional education for skill acquisition, job creation and poverty reduction.
4. Ensure periodic review, effectiveness and relevance of the curriculum at all levels to meet the needs of society and the world of work;
5. Collaborate with development partners, the private sector, non-governmental organisations and local communities to support and fund education; and
6. Promote information technology capability at all levels.

Objectives of the Programme

The objectives of the programme are to:

1. Equip students with the professional knowledge and pedagogical competencies required to teach Economics effectively at the primary and secondary school levels.
2. Develop sound knowledge and understanding of fundamental economic concepts, principles, theories, and their applications.
3. Apply economic principles and analytical skills to real-life economic, social, and contemporary issues.
4. Promote financial literacy, entrepreneurship, responsible economic behaviour, and sustainable development.
5. Employ digital literacy skills, innovative teaching methods, and appropriate ICT resources in the teaching and learning of Economics.
6. Develop critical thinking, quantitative reasoning, analytical, and problem-solving skills for addressing economic and educational challenges.
7. Communicate economic ideas effectively in both written and oral forms within academic and professional contexts.
8. Demonstrate ethical conduct, social responsibility, and respect for cultural, economic, and social diversity.
9. Develop teamwork, creativity, reflective thinking, and collaborative skills for effective professional practice.
10. Prepare students to contribute meaningfully to national economic development through effective teaching, research, and application of economic knowledge.

General Learning Outcomes for the Programme

Graduates of the Economics programme are expected to acquire the knowledge, skills, attitudes, and professional dispositions necessary to function effectively as Economics educators and responsible members of society. Specifically, they should be able to:

1. Demonstrate sound knowledge and understanding of fundamental economic concepts, principles, theories, and practices.
2. Explain key economic concepts and apply them appropriately to real-life situations and contemporary economic issues.
3. Analyse economic problems using critical thinking, quantitative reasoning, and problem-solving skills.
4. Interpret and apply economic principles to issues relating to national development, entrepreneurship, employment, inflation, poverty, and sustainable development.
5. Demonstrate financial literacy and responsible economic decision-making.
6. Plan and deliver clear, well-structured, learner-centred Economics lessons suited to diverse learners.
7. Communicate economic ideas effectively with learners, parents, colleagues, and other stakeholders.
8. Utilise relevant teaching materials, digital tools, ICT resources, and other technologies to enhance the teaching and learning of Economics.
9. Create an inclusive and supportive classroom environment that respects learners' diverse abilities, backgrounds, and perspectives.
10. Apply appropriate assessment strategies to evaluate learners' progress and improve instructional effectiveness.
11. Work collaboratively with colleagues and other stakeholders, demonstrating professionalism, cooperation, and respect.
12. Conduct basic educational and economic research and engage in reflective practice to improve teaching and learning.
13. Demonstrate professional ethics, social responsibility, and integrity in teaching and community engagement.
14. Pursue continuous professional development and adapt to emerging economic, technological, and educational changes.

Relevance Statement

The programme serves as essential tool for developing well-rounded Economics teachers who possess sound reasoning, effective communication, professional competence, and responsible attitudes. They provide prospective teachers with the knowledge, skills, and values required to teach confidently, ethically, and effectively in diverse learning environments. These courses enable teachers to understand learners' needs, apply appropriate teaching strategies, utilise modern technologies, and support the intellectual, social, and economic development of learners. The Economics Education NCE Programme is particularly relevant to Nigeria's educational and economic development. It prepares teachers with the knowledge and skills to promote financial literacy, entrepreneurship, responsible economic behaviour, critical thinking, and informed decision-making. In the face of unemployment, poverty, inflation, digital transformation, and changing economic conditions, the programme equips teachers to prepare learners for productive participation in the economy. It also promotes sustainable development, economic citizenship, digital literacy, and lifelong learning, enabling graduates to contribute meaningfully to their schools, communities, and national development.

Core Competencies and Values

CATEGORY	DETAILS
Core Competencies	• Creativity • Effective communication • Critical thinking • Problem-solving • Collaboration • Innovation • Economic and quantitative reasoning • Entrepreneurship, digital and ICT literacy • Research skills • Reflective thinking • Leadership • Decision-making and self-awareness

CATEGORY	DETAILS
Core Values	• Honesty • Integrity • Respect • Inclusion • Teamwork • Tolerance • Perseverance • Responsibility • Transparency • Accountability • Service • Humility • Flexibility, and professionalism
Pedagogical Approaches	• Honesty • Integrity • Learner-centred • Collaborative • Inquiry-based • Experiential, project based, problem-based • Blended, and reflective approaches. • Discussion • Dialogue • Simulation • Role-play • Fieldwork, practical activities • UDL, SEL.
Learning Resources	• Digital and online Learning Platforms • Government and Policy Documents • Classroom & Practical Instructional Materials • Community- Based Resources • UDL & SL Oriented Resources

CATEGORY	DETAILS
Assessment Methods	• Continuous and formative assessments • Tests, examinations • Projects, practical assignments • Case studies, presentations, portfolios • Peer and self-assessment • Digital/online • Assessments, research reports • Teaching practice, culminating in appropriate summative assessment.

NCE Course Distribution (100–300 Level)

NCE 100 Level: First Semester

Course Code	Course Title	Credit Units	Status	Lecture Hours	Practical Hours
EDU 111	Introduction to Teaching and Historical Foundations of Education	2	C	30	30
EDU 112	Educational Psychology	2	C	30	30
GSE 111	General English 1	1	C	15	15
GSE 112	Introduction to Library Studies	1	C	15	15
GSE 113	Family Life, Human Trafficking & Emerging Issues	1	C	15	15
ECO 111	Principles of Economics I	2	C	30	30
ECO 112	Introduction Public Finance and Fiscal Policy	2	C	30	30
ECO 113	Introductory Statistics 1	2	C	30	30
ECO 114	Digital Financial Services	2	C	30	30
ECO 115	Entrepreneurship and Innovation	1	E	15	15
ECO 116	Digital Economics	1	E	15	30
ECO 117	Introduction to Business Finance	2	E	30	30
ECO 118	Introduction to Public Sector Economic	2	E	30	30
Total		**18**			

Note: Students must offer selective course of 3 credit units by selecting from the four elective course a course of 2 credit units and a course of 1 credit unit

NCE 100 Level: Second Semester

Course Code	Course Title	Credit Units	Status	Lecture Hours	Practical Hours
EDU 121	Principles and Methods of Teaching in Basic Education	2	C	30	60
EDU 122	Sociological and Philosophical Foundations of Education	2	C	30	60
GSE 121	English Proficiency for Teachers	1	C	15	15

Course Code	Course Title	Credit Units	Status	Lecture Hours	Practical Hours
GSE 122	Digital Literacy & AI for Educators	1	C	15	15
GSE 123	Media and Information Literacy	1	C	15	15
ECO 121	Principles of Economics II	2	C	30	30
ECO 122	Introduction to Mathematics for Economics	2	C	30	30
ECO 123	Introductory Statistics and Quantitative Method	2	C	30	30
ECO 124	Introduction to Business Economics and Finance	2	E	15	15
ECO 125	Artificial Intelligence Applications in Economics	2	E	15	15
Total		**15**			

***Note**: Students must offer a 2 credit units by selecting 1 out of the 2 Elective courses.*

NCE 200 Level: First Semester

Course Code	Course Title	Credit Units	Status	Lecture Hours	Practical Hours
EDU 211	Classroom Management	1	C	15	15
EDU 212	Curriculum and Curriculum Delivery	2	C	30	30
EDU 213	Micro Teaching I: (Theory and Practice)	2	C	30	60
GSE 211	General English II	1	C	15	15
GSE 212	Introduction to Foundational Literacy	1	C	15	15
GSE 213	Media and Information Literacy II	1	C	15	15
ECO 211	Micro-Economics	2	C	30	30
ECO 212	Money, Banking and Financial System	2	C	15	15
ECO 213	Nigerian Economy	1	E	15	15
ECO 214	Economics Teaching Methodology	2	C	30	30
ECO 215	Research Methods in Economics	2	C	30	30
ECO 216	Introduction to Digital Financial Services	1	E	30	30
ECO 217	Human Resources Economics	2	E	30	30

Course Code	Course Title	Credit Units	Status	Lecture Hours	Practical Hours
ECO 218	Public Policy Analysis	2	E	30	30
Total		**19**			

Note: Students must offer selective course of 3 credit units by selecting from the four elective course a course of 2 credit units and a course of 1 credit unit

NCE 200 Level: Second Semester

Course Code	Course Title	Credit Units	Status	Lecture Hours	Practical Hours
EDU 221	Research Methods, Measurement and Evaluation	2	C	30	60
EDU 222	Educational Administration, Planning and Supervision	1	C	15	15
EDU 223	Introduction to Educational Technology	1	C	15	15
EDU 224	Micro Teaching: II (Practicum)	2	C	30	30
GSE 221	Introduction to Foundational Numeracy	1	C	15	15
GSE 222	Entrepreneurship and Green Skills	1	C	15	15
ECO 221	Macro-Economics	2	C	30	30
ECO 222	Introduction to Business Economics and Finance	1	C	15	15
ECO 223	Economics of Production	1	C	15	15
ECO 224	Development Economics and Planning	1	C	15	15
ECO 225	Introduction to Accounting	1	C	15	15
Total		**14**			

NCE 300 Level: First Semester

Course Code	Course Title	Credit Units	Status	Lecture Hours	Practical Hours
EDU 311	Teaching Practice (TPD)	6	C	45	270
Total		**6**			**270**

NCE 300 Level: Second Semester

Course Code	Course Title	Credit Units	Status	Lecture Hours	Practical Hours
EDU 321	Research Project	2	C	45	135
EDU 322	Theory and Practice of Guidance and Counselling	1	C	15	15
GSE 321	Global Citizenship Education and Political Economy	1	C	15	15
ECO 321	Introduction to Environmental and Climate Economics	2	C	15	15
ECO 322	International Economics and Trade	2	C	15	15
Total		**8**			

NCE Course Descriptions (100–300 Level)

ECO 111 Principles of Economics

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces the fundamental principles of economics, focusing on scarcity, choice, demand and supply, market equilibrium, elasticity, and production. It provides students with a foundation for understanding economic decision-making by individuals, businesses, and governments.

RELEVANCE STATEMENT

This course equips students with the knowledge and analytical skills to understand economic decision-making, market behaviour, and resource allocation. It provides a foundation for advanced studies in economics and supports informed decision-making in business, public administration, and everyday life.

COURSE OBJECTIVES

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

1. Explain the basic concepts, scope, and importance of economics.
2. Analyse the problems of scarcity, choice, and resource allocation.
3. Explain demand, supply, market equilibrium, and elasticity.
4. Describe production processes, factors of production, and factor mobility.
5. Explain the law of diminishing returns and the role of division of labour.
6. Apply economic principles to business and societal issues.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

1. Demonstrate an understanding of fundamental economic principles.
2. Analyse demand, supply, and market equilibrium.
3. Interpret and apply elasticity in practical economic situations.
4. Evaluate production processes and the contribution of factors of production.
5. Assess the effects of diminishing returns and division of labour on productivity.

6. Apply economic concepts to real-world business, policy, and economic decision-making.

COURSE CONTENT

- Nature
- Scope and methodology of economics
- The basic economic problems and concepts
- Elementary theories of demand and supply
- Types
- 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

CATEGORY	DETAILS
Core Competencies	• Critical thinking and innovation. • Logical reasoning. • Communication Skills • Assessment • Management • Adaptability
Core Values	• .Professionalism • Integrity • Responsibility • Fairness • Commitment

CATEGORY	DETAILS
Pedagogical Approaches	• Lecture Method • Discussion Method • Problem-Based Learning • Teaching Practice Method • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Economics Textbooks and Reference Books • Graph and chart • .Digital and Multimedia Resources. • Audio-visual materials • National Curriculum for Basic Education.
Assessment Methods	• Individual Written Assignments • Group Projects • Class Participation • Micro-Teaching Exercises • Case Study Analysis

REFERENCES AND FURTHER READING

Mankiw, N. G. (2021). *Principles of Economics* (9th ed.). Cengage Learning.

Lipsey, R. G., & Chrystal, K. A. (2019). *Economics* (14th ed.). Oxford University Press.

Samuelson, P. A., & Nordhaus, W. D. (2019). *Economics* (20th ed.). McGraw-Hill.

Sloman, J., Garratt, D., & Guest, J. (2021). *Economics* (11th ed.). Pearson.

Anyanwu, J. C., Oaikhenan, H., Oyefusi, A., & Dimowo, F. A. (1997). *The Structure of the Nigerian Economy (1960–1997).* Joanee Educational Publishers.

ECO 112 Introduction to Public Finance and Fiscal Policy

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces the principles and practices of public finance, focusing on the role of government in resource allocation, taxation, public expenditure, public debt, budgeting, and fiscal policy. It provides students with a foundation for understanding government financial management and its impact on economic development and social welfare.

RELEVANCE STATEMENT

This course equips students with the knowledge and analytical skills to understand government revenue generation, public expenditure, taxation, and fiscal policy. It provides a foundation for careers in economics, public administration, finance, accounting, and policy analysis, while enhancing students' ability to evaluate public sector decisions and economic development strategies.

COURSE OBJECTIVES

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

1. Explain the concepts, scope, and importance of public finance.
2. Describe the functions of government and sources of public revenue.
3. Explain taxation, public expenditure, and public debt.
4. Describe the budgeting process and principles of public financial management.
5. Analyse the role of fiscal policy in economic stability and development.
6. Apply public finance concepts to contemporary economic and policy issues.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

1. Demonstrate an understanding of the principles and scope of public finance.
2. Evaluate government revenue, taxation, and public expenditure policies.
3. Analyse the causes and implications of public debt and government budgeting.
4. Assess the role of fiscal policy in promoting economic growth and stability.
5. Apply public finance concepts to policy analysis and decision-making.
6. Critically evaluate contemporary public finance issues using economic principles.

COURSE CONTENT

- 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
- Classification and Choice of Taxes: Personal income tax, company tax, import, export and excise duties, VAT.
- Federal, State and Local Government fiscal systems, inter-governmental fiscal relations
- Public Expenditure
- The Public Budget
- Balanced Budget and Fiscal Policy
- Division of Tax Burden and Incidence of Taxes

CATEGORY	DETAILS
Core Competencies	• Analyse • Evaluate • Assess • Apply • Identify
Core Values	• Accountability and transparency • Integrity and ethical responsibility • Critical thinking • Analytical and problem

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive lectures • Class discussions and seminars • Case studies on public finance and taxation • Group assignments and presentations • Tutorials and problem-solving exercises • Independent reading and research • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Economics Textbooks and Reference Books • Graph and chart • .Computers, Projectors, and Internet Resources • Audio-visual materials • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment. • Assignments • Quizzes • Class participation • Mid-semester test • Final Examination • Comprehensive written examination

REFERENCES AND FURTHER READING

Rosen, H. S., & Gayer, T. (2022). *Public Finance* (11th ed.). McGraw-Hill.

Musgrave, R. A., & Musgrave, P. B. (1989). *Public Finance in Theory and Practice* (5th ed.). McGraw-Hill.

Bhatia, H. L. (2018). *Public Finance* (30th ed.). Vikas Publishing House.

Anyanwu, J. C. (1997). *Nigerian Public Finance*. Joanee Educational Publishers.

Ajakaiye, D. O., & Fakiyesi, T. (Eds.). (2009). *Development Issues in Nigerian Public Finance*. Nigerian Institute of Social and Economic Research (NISER).

ECO 113 Introductory Statistics I

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces the fundamental concepts and methods of descriptive and introductory inferential statistics. It covers data collection, organisation, presentation, measures of central tendency and dispersion, probability, and basic inferential statistics, providing students with quantitative skills for economic, business, and research applications.

RELEVANCE STATEMENT

This course equips students with essential statistical and analytical skills for collecting, analysing, and interpreting data to support evidence-based decision-making. It provides a strong foundation for economic analysis, research, forecasting, and advanced studies in statistics, econometrics, economics, finance, and other data-driven disciplines.

COURSE OBJECTIVES

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

1. Explain the basic concepts, scope, and importance of statistics.
2. Collect, organise, and present data using appropriate statistical methods.
3. Compute and interpret measures of central tendency and dispersion.
4. Explain basic probability and introductory inferential statistics.
5. Analyse and interpret quantitative data for economic and business applications.
6. Apply statistical techniques to solve practical problems and support decision-making.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

1. Demonstrate an understanding of fundamental statistical concepts and methods.
2. Organise and present data using tables, charts, and graphs.
3. Calculate and interpret measures of central tendency, dispersion, and probability.
4. Analyse and interpret quantitative data using basic statistical techniques.
5. Apply introductory inferential statistics to economic and business problems.
6. Use statistical reasoning to support research and evidence-based decision-making.

COURSE CONTENT

- Descriptive Statistics, the nature, scope and purpose of statistics, sources of statistical data and problems of data collection, frequency distribution, quartiles and 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, probability theory and its application in statistics, logic and Basic Inferential statistics. sampling Design and selection.
- Application of Basic Statistical Concepts to economic research, probability theory and its application in statistics data gathering and problems of Data gathering
- Sampling distribution and central limit theorem
- Test of statistical hypothesis
- Chi-square test and goodness of fit analysis

CATEGORY	DETAILS
Core Competencies	• Apply basic statistical concepts and methods. • Organise, present, and interpret data. • Perform basic statistical calculations and hypothesis testing. • Apply statistical tools to economic research and decision-making.
Core Values	• Accuracy and precision • Critical thinking • Objectivity and integrity • Analytical reasoning • Evidence-based decision-making • Professional responsibility
Pedagogical Approaches	• Interactive lectures • Tutorials and practical exercises • Group discussions and presentations • Computer-assisted analysis (where applicable) • Independent study • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)

CATEGORY	DETAILS
Learning Resources	• Economics Textbooks and Reference Books • Graph and chart • .Computers, Projectors, and Internet Resources • Audio-visual materials • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment (30–40%) • Assignments • Quizzes • Practical exercises • Mid-semester test • Final Examination (60–70%) • Comprehensive written examination

REFERENCES AND FURTHER READING

Lind, D. A., Marchal, W. G., & Wathen, S. A. (2021). *Statistical Techniques in Business and Economics* (19th ed.). McGraw-Hill.

Newbold, P., Carlson, W. L., & Thorne, B. (2020). *Statistics for Business and Economics* (9th ed.). Pearson.

Freund, J. E., & Perles, B. M. (2014). *Modern Elementary Statistics* (12th ed.). Pearson.

Spiegel, M. R., Schiller, J., & Srinivasan, R. A. (2018). *Schaum's Outline of Statistics* (6th ed.). McGraw-Hill.

Gupta, S. C., & Kapoor, V. K. (2020). *Fundamentals of Applied Statistics* (4th ed.). Sultan Chand & Sons

ECO 114 Digital Financial Services

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces students to the concepts, technologies, and applications of digital financial services, with emphasis on mobile money, financial technology (FinTech), cryptocurrencies, blockchain technology, and electronic payment systems. It examines the

role of digital financial innovations in promoting financial inclusion, economic development, regulatory compliance, and the transformation of modern financial systems.

RELEVANCE STATEMENT

Digital financial services have revolutionised the global financial landscape by improving access to financial products and services, reducing transaction costs, and enhancing financial inclusion. The course equips students with the knowledge and practical skills required to understand emerging financial technologies and their applications in banking, commerce, entrepreneurship, and public administration. It also prepares learners to critically evaluate the opportunities, challenges, and regulatory issues associated with digital financial systems in both developed and developing economies.

COURSE OBJECTIVES

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

1. Explain the concepts, evolution, and importance of digital financial services.
2. Examine the operations and applications of mobile money, FinTech, blockchain, and electronic payment systems.
3. Analyse the opportunities and challenges associated with digital financial innovations.
4. Evaluate the regulatory framework governing cryptocurrencies and digital financial services.
5. Assess the contribution of digital financial services to financial inclusion and economic development.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

1. Demonstrate a sound understanding of digital financial services and emerging financial technologies.
2. Distinguish between various digital payment platforms and financial service providers.
3. Evaluate blockchain technology and crypto currency applications in modern finance.
4. Assess the impact of FinTech innovations on banking and financial inclusion.
5. Recommend appropriate policies for enhancing secure and efficient digital financial ecosystems.

COURSE CONTENT

- Concept and evolution of digital financial services, Digital finance ecosystem, Benefits and challenges of digital financial services Financial inclusion through digital finance
- Mobile Money: Concept and characteristics of mobile money, Mobile money ecosystem, Mobile wallets, Mobile banking, Mobile money services in Africa Mobile money and financial inclusion, Challenges of mobile money adoption
- Financial Technology (FinTech):Concept and evolution of FinTech, Categories of FinTech, FinTech business models, Digital lending platforms, Crowd funding Robo-advisory services, InsurTech and RegTech, FinTech innovations in Nigeria and Africa
- Cryptocurrency (Concepts and Regulation):Meaning and characteristics of cryptocurrency Types of crypto currencies, Bitcoin, Ethereum, Stablecoins, and Central Bank Digital Currency (CBDC), Benefits and risks of cryptocurrencies, Crypto currency regulation, Nigeria's eNaira Global regulatory perspectives
- Blockchain Technology, Introduction to blockchain, Distributed ledger technology, Types of blockchain, Smart contracts, Blockchain applications in banking, Supply chain management, Healthcare, Public administration, Advantages and limitations of blockchain
- Electronic Payment Systems:Electronic payment systems, Internet banking, Debit and credit cards, Point of Sale (POS) systems, Automated Teller Machines (ATM), QR code payments, Digital wallets, Payment gateways, Security and fraud prevention, Cybersecurity in digital payments
- Emerging Issues in Digital Finance:Artificial Intelligence in finance, Open banking, Digital identity, Financial inclusion, Cybersecurity threats, Consumer protection, Data privacy Future trends in digital financial services

CATEGORY	DETAILS
Core Competencies	• Digital Application • Payment Evaluation • Block chain Analysis • Regulatory Compliance • Financial Inclusion

CATEGORY	DETAILS
Core Values	• Integrity and ethical conduct. • Innovation and creativity. • Accountability and transparency. • Digital responsibility and cybersecurity awareness. • Professionalism and lifelong learning.
Pedagogical Approaches	• Interactive lectures and classroom discussions • Case studies of digital financial institutions. • Practical demonstrations of digital payment platforms. • Group projects and seminars. • E-learning, simulations, and independent research. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Digital finance textbooks and e-books • Lecture note • Digital payment demonstration • Case studies and regulatory document • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment (Assignments and Quizzes). • Individual and Group Presentations. • Case Study Analysis. • Mid-Semester Test. • Final Written Examination.

REFERENCES AND FURTHER READING

Gomber, P., Koch, J. A., & Siering, M. (2017). *Digital Finance and FinTech: Current Research and Future Research Directions*. Journal of Business Economics, 87(5), 537–580.

Arner, D. W., Barberis, J., & Buckley, R. P. (2016). *The Evolution of FinTech: A New Post-Crisis Paradigm?* Georgetown Journal of International Law, 47(4), 1271–1319.

Antonopoulos, A. M. (2017). *Mastering Bitcoin: Programming the Open Blockchain* (2nd ed.). O'Reilly Media.

Narayanan, A., Bonneau, J., Felten, E., Miller, A., & Goldfeder, S. (2016). *Bitcoin and Cryptocurrency Technologies: A Comprehensive Introduction*. Princeton University Press.

Mishkin, F. S., & Eakins, S. G. (2021). *Financial Markets and Institutions* (10th ed.). Pearson.

ECO 115 Entrepreneurship and Innovation

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course introduces students to the fundamental concepts, principles, and practices of entrepreneurship and innovation in modern economies. It examines how entrepreneurial ideas are identified, developed, financed, and transformed into sustainable businesses, while emphasising creativity, innovation, opportunity recognition, and value creation.

RELEVANCE STATEMENT

Entrepreneurship and Innovation is relevant because it equips students with the knowledge and practical skills needed to identify opportunities, create businesses, generate employment, and contribute to economic development. The course also encourages creativity, self-reliance, problem-solving, and innovative thinking, which are particularly important for addressing unemployment and promoting sustainable enterprise development in Nigeria.

COURSE OBJECTIVES

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

1. Explain the concepts, theories, characteristics, and functions of entrepreneurship and innovation.

2. Identify and evaluate entrepreneurial opportunities based on market and societal needs.
3. Develop innovative business ideas and assess their commercial feasibility.
4. Explain the sources of finance, resources, and support available to entrepreneurs.
5. Apply entrepreneurial and innovative skills to establish and manage sustainable ventures.

LEARNING OUTCOMES

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

1. Explain the role of entrepreneurship and innovation in employment creation and economic development.
2. Identify viable business opportunities and assess their potential risks and benefits.
3. Develop creative and innovative solutions to identified market and societal problems.
4. Prepare basic business plans and demonstrate knowledge of entrepreneurial decision-making.
5. Apply entrepreneurial skills, ethical principles, and innovative approaches to real-world business challenges.

COURSE CONTENT

- Introduction to Entrepreneurship: Meaning and nature of entrepreneurship, Concept of an entrepreneur, Characteristics and functions of entrepreneurs, Types of entrepreneurs, Importance of entrepreneurship to economic development entrepreneurship Theories and Concepts: Classical and modern views of entrepreneurship entrepreneurial behaviour, opportunity recognition, risk-taking and decision-making, entrepreneurship and economic growth
- Innovation and Creativity: Meaning and types of innovation, Creativity and entrepreneurial thinking, Sources of innovative ideas, Product, process, and business-model innovation, Innovation and competitive advantage, Entrepreneurial Opportunities, Identifying business opportunities, Market needs and customer problems, Opportunity evaluation Feasibility analysis, Business opportunity selection
- Business Planning: Meaning and importance of a business plan, Components of a business plan, Market and competitor analysis, Marketing and operational plans, Financial projections
- Financing Entrepreneurship: Sources of entrepreneurial finance, Personal savings and family finance, Bank loans and microfinance, Venture capital and angel investment, Government and institutional support

- Entrepreneurship and Small Business Development: Meaning and characteristics of small businesses, Starting and managing a small enterprise, Business growth and expansion Challenges facing small businesses, Small businesses and employment generation
- Digital Entrepreneurship, meaning of digital entrepreneurship, E-commerce and online businesses, Digital marketing, Technology-based business models, Opportunities and challenges of digital entrepreneurship, Social and Sustainable Entrepreneurship, Meaning of social entrepreneurship, Social enterprises and community development, Sustainable entrepreneurship, Entrepreneurship and environmental responsibility, Social innovation
- Entrepreneurship in Nigeria: Development of entrepreneurship in Nigeria, Role of entrepreneurship in the Nigerian economy, Government and institutional support Entrepreneurship education and skills development, Challenges and prospects of entrepreneurship in Nigeria
- Managing Entrepreneurial Ventures: Leadership and entrepreneurial management human resource management, financial management, Marketing management, Risk management, Business survival and growth, entrepreneurship project, Identification of a business opportunity, Development of an innovative business idea, Market assessment, Preparation of a basic business plan Presentation and evaluation of the entrepreneurial project

CATEGORY	DETAILS
Core Competencies	• Opportunity Recognition – • Creative and Innovative. • Business Planning • Entrepreneurial Decision-Making • Enterprise Management
Core Values	• Creativity • Self-Reliance • Integrity. • Responsibility

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive Lectures • Case Study Method – • Problem-Based Learning • Project-Based Learning • Experiential Learning • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Entrepreneurship textbook • Business case studies • Lecture notes • Business planning template and tool • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment (Assignments and Quizzes). • Individual and Group Presentations. • Case Study Analysis. • Mid-Semester Test. • Final Written Examination.

REFERENCES AND FURTHER READING

Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship* (11th ed.). McGraw-Hill Education.

Kuratko, D. F. (2020). *Entrepreneurship: Theory, process, practice* (11th ed.). Cengage Learning.

Scarborough, N. M., & Cornwall, J. R. (2019). *Essentials of entrepreneurship and small business management* (9th ed.). Pearson.

Barringer, B. R., & Ireland, R. D. (2019). *Entrepreneurship: Successfully launching new ventures* (6th ed.). Pearson.

Burns, P. (2020). *Entrepreneurship and small business: Start-up, growth and maturity* (5th ed.). Palgrave Macmillan.

ECO 116 Digital Economics

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces students to the economic principles, theories, and practices associated with digital technologies, online markets, and the digital transformation of economic activities. It examines how digital platforms, data, artificial intelligence, electronic commerce, digital finance, and emerging technologies influence consumers, firms, labour markets, and economic development.

RELEVANCE STATEMENT

Digital Economics is relevant because digital technologies are increasingly transforming how goods and services are produced, exchanged, consumed, and financed. The course equips students with the analytical skills needed to understand digital markets, platform economies, electronic payments, data-driven businesses, digital entrepreneurship, and the opportunities and challenges of digital transformation, particularly in Nigeria and other developing economies.

COURSE OBJECTIVES

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

1. Explain the fundamental concepts, principles, and characteristics of the digital economy.
2. Analyse how digital technologies influence markets, firms, consumers, and economic activities.
3. Examine the economic implications of digital platforms, e-commerce, digital finance, and data.
4. Assess the opportunities and challenges created by digital transformation for developing economies.
5. Apply economic concepts to analyse contemporary digital-economy issues and policy challenges.

LEARNING OUTCOMES

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

1. Define and explain major concepts and developments associated with the digital economy.

2. Analyse the behaviour of consumers and firms in digital markets and platform-based economies.
3. Evaluate the economic effects of e-commerce, digital finance, data, and emerging technologies.
4. Identify major digital-economy opportunities and challenges affecting businesses, workers, and governments.
5. Apply economic reasoning to digital-economy problems and formulate appropriate policy recommendations.

COURSE CONTENT

- Introduction to Digital Economics: Meaning and evolution of the digital economy Digitalization and economic transformation, Characteristics of the digital economy, Digital technologies and economic activities, Importance of the digital economy
- Digital Markets and Platforms, Meaning of digital markets, Digital platforms and platform economies, Network effects, Two-sided and multi-sided markets, Platform competition, Economic implications of digital platforms, Digital Business and E-Commerce, Meaning and types of e-commerce, Online business models, Digital marketing, Consumer behaviour in online markets, E-commerce opportunities and challenges, E-commerce and economic development
- Data and the Digital Economy, Data as an economic resource, Big data and economic decision-making, Data collection and ownership, Data privacy and protection, Data-driven business models, Economic value of information
- Digital Finance and FinTech: Meaning and development of financial technology, Digital payments, Mobile money and electronic banking Digital lending
- FinTech and financial inclusion, Digital finance in Nigeria
- Digital Labour Markets: Digital platforms and employment, Gig economy, Remote work and digital employment, Skills and changing labour demand, Automation and employment, Opportunities and challenges for workers
- Digital Entrepreneurship and Innovation: Meaning of digital entrepreneurship, Digital business opportunities, Technology-based innovation, Start-ups and digital enterprises, Digital business models, Challenges of digital entrepreneurship, Digital Economy and Economic Development: Digital infrastructure and development, Digital inclusion, Digital skills and human capital, Digitalization and productivity, Digital economy and poverty reduction, Digital transformation in developing countries, Digital Economy Policy and Regulation, Regulation of digital markets,

Competition and monopoly in digital markets, Consumer protection, Data protection and privacy, Cyber security, Taxation of digital businesses

- Digital Economy in Nigeria: Development of Nigeria's digital economy, Internet and telecommunications, Digital government, Opportunities and challenges of digital transformation in Nigeria

CATEGORY	DETAILS
Core Competencies	• Digital Economic Analysis • Digital Data • Technology and Innovation • Digital Business • Policy and Regulatory
Core Values	• Innovation. • Digital Responsibility • Integrity • Inclusiveness • Adaptability
Pedagogical Approaches	• Interactive Lectures • Case Study Method • Problem-Based Learning • Project-Based Learning • Practical and Experiential Learning • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Digital finance textbooks and e-books • Lecture note • Digital payment demonstration • Case studies and regulatory document • National Curriculum for Basic Education

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment (Assignments and Quizzes). • Individual and Group Presentations. • Case Study Analysis. • Mid-Semester Test. • Final Written Examination.

REFERENCES AND FURTHER READING

Goldfarb, A., & Tucker, C. (2019). Digital economics. *Journal of Economic Literature, 57*(1), 3–43.

Brynjolfsson, E., & McAfee, A. (2014). *The second machine age: Work, progress, and prosperity in a time of brilliant technologies*. W. W. Norton.

Kenney, M., & Zysman, J. (2016). The rise of the platform economy. *Issues in Science and Technology, 32*(3), 61–69.

Evans, D. S., & Schmalensee, R. (2016). *Matchmakers: The new economics of multisided platforms*. Harvard Business Review Press.

OECD. (2020). *Digital economy outlook 2020*. OECD Publishing.

ECO 117 Introduction to Business Finance

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces students to the basic concepts and practices of money, banking, capital markets, business finance and financial management. It examines financial instruments such as stocks, shares, bonds, debentures, treasury bills, certificates of deposit and bills of exchange. Students are introduced to banking operations, including savings and current accounts, fixed deposits, bank loans, overdrafts, cheques and promissory notes. The course also explains the differences between business finance and public finance, sources of business finance, financial statements and financial ratio analysis. It further covers entrepreneurship development, business environment, management, staffing and manpower development, financial management, and the legal aspects of business operations. The course equips students with basic knowledge and skills needed to understand financial decisions and business operations.

RELEVANCE STATEMENT

This course is relevant because it provides students with essential knowledge of money, banking, capital markets, business finance and financial management. It enables students to understand financial instruments, banking services, sources of business finance, financial statements and ratio analysis. The course also develops students' understanding of entrepreneurship, business management, staffing, manpower development and the legal environment of business operations. These skills help students make informed financial and business decisions, manage resources effectively, understand business risks and participate successfully in entrepreneurial and organisational activities. It also provides a foundation for further studies in economics, accounting, banking, finance, management and entrepreneurship.

COURSE OBJECTIVES

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

1. Explain the basic concepts of money, banking, financial markets and capital markets.
2. Identify major financial instruments, including stocks, shares, bonds, debentures, treasury bills and certificates of deposit.
3. Explain various banking and credit facilities such as savings and current accounts, fixed deposits, loans, overdrafts, cheques and bills of exchange.
4. Explain the major sources of business finance and methods of financial management.
5. Apply basic knowledge of financial statements, financial ratios, entrepreneurship, management, staffing and legal aspects of business operations.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

1. Describe the basic concepts of money, banking, financial markets and capital markets.
2. Identify and explain different financial instruments, including stocks, shares, bonds, debentures, treasury bills and certificates of deposit.
3. Demonstrate understanding of banking services and credit facilities such as savings and current accounts, fixed deposits, loans, overdrafts, cheques and bills of exchange.
4. Distinguish between business finance and public finance and identify the major sources of business finance.
5. Interpret basic financial statements and financial ratios and explain their relevance to financial management, entrepreneurship, staffing and business decision-making.

COURSE CONTENT

- 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 Environment Entrepreneurship Development Programme
- Business Financial Statement and Financial Management
- Financial Ratios and An Analysis Staffing and Manpower Development The concept of Management Legal Aspects of Business Operation

CATEGORY	DETAILS
Core Competencies	• Analytic skills • Application Procedures • Evaluative capability • Critical thinking and innovation
Core Values	• Integrity • Accountability. • Professionalism. • Entrepreneurial Spirit. • Teamwork
Pedagogical Approaches	• Lecture Method • Discussion Method • Problem-Solving Method 4.Demonstration • Practical Method • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)

CATEGORY	DETAILS
Learning Resources	• Digital finance textbooks and e-books • Lecture note • Digital payment demonstration • Case studies and regulatory document • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment (Assignments and Quizzes). • Individual and Group Presentations. • Case Study Analysis. • Mid-Semester Test. • Final Written Examination.

REFERENCES AND FURTHER READING

Mankiw, N. G. (2021). *Principles of Economics* (9th ed.). Cengage Learning.

Lipsey, R. G., & Chrystal, K. A. (2019). *Economics* (14th ed.). Oxford University Press.

Samuelson, P. A., & Nordhaus, W. D. (2019). *Economics* (20th ed.). McGraw-Hill.

Sloman, J., Garratt, D., & Guest, J. (2021). *Economics* (11th ed.). Pearson.

Anyanwu, J. C., Oaikhenan, H., Oyefusi, A., & Dimowo, F. A. (1997). *The Structure of the Nigerian Economy (1960–1997).* Joanee Educational Publishers.

ECO 118 Introduction to Public Sector Economics

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course provides an introductory study of Public Sector Economics, focusing on the role of government in economic activities and the management of public resources. It examines the meaning, nature and scope of public sector economics and the differences between the public and private sectors. The course introduces students to the economic functions of government, including resource allocation, income distribution, economic stabilisation and the provision of public goods and services. Students will examine public goods, private goods, merit and demerit goods, free-rider problems, market failure and externalities, as well as government measures for correcting market failures. The course also covers public revenue, taxation, public expenditure, public budgeting and public debt.

Attention is given to the principles and types of taxation, recurrent and capital expenditure, balanced, surplus and deficit budgets, and internal and external public borrowing. The course further introduces fiscal policy and its use in promoting economic growth, employment and price stability. Finally, students will examine the structure of the Nigerian public sector, major sources of government revenue, public expenditure on social services and basic challenges of public-sector management in Nigeria.

RELEVANCE STATEMENT

This course is relevant because it provides NCE students with basic knowledge of how the government participates in economic activities and manages public resources. It enables students to understand public revenue, taxation, government expenditure, budgeting, public debt and fiscal policy. The course also explains why government provides public goods and intervenes when markets fail. Through the study of Nigeria's public sector, students gain an understanding of government revenue sources, social-service provision and challenges of public-sector management. The knowledge acquired will help prospective teachers explain public-sector activities, government economic policies and their effects on individuals, businesses and the wider economy.

COURSE OBJECTIVES

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

1. Explain the meaning, nature, scope and importance of public sector economics and distinguish between the public and private sectors.
2. Describe the economic functions of government, including resource allocation, income distribution, economic stabilisation and provision of public goods and services.
3. Identify and explain public goods, private goods, merit goods, demerit goods, market failure and externalities, including government measures for correcting market failure.
4. Explain the major sources of public revenue, public expenditure, public budgeting and public debt, including their different types and economic effects.
5. Analyse the role of fiscal policy in promoting economic growth, employment and price stability, with particular reference to public-sector activities in Nigeria.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

1. Explain the meaning, nature, scope and importance of public sector economics and distinguish between the public and private sectors.

2. Describe the major economic functions of government, including resource allocation, income distribution, economic stabilisation and provision of public goods.
3. Identify and explain different types of goods, market failure, externalities and the role of government in correcting market failures.
4. Explain the major sources of public revenue, taxation, public expenditure, public budgets and public debt.
5. Demonstrate understanding of fiscal policy and explain its application to economic growth, employment, price stability and public-sector activities in Nigeria.

COURSE CONTENT

- Introduction to Public Sector Economics Meaning, nature and scope of public sector economics
- Meaning and characteristics of the public sector
- Differences between the public and private sectors
- Role of Government in the Economy Economic functions of government
- Allocation of resources, income distribution and economic stability
- Provision of public goods and services
- Public Goods and Private Goods- Meaning and characteristics of public goods
- Private goods, merit goods and demerit goods
- Free-rider problem and market failure
- Government and Market Failure Meaning and causes of market failure
- Externalities and their effects
- Government measures for correcting market failure
- Public Revenue Meaning and sources of public revenue
- Tax revenue and non-tax revenue
- Direct and indirect taxes
- Principles of taxation
- Public Expenditure Meaning and classification of public expenditure
- Recurrent and capital expenditure
- Causes and effects of growth in public expenditure
- Public Budget Meaning and types of public budget
- Balanced, surplus and deficit budgets
- Importance of budgeting in public-sector management

- Public Debt Meaning and types of public debt
- Internal and external borrowing
- Reasons for government borrowing and effects of public debt
- Fiscal Policy Meaning and objectives of fiscal policy
- Government taxation and expenditure as fiscal instruments
- Role of fiscal policy in economic growth, employment and price stability
- Public Sector Economics in Nigeria Structure of the Nigerian public sector
- Major sources of government revenue
- Public expenditure and provision of social services
- Basic challenges of public-sector management in Nigeria

CATEGORY	DETAILS
Core Competencies	• Analyse • Apply • Evaluate • Demonstrate
Core Values	• Integrity. • Accountability. • Professionalism • Entrepreneurial Spirit Teamwork
Pedagogical Approaches	• Lecture Method – • Discussion • Case Study Method. • Problem- 5.Demonstration and Practical Method • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Digital finance textbooks and e-books • Lecture note • Digital payment demonstration • Case studies and regulatory document • National Curriculum for Basic Education

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment (Assignments and Quizzes). • Individual and Group Presentations. • Case Study Analysis. • Mid-Semester Test. • Final Written Examination.

REFERENCES AND FURTHER READING

Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., & Cochran, J. J. (2020). *Statistics for business & economics*. Cengage Learning.

Newbold, P., Carlson, W. L., & Thorne, B. M. (2019). *Statistics for business and economics*. Pearson.

Levin, R. I., Rubin, D. S., Rastogi, S., & Siddiqui, M. H. (2017). *Statistics for management*. Pearson.

Gujarati, D. N., & Porter, D. C. (2009). *Basic econometrics*. McGraw-Hill Education.

Walpole, R. E., Myers, R. H., Myers, S. L., & Ye, K. (2012). *Probability & statistics for engineers & scientists*. Pearson.

NCE 100 Level: Second Semester

ECO 121 Principles of Economics II

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course builds on Principles of Economics I by examining population theories, economic systems, and business organisations. It explores the relationship between population dynamics, resource allocation, and business enterprises, providing students with a broader understanding of economic development and business operations.

RELEVANCE STATEMENT

This course equips students with the knowledge and analytical skills to evaluate population issues, economic systems, and business organisations. It provides a foundation for understanding economic development, entrepreneurship, and business management, while preparing students for advanced studies and careers in economics, public administration, and related fields.

COURSE OBJECTIVES

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

1. Explain population theories and their implications for economic development.
2. Compare the features of capitalism, socialism, and mixed economic systems.
3. Describe the structure, management, and forms of business organisations.
4. Identify sources of finance and evaluate different forms of business ownership.
5. Examine the challenges facing business organisations, particularly in Nigeria.
6. Apply economic concepts to population, business, and economic system issues.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

1. Demonstrate an understanding of population theories and economic systems.
2. Analyse the effects of population trends on economic growth and development.
3. Evaluate different forms of business organisations and their sources of finance.
4. Assess the strengths and limitations of various economic systems and business structures.
5. Analyse the challenges facing business organisations and propose appropriate solutions.
6. Apply economic principles to real-world issues involving population, business, and economic development.

COURSE CONTENT

- 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 organisation:** sole proprietorship, partnership, Joint stock company, Co-operative society and state-owned corporations: formation, financing (sources of finance), advantages and disadvantages
- Problems of business organisations in Nigeria

CATEGORY	DETAILS
Core Competencies	• Explain population theories and dynamics. • Compare different economic systems. • Analyse forms of business organisation. • Evaluate business challenges in Nigeria.
Core Values	• Critical thinking • Analytical reasoning • Integrity and professionalism • Entrepreneurship • Responsible decision-making
Pedagogical Approaches	• Interactive lectures • Class discussions • 3Case studies • Group assignments and presentations • Tutorials and independent study • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• .Economics Textbooks and Reference Books • Graph and chart • .Computers, Projectors, and Internet Resources • Audio-visual materials • National Curriculum for Basic Education

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment (30–40%) • Assignments • Quizzes • Class participation • Mid-semester test • Final Examination (60–70%) • Comprehensive written examination

REFERENCES AND FURTHER READING

Mankiw, N. G. (2021). *Principles of Economics* (9th ed.). Cengage Learning.

Lipsey, R. G., & Chrystal, K. A. (2019). *Economics* (14th ed.). Oxford University Press.

Samuelson, P. A., & Nordhaus, W. D. (2019). *Economics* (20th ed.). McGraw-Hill.

Sloman, J., Garratt, D., & Guest, J. (2021). *Economics* (11th ed.). Pearson.

Anyanwu, J. C., Oaikhenan, H., Oyefusi, A., & Dimowo, F. A. (1997). *The Structure of the Nigerian Economy (1960–1997).* Joanee Educational Publishers.

ECO 122 Introduction to Mathematics for Economics

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces the mathematical concepts and techniques used in economic analysis and decision-making. It covers algebra, matrices, functions, calculus, and mathematical modelling, providing students with the quantitative foundation needed to analyse economic problems and support advanced studies in economics and related disciplines.

RELEVANCE STATEMENT

This course equips students with the quantitative and analytical skills required to model economic relationships, solve practical economic problems, and make evidence-based decisions. It provides a strong foundation for advanced studies in economics, econometrics, finance, statistics, and other quantitative disciplines.

COURSE OBJECTIVES

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

1. Explain the role and application of mathematics in economics.
2. Solve problems involving progressions, linear equations, matrices, and set theory.
3. Analyse variables, parameters, functions, and mathematical models.
4. Apply differential and integral calculus to economic problems.
5. Solve quadratic equations, inequalities, and related mathematical problems.
6. Apply mathematical techniques to economic analysis and decision-making.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

1. Demonstrate an understanding of mathematical concepts used in economics.
2. Solve economic problems using algebra, matrices, and functions.
3. Apply calculus to optimisation, marginal analysis, and growth models.
4. Analyse mathematical relationships in economic models.
5. Evaluate quadratic functions and inequalities in economic contexts.
6. Apply quantitative methods to economic analysis and evidence-based decision-making.

COURSE CONTENT

- Relevance of Mathematics to Economics
- Arithmetical and geometrical progression
- Simultaneous linear equations, crammer's rule matrix inversion, techniques, differentiating and integrating simple algebraic, logarithmic and exponential functions and their applications to economics
- Set theory
- -Variables, constants and parameters Functional relationship and equation 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

CATEGORY	DETAILS
Core Competencies	• Apply mathematical tools to economic analysis. • Solve basic algebraic and matrix problems. • Analyse economic relationships using functions. • Apply differentiation and integration to economic problems
Core Values	• Analytical reasoning • Critical thinking • Accuracy and precision • Problem-solving • Logical thinking
Pedagogical Approaches	• Interactive lectures • Tutorials and problem-solving sessions • Practical exercises • Group discussions • Independent study • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Statistics textbooks • Statistical tables • Sample datasets • Computer systems and software • Lecture notes and slides • National Curriculum for Basic Education

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment (30–40%) ◦ Assignments ◦ Quizzes ◦ Tutorials ◦ Mid-semester test • Final Examination (60–70%) • Comprehensive written examination

REFERENCES AND FURTHER READING

Alpha C. Chiang, & Kevin Wainwright. (2005). *Fundamental Methods of Mathematical Economics* (4th ed.). McGraw-Hill.

Dowling, E. T. (2012). *Introduction to Mathematical Economics* (3rd ed.). McGraw-Hill.

Sydsaeter, K., Hammond, P., Strøm, A., & Carvajal, A. (2021). *Essential Mathematics for Economic Analysis* (6th ed.). Pearson.

Yamane, T. (1973). *Mathematics for Economists: An Elementary Survey*. Prentice Hall.

Weber, J. E. (1982). *Mathematical Analysis: Business and Economic Applications*. Harper & Row.

ECO 123 Introductory Statistics and Quantitative Methods

LEVEL 100 Level | **SEMESTER** Econd | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces students to the fundamental concepts, principles, and techniques of statistics and quantitative methods used in economics, business, social sciences, and other disciplines. It develops students' ability to collect, organise, analyse, interpret, and present quantitative data for effective academic, research, and decision-making purposes.

RELEVANCE STATEMENT

Introductory Statistics and Quantitative Methods is relevant because it equips students with the analytical skills needed to understand and interpret numerical information in real-world situations. The course provides a foundation for empirical research, economic analysis, forecasting, policy evaluation, and further study in statistics, econometrics, and quantitative research methods.

COURSE OBJECTIVES

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

1. Explain the basic concepts, principles, and applications of statistics and quantitative methods.
2. Collect, classify, organise, summarise, and present quantitative data appropriately.
3. Apply descriptive statistical techniques to analyse and interpret numerical data.
4. Use basic probability, sampling, estimation, and hypothesis-testing techniques in quantitative analysis.
5. Apply appropriate quantitative methods to solve practical problems and support evidence-based decision-making.

LEARNING OUTCOMES

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

1. Define and explain fundamental statistical and quantitative concepts accurately.
2. Construct and interpret tables, charts, graphs, frequency distributions, and other forms of data presentation.
3. Calculate and interpret measures of central tendency, dispersion, correlation, and other basic statistical measures.
4. Apply probability, sampling, estimation, and hypothesis-testing techniques to simple research problems.
5. Analyse quantitative information and communicate statistical findings clearly for academic and practical decision-making.

COURSE CONTENT

- Meaning and nature of statistics, Scope and applications of statistics, Importance of statistics in economics, business, and social sciences, Statistics as a tool for decision-making, Limitations and misuse of statistics, Meaning and applications of quantitative methods
- Types and Sources of Data, Meaning and characteristics of data, Qualitative and quantitative data, Primary and secondary data, Cross-sectional and time-series data, Sources of statistical data, Methods of data collection
- Classification and Presentation of Data, Classification of data, Frequency distributions Frequency tables, Bar charts, histograms, pie charts, and line graphs, Cumulative frequency distributions, Presentation and interpretation of statistical information

- Measures of Central Tendency, Meaning and purpose of averages, Arithmetic mean, Weighted mean, Median, Mode, Geometric and harmonic means, Merits and limitations of measures of central tendency
- Measures of Dispersion, Meaning and importance of dispersion, Range, Quartile deviation, Mean deviation, Variance, Standard deviation, Coefficient of variation
- Introduction to Probability, Meaning and importance of probability, Basic probability concepts, Sample space and events, Rules of probability, Conditional probability, Applications of probability in decision-making
- Sampling Methods: Meaning and importance of sampling, Census and sample surveys Probability sampling methods, Non-probability sampling methods, Sampling errors, Sample size determination
- Probability Distributions: Meaning of probability distributions, Discrete and continuous probability distributions, Binomial distribution, Poisson distribution, Normal distribution Applications of probability distributions
- Correlation Analysis: Meaning and importance of correlation, Types of correlation, Scatter diagrams, Pearson correlation coefficient, Rank correlation, Interpretation of correlation coefficients
- Introduction to Regression Analysis: Meaning and purpose of regression, Simple linear regression, Regression equation, Estimation and interpretation of regression coefficients, Relationship between correlation and regression, Applications of regression analysis
- Estimation and Hypothesis Testing: Meaning of statistical estimation, Point and interval estimation, Confidence intervals, Meaning and formulation of hypotheses, Null and alternative hypotheses, Type I and Type II errors, Basic hypothesis-testing procedures
- Quantitative Methods for Decision-Making: Meaning and role of quantitative decision-making Basic mathematical and statistical techniques, Index numbers, Time-series analysis, Forecasting Introduction to decision analysis, Applications in economics, business, and social research
- Use of Statistical Software: Introduction to computer-based statistical analysis, Data entry and coding, Data cleaning and organisation, Basic statistical analysis using spreadsheet/statistical software, Interpretation and presentation of computer-generated results

CATEGORY	DETAILS
Core Competencies	• Data Analysis Competence • Quantitative Reasoning • Problem-Solving • Statistical Communication • Research and Decision-Making
Core Values	• Accuracy • Objectivity • Integrity • Critical Thinking • Responsibility
Pedagogical Approaches	• Interactive Lectures • Practical Exercises • Case-Based Learning • Collaborative Learning • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Statistics textbooks • Statistical tables • Sample datasets • Computer systems and software • Lecture notes and slides • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment Tests • Assignments and Practical Exercises • Data Analysis Projects • Class Presentation

REFERENCES AND FURTHER READING

Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., & Cochran, J. J. (2020). *Statistics for business & economics*. Cengage Learning.

Newbold, P., Carlson, W. L., & Thorne, B. M. (2019). *Statistics for business and economics*. Pearson.

Levin, R. I., Rubin, D. S., Rastogi, S., & Siddiqui, M. H. (2017). *Statistics for management*. Pearson.

Gujarati, D. N., & Porter, D. C. (2009). *Basic econometrics*. McGraw-Hill Education.

Walpole, R. E., Myers, R. H., Myers, S. L., & Ye, K. (2012). *Probability & statistics for engineers & scientists*. Pearson.

ECO 124 Introduction to Business Economics and Finance

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

The course covers the nature and scope of Business Economics, objectives and functions of firms, types of Business organisations, and sources of financing Business organisations in Nigeria, Roles of business organisation in Economic development and concept of management.

RELEVANCE STATEMENT

The course equips students with the skills of identifying forms of business organisations and various sources of finances available to businesses in Nigeria. It also exposes students to the competence of analysing the significance of business organisations in Economic Growth.

COURSE OBJECTIVES

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

1) Understand the nature Business Economics.
2) Explain the basic objectives and functions of Firms.
3) Discuss different types and forms of Business organisations.
4) Identify sources of financing business organisations in Nigeria.
5) Reflect on the roles of business organisations in economics development.
6) Discuss the various functions of Management.

LEARNING OUTCOMES

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

1) Appreciate the nature Business Economics.
2) Enumerate the basic objectives and functions of Firms.
3) Differentiate between different types and forms of Business organisations.
4) Examine the various sources of financing business organisations in Nigeria.
5) Generate idea on the roles of business organisations in economics development.

COURSE CONTENT

- The nature and scope of business economics, nature and scope business finance, objectives (traditional and modern) and functions of firms, basic financial concepts (Stock, bonds, shares, debentures)
- Cheques, promissory notes, bills of exchange and treasury bills sources of Finance and problems of business organisations in Nigeria the role of business organisations in economic development
- **Concept of Management, ratio analysis, profit:** its concepts and measurement, development of business organisations in Nigeria, entrepreneurship development programme
- Legal aspect of Business operation

CATEGORY	DETAILS
Core Competencies	• Analytic skills • Creative skills • Communication • Critical thinking and Innovation • Team work • Reflective thinking
Core Values	• Honesty • Integrity • Inclusion • Respect • Team spirit • Perseverance

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive lectures • Practical exercises and tutorials • Computer-assisted statistical analysis (where applicable) • Group discussions • Independent study • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Computers and Laptops • Projector and Multimedia Materials • National Curriculum for Basic Education
Assessment Methods	• 1Continuous Assessment (30–40%) • Assignments • Quizzes • Practical exercises • Mid-semester test • Final Examination (60–70%) • Comprehensive written examination

REFERENCES AND FURTHER READING

Managerial Economics: Foundation of Business Analysis & Strategy by Thomas & Maurice.

Economics for Business & Management by Griffith &Wall.

Introduction to Business Finance by Osuala, E. C.

Business Finance in Nigeria by Obi, B. C Business Finance by Olatuiyi, O.

ECO 125 Artificial Intelligence Applications in Economics

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course introduces students to the concepts, techniques, and applications of Artificial Intelligence (AI) in economic analysis, forecasting, decision-making, and policy formulation. It explores how machine learning, data analytics, natural language processing, and other AI tools can be applied to economic data and real-world economic problems.

RELEVANCE STATEMENT

Artificial Intelligence Applications in Economics is relevant because AI is increasingly transforming how economists, businesses, governments, and financial institutions analyse large and complex datasets and make decisions. The course equips students with the knowledge and practical skills required to apply AI-based methods to economic forecasting, financial analysis, labour markets, public policy, and development challenges.

COURSE OBJECTIVES

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

1. Explain the basic concepts, principles, techniques, and applications of Artificial Intelligence in economics.
2. Identify appropriate AI and machine-learning techniques for analysing economic and financial data.
3. Apply AI tools to economic forecasting, prediction, classification, and decision-making problems.
4. Evaluate the opportunities, limitations, ethical implications, and risks associated with the use of AI in economics.
5. Use AI-assisted analytical approaches to investigate real-world economic problems and communicate evidence-based findings.

LEARNING OUTCOMES

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

1. Describe major concepts and techniques of Artificial Intelligence and explain their relevance to economic analysis.

2. Prepare and analyse economic datasets using appropriate AI and machine-learning techniques.
3. Develop and interpret basic predictive models for economic and financial applications.
4. Critically evaluate the accuracy, limitations, bias, transparency, and ethical implications of AI-generated economic analysis.
5. Apply AI-based approaches to economic research, forecasting, policy analysis, and decision-making.

COURSE CONTENT

- Introduction to Artificial Intelligence (AI), machine learning, deep learning, and their relationship with data science and economics
- Applications, opportunities, and limitations of AI in economic analysis
- Economic data, including sources, types, structured and unstructured data, big data, data preparation, quality, reliability, ethics, and privacy
- Principles of machine learning, supervised and unsupervised learning, model training, validation, testing, selection, and evaluation
- Regression, predictive analytics, regularisation, classification, logistic regression, decision trees, random forests, support vector machines, and their applications in economic analysis
- Clustering and unsupervised learning using K-means and hierarchical methods for socioeconomic analysis
- AI-based economic forecasting using time-series data, including inflation, unemployment, exchange rates, and GDP.
- Applications of AI in banking, finance, credit risk, fraud detection, labour markets, poverty, inequality, and economic development, with emphasis on developing economies including Nigeria
- Natural language processing and generative AI for economic research, forecasting, communication, and decision-making
- AI in monetary, fiscal, taxation, and public policy
- Ethics, governance, transparency, accountability, and practical AI-based economic projects

CATEGORY	DETAILS
Core Competencies	• AI and Economic Analysis • Data Analytics 3.Predictive Modelling • Critical Evaluation • 5, Digital Research
Core Values	• Accuracy • Integrity • Objectivity • Ethical responsibility.
Pedagogical Approaches	• Interactive Lectures • Problem-Based Learning • Project-Based Learning • Case Study Method • Practical/Computer-Based Learning • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Academic Journals and Research Articles • Computers and Laptops • Projector and Multimedia Materials • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment Tests • Practical • AI-Based Economic Research Project • Class Presentations

REFERENCES AND FURTHER READING

Agrawal, A., Gans, J., & Goldfarb, A. (2018). *Prediction machines: The simple economics of artificial intelligence*. Harvard Business Review Press.

Mullainathan, S., & Spiess, J. (2017). Machine learning: An applied econometric approach. *Journal of Economic Perspectives, 31*(2), 87–106.

Athey, S., & Imbens, G. W. (2019). Machine learning methods that economists should know about. *Annual Review of Economics, 11*, 685–725.

Varian, H. R. (2014). Big data: New tricks for econometrics. *Journal of Economic Perspectives, 28*(2), 3–28.

Hastie, T., Tibshirani, R., & Friedman, J. (2009). *The elements of statistical learning: Data mining, inference, and prediction* (2nd ed.). Springer.

NCE 200 Level: First Semester

ECO 211 Microeconomics

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces the principles of microeconomics, focusing on consumer behaviour, production, market structures, price determination, and factor pricing. It equips students with analytical tools to understand decision-making by individuals and firms and the efficient allocation of scarce resources.

Course Relevance Statement (Summarised)

The course provides a foundation for analysing consumer, firm, and market behaviour, supporting informed decision-making in business, public policy, and resource allocation. It also prepares students for advanced studies in economics, finance, econometrics, and related disciplines.

COURSE OBJECTIVES

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

1. Explain the fundamental principles of microeconomics, including consumer behaviour, demand, supply, and market equilibrium.
2. Analyse production decisions, factor productivity, and returns to scale.

3. Compare price and output determination under different market structures.
4. Explain the theories of factor pricing and the determination of wages, rent, interest, and profit.
5. Apply microeconomic theories and analytical tools to solve practical economic and business problems.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Demonstrate a sound understanding of microeconomic theories and consumer behaviour.
2. Analyse market equilibrium, production decisions, and resource allocation using microeconomic models.
3. Evaluate firm behaviour and pricing decisions under different market structures.
4. Apply factor pricing theories to explain the determination of wages, rent, interest, and profit.
5. Apply microeconomic principles to analyse real-world economic issues, business decisions, and public policy.

COURSE CONTENT

- Introduction to Microeconomics
- Partial equilibrium analysis
- Basic microeconomic variables
- Individual and market demand
- Individual and market supply
- Shapes of demand and supply curves
- Price elasticity of demand
- Arc and point elasticity of demand
- Income and cross elasticity of demand
- Consumer behaviour
- Cardinalist and Ordinalist approaches
- Indifference curve analysis
- Graphical and mathematical presentations
- Partial derivatives

- Consumer surplus
- Income and substitution effects in consumption
- Cobweb analysis
- Government price controls
- Production functions
- Introductory theories of production and cost
- Short-run and long-run production
- Law of diminishing returns or variable proportions
- Marginal rate of technical substitution
- Isocost analysis
- Returns to scale
- Expansion path
- Factor substitution
- Graphical and mathematical treatments of production and cost theories

CATEGORY	DETAILS
Core Competencies	• Critical thinking. • Ethical reasoning • Market equilibrium, elasticity • Production decisions using graphical, mathematical • Analytical tools to solve microeconomic problems.
Core Values	• Objectivity. • Evidence-based decision-making. • Fostering responsibility. • Efficient resource allocation.
Pedagogical Approaches	• Interactive lectures, tutorials • Problem-solving exercises • Case studies • Collaborative discussions • Practical application of microeconomic principles. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)

CATEGORY	DETAILS
Learning Resources	• Prescribed Textbooks • Lecture Notes • Academic Journals and Research Articles • Computers and Laptops • Spreadsheet and Mathematical Software • National Curriculum for Basic Education
Assessment Methods	• Continuous assessment (quizzes, assignments, tutorials, class participation), mid-semester tests, and a • Comprehensive final examination assessing • Theoretical, graphical

REFERENCES AND FURTHER READING

Agrawal, A., Gans, J., & Goldfarb, A. (2018). *Prediction machines: The simple economics of artificial intelligence*. Harvard Business Review Press.

Mullainathan, S., & Spiess, J. (2017). Machine learning: An applied econometric approach. *Journal of Economic Perspectives, 31*(2), 87–106.

Athey, S., & Imbens, G. W. (2019). Machine learning methods that economists should know about. *Annual Review of Economics, 11*, 685–725.

Varian, H. R. (2014). Big data: New tricks for econometrics. *Journal of Economic Perspectives, 28*(2), 3–28.

Hastie, T., Tibshirani, R., & Friedman, J. (2009). *The elements of statistical learning: Data mining, inference, and prediction (2nd ed.)*. Springer.

ECO 212 Money and Banking and Financial System

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course introduces the principles of money, banking, financial institutions, and monetary policy, with emphasis on the Nigerian financial system. It examines the roles of financial markets, banks, and macroeconomic policies in promoting economic stability and growth.

RELEVANCE STATEMENT

The course equips students with the knowledge and analytical skills to understand financial institutions, monetary policy, and financial markets in Nigeria. It also provides a foundation for careers and advanced studies in banking, finance, monetary economics, and public policy.

COURSE OBJECTIVES

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

1. Explain the concepts, functions, and theories of money, banking, and interest rate determination.
2. Analyse the structure and operations of the Nigerian monetary and financial system.
3. Evaluate the roles of financial institutions, money and capital markets, and financial regulators.
4. Assess the instruments and effectiveness of monetary and fiscal policies, including the IS–LM framework.
5. Apply concepts of money, banking, and financial intermediation to analyse contemporary economic and financial issues.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the principles of money, banking, and financial intermediation.
2. Analyse the operations of the Nigerian banking system, financial markets, and regulatory institutions.
3. Evaluate the effectiveness of monetary policy, fiscal policy, and the IS–LM framework in achieving macroeconomic stability.
4. Assess the impact of banking reforms, financial innovations, and regulatory policies on the financial sector.
5. Apply monetary and banking theories to analyse real-world financial and economic issues.

COURSE CONTENT

- Definition and evolution of money
- Functions and forms of money
- Digital money including cryptocurrencies

- Electronic payments and the cashless economy
- Quantity theory of money
- Changes in the value of money
- Theories of interest rates
- The Nigerian monetary system
- Central Bank of Nigeria
- Banking and financial intermediation in the digital era
- Role of non-bank financial institutions including insurance companies
- Pension funds and microfinance banks
- Financial Technology (FinTech) and financial inclusion in Nigeria
- Money and capital markets in Nigeria
- Concepts
- Instruments and challenges
- Monetary and fiscal policy
- Objectives
- Instruments and transmission mechanisms
- Universal banking
- Mergers and acquisitions in the financial sector
- Non-interest (Islamic) banking and ethical finance
- Financial system regulatory agencies in Nigeria
- Liquidity
- Near money
- Money substitutes and digital wallets
- Money supply and its control in a modern economy
- Demand for money and monetary equilibrium
- **The IS:** LM framework and its relevance to modern macroeconomic analysis

CATEGORY	DETAILS
Core Competencies	• Integrity and accountability • Critical thinking • Financial responsibility • Analytical reasoning

CATEGORY	DETAILS
Core Values	• 1Critical thinking • Analytical reasoning • 3Integrity and accountability • Financial responsibility • Innovation and adaptability
Pedagogical Approaches	• Interactive lectures • Case studies and class discussions • Tutorials and problem-solving exercises • Group assignments and presentations • Independent study and research • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• .Recommended Textbooks • Lecture Notes • Academic Journals • Central Bank Publications • Banking Data • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment (30–40%) • Assignments • Quizzes • Class participation • Mid-semester test • Final Examination (60–70%) • Comprehensive written examination

REFERENCES AND FURTHER READING

Mishkin, F. S. (2022). *The Economics of Money, Banking, and Financial Markets* (13th ed.). Pearson.

Pilbeam, K. (2018). *Finance and Financial Markets* (4th ed.). Palgrave Macmillan.

Jhingan, M. L. (2020). *Money, Banking, International Trade and Public Finance* (9th ed.). Vrinda Publications.

CBN. (Latest Edition). *Central Bank of Nigeria Monetary, Credit, Foreign Trade and Exchange Policy Guidelines*. Central Bank of Nigeria.

Anyanwu, J. C. (1993). *Monetary Economics: Theory, Policy and Institutions*. Hybrid Publishers.

ECO 213 Nigerian Economy

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course provides students with a broad understanding of the structure, performance, major sectors, and development challenges of the Nigerian economy. It examines the roles of agriculture, industry, services, government, monetary and fiscal institutions, and external trade in shaping Nigeria's economic development.

RELEVANCE STATEMENT

The course is relevant because it equips prospective NCE teachers with practical knowledge of Nigeria's economic conditions and the factors influencing national development. It also enables students to relate economic theories and policies to contemporary Nigerian issues and effectively communicate these issues to learners.

COURSE OBJECTIVES

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

1. Explain the major features, structure, and characteristics of the Nigerian economy.
2. Examine the contributions and challenges of major sectors of the Nigerian economy.
3. Analyse major economic policies and their effects on national development.
4. Assess the major economic problems confronting Nigeria and possible solutions.
5. Relate Nigeria's economic performance to issues of employment, poverty, income distribution, and sustainable development.

LEARNING OUTCOMES

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

1. Describe the structure and major characteristics of the Nigerian economy.
2. Explain the roles of agriculture, industry, services, and natural resources in Nigeria's economic development.
3. Discuss the major fiscal, monetary, trade, and development policies adopted in Nigeria.
4. Analyse contemporary economic problems such as inflation, unemployment, poverty, inequality, and exchange-rate instability.
5. Apply basic economic knowledge to explain Nigerian economic issues in classroom and real-life situations.

COURSE CONTENT

- Introduction to the Nigerian Economy: Meaning and scope of the Nigerian economy Major economic resources of Nigeria, Features of the Nigerian economic system, Overview of Nigeria's economic performance
- Historical Development of the Nigerian Economy: Nigerian economy before independence Colonial economic policies and their effects, Post-independence economic development, The oil boom and its effects on the economy, Structural Adjustment Programme (SAP), Major economic reforms since 1999-date
- The Nigerian Agricultural Sector: Meaning and importance of agriculture, Major agricultural activities in Nigeria, Agricultural production and productivity, Agricultural financing and government policies, Problems of Nigerian agriculture, Prospects for agricultural development and food security
- The Nigerian Industrial Sector: Meaning and importance of industrialisation
- Types of industries in Nigeria, Manufacturing and small-scale industries, industrial policies and incentives Problems of industrial development, Prospects for industrialisation in Nigeria
- The Petroleum and Natural Resources Sector: Development of the petroleum industry
- Contributions of petroleum to the Nigerian economy, Petroleum revenue and government finance, Challenges of the oil sector, Environmental effects of petroleum exploitation, Economic diversification and the future of the petroleum sector
- The Services Sector: Meaning and importance of the services sector Banking and financial services, Transportation and communication, Education and health services, Tourism and hospitality, Information and communication technology (ICT)

- Population, Labour and Employment, Population structure and growth in Nigeria, Labour force and labour-market characteristics, Employment and unemployment, Underemployment and informal employment, Youth unemployment, Human capital development
- Poverty, Inequality and Standard of Living: Meaning and measurement of poverty, Causes of poverty in Nigeria, Income and wealth inequality, Regional disparities, Social protection programmes, Strategies for poverty reduction
- Money, Banking and Financial Institutions: Meaning and functions of money, Structure of the Nigerian banking system, Role of the Central Bank of Nigeria, Commercial banks and other financial institutions, Monetary policy in Nigeria Financial inclusion and economic development
- Inflation and Exchange Rate: Meaning and types of inflation, Causes and effects of inflation in Nigeria, Measures for controlling inflation, Meaning and determination of exchange rates, Exchange-rate policies in Nigeria, Effects of exchange-rate changes on the Nigerian economy
- International Trade and the Nigerian Economy: Meaning and importance of international trade, Nigeria's major exports and imports, Balance of payments, Trade policies and restrictions, Regional economic integration Nigeria and the global economy
- Infrastructure and Economic Development: Meaning and importance of infrastructure, Transportation infrastructure, Electricity and energy supply Water and sanitation, Digital infrastructure, Infrastructure financing and development challenges
- Contemporary Issues and Prospects of the Nigerian Economy: Economic diversification, Digital economy and innovation, Entrepreneurship and SMEs, Climate change and the Nigerian economy, Food and energy security, Prospects for sustainable economic development

CATEGORY	DETAILS
Core Competencies	• Economic Analysis • Data Interpretation Competence: • Problem-Solving • Policy Evaluation • Communication

CATEGORY	DETAILS
Core Values	• Integrity • Accountability • Patriotism: • Sustainability • Entrepreneurial Mindset:
Pedagogical Approaches	• Interactive Lecture Method: . • Discussion Method • Case Study Method: . • Problem-Based Learning • Fieldwork and Project -Based Learning. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Recommended textbooks on the Nigerian • Economic journals and development plan • Internet resources, online dates • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment (Assignments and Quizzes). • Individual and Group Presentations. • Case Study Analysis. • Mid-Semester Test. • Final Written Examination.

REFERENCES AND FURTHER READING

Mankiw, N. G. (2021). *Principles of Economics (9th ed.)*. Cengage Learning.

Lipsey, R. G., & Chrystal, K. A. (2019). *Economics (14th ed.)*. Oxford University Press.

Samuelson, P. A., & Nordhaus, W. D. (2019). *Economics (20th ed.)*. McGraw-Hill.

Sloman, J., Garratt, D., & Guest, J. (2021). *Economics (11th ed.)*. Pearson.

Anyanwu, J. C., Oaikhenan, H., Oyefusi, A., & Dimowo, F. A. (1997).

The Structure of the Nigerian Economy (1960–1997). Joanee Educational Publishers.

ECO 214 Economics Teaching Methodology

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces the principles and practices of teaching economics at the secondary school level, focusing on instructional methods, lesson planning, classroom management, curriculum implementation, and microteaching. It also emphasises the use of instructional materials and digital technologies to enhance effective economics teaching and learning.

RELEVANCE STATEMENT

The course equips prospective economics teachers with the pedagogical, technological, and classroom management skills required for effective teaching and curriculum delivery. It also prepares students for teaching practice, professional certification, and continuous professional development.

COURSE OBJECTIVES

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

1. Explain the principles, objectives, and challenges of economics education at the secondary school level.
2. Select and apply appropriate teaching methods and instructional materials for economics instruction.
3. Prepare schemes of work, unit plans, and lesson plans aligned with the economics curriculum.
4. Demonstrate effective teaching, classroom management, and microteaching skills.
5. Integrate digital technologies and educational resources to enhance the teaching and learning of economics.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Demonstrate a sound understanding of the principles and objectives of economics education.
2. Design and deliver learner-centred economics lessons using appropriate teaching strategies and instructional materials.

3. Apply curriculum guidelines, lesson planning, and classroom management techniques effectively.
4. Integrate digital technologies and educational tools into economics instruction.
5. Demonstrate the pedagogical, technological, and professional competencies required for effective economics teaching in secondary schools.

COURSE CONTENT

The nature and objectives of teaching and learning Economics in secondary schools, problems and challenges of teaching Economics in Nigerian secondary schools, factors influencing the choice of teaching methods, including learners' age, ability, class size, time, finance, and available resources. Methods of teaching Economics, including lecture, problem-solving, demonstration, discussion, case study, and field trips, selection and effective use of instructional materials, unit preparation and lesson-note writing, micro-teaching exercises and practical teaching skills, detailed study and interpretation of the secondary school Economics syllabus, use of Microsoft Excel and statistical packages for Economics teaching and learning. simulation techniques and their benefits to learners, use of multimedia projectors in Economics teaching, including their importance and classroom applications, principles of effective classroom control and management and application of computers and other digital technologies in the teaching and learning of Economics.

CATEGORY	DETAILS
Core Competencies	• Apply effective methods of teaching economic • Prepare lesson plans and instructional materials. • Use ICT tools in economics teaching. • Demonstrate classroom management skills.
Core Values	• Professionalism • Creativity and innovation • Effective communication • Integrity • Teamwork • Lifelong learning

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive lectures • Micro-teaching sessions • Demonstrations and simulations • Group discussions and presentations • 5Practical ICT-based exercises • Independent study • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• .Economics Textbooks and Reference Books • Economics Syllabus and Curriculum Guides • Lesson Plans and Teaching Guides • Audio-Visual Materials and Educational Videos • Computers, Projectors, and Internet Resources • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment (30–40%) • Assignments • Lesson plan preparation • Micro-teaching exercises • Class participation • Mid-semester test • Final Examination (60–70%) • Comprehensive written examination

REFERENCES AND FURTHER READING

Aggarwal, J. C. (2014). *Principles, Methods and Techniques of Teaching*. Vikas Publishing House.

Onwuka, U. (2013). *Curriculum Development for Africa*. Africana First Publishers.

Ololobou, Y. P. S. (2010). *Methods of Teaching Social Science*. Jos University Press.

Ornstein, A. C., & Lasley, T. J. (2020). *Strategies for Effective Teaching* (12th ed.). McGraw-Hill.

Federal Ministry of Education. (Latest Edition). *Senior Secondary School Economics Curriculum*. Nigerian Educational Research and Development Council (NERDC).

ECO 215 Research Methods in Economics

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces students to the principles and techniques of conducting economic research, including research design, data collection, sampling methods, statistical analysis, hypothesis testing, and research reporting. It emphasises the practical application of research methods and ethical practices for evidence-based economic analysis and decision-making.

RELEVANCE STATEMENT

The course equips students with essential skills for conducting systematic economic research, analysing data, and communicating research findings effectively. It provides a foundation for undergraduate research projects, policy analysis, business decisions, and postgraduate studies in economics and related fields.

COURSE OBJECTIVES

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

1. Explain the principles, processes, and significance of research in economics.
2. Develop research designs, select appropriate methodologies, and apply sampling techniques.
3. Collect, analyse, and interpret economic data using relevant statistical methods.
4. Apply concepts such as sampling distributions, hypothesis testing, and the Central Limit Theorem in economic research.
5. Prepare academic research reports while demonstrating ethical research practices and proper referencing.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of research methods and methodologies used in economics.
2. Formulate research problems and design appropriate economic studies.
3. Apply suitable sampling, data collection, and statistical analysis techniques.
4. Interpret research findings and draw evidence-based conclusions.

5. Produce well-structured research reports while maintaining academic integrity and ethical standards.

COURSE CONTENT

- The nature, scope, and significance of research projects in Economics
- Planning, design, and types of economic research
- Sampling techniques, sampling design, and selection procedures
- Methods of data collection, including data gathering procedures and challenges associated with data collection
- Application of basic statistical concepts to economic research
- Sampling distributions and the Central Limit Theorem
- Formulation and testing of statistical hypotheses
- Methods of data analysis, interpretation, and presentation
- Report writing, referencing, citation, and avoidance of plagiarism in economic research

CATEGORY	DETAILS
Core Competencies	• 1, Apply basic research methods in economics. • Design and conduct economic research. • Analyse and interpret economic data. • Prepare research reports using proper referencing.
Core Values	• Research integrity • Objectivity • Critical thinking • Accuracy and precision • Ethical responsibility
Pedagogical Approaches	• Interactive lectures • Research exercises and tutorials • Case studies • Group discussions and presentations • Practical data analysis sessions • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)

CATEGORY	DETAILS
Learning Resources	• 1, Prescribed Textbooks • Lecture Notes • Academic Journals and Research Articles • Computers and Laptops • Spreadsheet and Mathematical Software • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment (30–40%) • Research assignments • Class presentations • 4Quizzes • Mid-semester test • Final Examination (60–70%) • Written examination

REFERENCES AND FURTHER READING

Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques (4th ed.)*. New Age International Publishers.

Wooldridge, J. M. (2020). *Introductory Econometr ics: A Modern Approach (7th ed.)*. Cengage Learning.

Gujarati, D. N., Porter, D. C., & Gunasekar, S. (2017). *Basic Econometrics (5th ed.)*. McGraw-Hill.

Babbie, E. (2020). *The Practice of Social Research (15th ed.)*. Cengage Learning.

Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research Methods for Business Students (8th ed.)*. Pearson.

ECO 216 Introduction to Digital Financial Services

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course examines the evolution, concepts, and applications of digital financial services and their role in transforming modern financial systems. It covers mobile money, FinTech, cryptocurrencies, CBDCs, blockchain technology, electronic payment systems, and digital

wallets. The course also explores emerging technologies, including Artificial Intelligence, open banking, and digital identity, with emphasis on their applications, benefits, risks, regulation, cybersecurity, and consumer protection in Nigeria, Africa, and the global economy.

RELEVANCE STATEMENT

The course is relevant to Economics and Finance because digital technologies are reshaping financial intermediation, payment systems, financial inclusion, and economic activities. It equips students with knowledge of emerging financial innovations and their implications for economic development, financial stability, regulation, and consumer welfare. Particular attention to Nigeria and Africa enables students to understand local opportunities and challenges associated with digital finance, including cybersecurity, data privacy, financial exclusion, and regulatory issues.

COURSE OBJECTIVES

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

1. Explain the concepts, evolution, and components of digital financial services and the digital finance ecosystem.
2. Examine the applications of mobile money, FinTech, cryptocurrencies, blockchain, and electronic payment systems.
3. Assess the benefits, risks, challenges, and regulatory issues associated with digital financial services.
4. Analyse the contribution of digital finance to financial inclusion and economic development, particularly in Nigeria and Africa.
5. Evaluate emerging trends such as Artificial Intelligence, open banking, digital identity, cybersecurity, and Central Bank Digital Currencies.

LEARNING OUTCOMES

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

1. Demonstrate an understanding of key concepts and technologies in digital finance.
2. Identify and explain major digital financial products, services, and business models.
3. Analyse the economic and financial implications of FinTech, cryptocurrencies, blockchain, and digital payments.
4. Assess issues relating to regulation, cybersecurity, consumer protection, and data privacy in digital finance.

5. Apply knowledge of digital finance to contemporary financial and economic challenges in Nigeria, Africa, and the global economy.

COURSE CONTENT

- The course examines the concept and evolution of digital financial services, the digital finance ecosystem, the benefits and challenges of digital financial services, and the role of digital finance in promoting financial inclusion
- It further discusses mobile money, including its concept and characteristics, mobile money ecosystem, mobile wallets, mobile banking, mobile money services in Africa, the relationship between mobile money and financial inclusion, and the challenges associated with mobile money adoption
- The course also introduces Financial Technology (FinTech) by examining its concept and evolution, major categories of FinTech, FinTech business models, digital lending platforms, crowdfunding, robo-advisory services, InsurTech, RegTech, and FinTech innovations in Nigeria and Africa
- It further examines cryptocurrency and its regulation, covering the meaning and characteristics of cryptocurrency, major types of cryptocurrencies, Bitcoin, Ethereum, stablecoins, Central Bank Digital Currency (CBDC), the benefits and risks of cryptocurrencies, cryptocurrency regulation, Nigeria's eNaira, and global regulatory perspectives
- The course introduces blockchain technology, with emphasis on Distributed Ledger Technology (DLT), types of blockchain, smart contracts, and applications of blockchain in banking, supply chain management, healthcare, and public administration
- It also considers the advantages and limitations of blockchain technology
- The course examines electronic payment systems, including internet banking, debit and credit cards, Point-of-Sale (POS) systems, Automated Teller Machines (ATMs), QR-code payments, digital wallets, payment gateways, security and fraud prevention, and cybersecurity in digital payment systems
- Finally, the course discusses emerging issues in digital finance, including the application of Artificial Intelligence in finance, open banking, digital identity, financial inclusion, cybersecurity threats, consumer protection, data privacy, and future trends in digital financial services

CATEGORY	DETAILS
Core Competencies	• Creative thinking. • Analytic skills • Evaluative skills • Critical thinking and innovation. • Logical reasoning
Core Values	• Integrity • Ethical conduct. • Accountability and responsibility. • Privacy, security, and respect for data. • Inclusiveness and social responsibility.
Pedagogical Approaches	• Interactive lectures and guided discussions. • Case-study and problem-based learning. • Group work and collaborative learning. • Demonstrations and practical digital-finance activities. • Project-based and experiential learning • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Textbooks and scholarly journal 2.computers, smartphones, and internet facilities. • Digital payment and FinTech platforms 4.Multimedia projector, videos, and online learning resources. • Reports and regulatory publications • National Curriculum for Basic Education
Assessment Methods	• Class tests and quizzes. • Individual and group assignments. • Case-study analysis and presentations. • Practical exercises and research projects. • Mid-semester and end-of-sem

REFERENCES AND FURTHER READING

1. Ozili, P. K. (2020). *Financial inclusion and FinTech during COVID-19 crisis: Policy solutions*. SSRN.
2. World Bank. (2022). *The Global Findex Database 2021: Financial Inclusion, Digital Payments, and Resilience in the Age of COVID-19*. World Bank.
3. Arner, D. W., Barberis, J., & Buckley, R. P. (2016). *The evolution of FinTech: A new post-crisis paradigm?* Georgetown Journal of International Law, 47(4), 1271–1319.
4. Narayanan, A., Bonneau, J., Felten, E., Miller, A., & Goldfeder, S. (2016). *Bitcoin and Cryptocurrency Technologies: A Comprehensive Introduction*. Princeton University Press.
5. Bank for International Settlements. (2023). *CBDCs: An opportunity for the monetary system*. Bank for International Settlements. (13th ed.). Pearson.

ECO 217 Human Resources Development

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

Introduces students to the principles and practices of developing human capital as a key driver of economic growth and national development. The course examines investment in education, skills, health, entrepreneurship, manpower planning, and employment as essential components of sustainable economic development.

RELEVANCE STATEMENT

This course is relevant because it equips students with knowledge of how human capital development enhances productivity, employment, and economic growth. It also provides an understanding of manpower planning, entrepreneurship, and labour market challenges, enabling learners to contribute to effective human resource and development policies.

COURSE OBJECTIVES

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

1. Explain the concepts and importance of human resources development in economic growth.
2. Analyse the role of education, health, and skills acquisition in human capital formation.

3. Examine manpower planning, employment, and entrepreneurship as tools for national development.
4. Evaluate the costs and benefits of investment in human capital.
5. Assess government policies and contemporary challenges affecting human resources development in Nigeria.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

1. Demonstrate an understanding of the principles and significance of human resources development.
2. Analyse the relationship between human capital investment and economic development.
3. Evaluate the effectiveness of manpower planning, education, and entrepreneurship in promoting employment.
4. Assess the impact of government policies and labour market challenges on human resource development.

Recommend strategies for improving human capital development and sustainable economic growth in Nigeria.

COURSE CONTENT

- Concepts of human capital
- Returns to investment in human capital
- Choice between investment in human capital and investment in physical capital
- Determinants of human capital resources
- Social and private costs and returns to investment in education
- Manpower planning and unemployment problems
- Socio-economic implications of HIV/AIDS on human resources
- Entrepreneurship skills and development

CATEGORY	DETAILS
Core Competencies	• Explain human capital concepts and development. • Analyse investment in education and skills. • Evaluate manpower planning and employment issues. • Apply entrepreneurship concepts to human resource development

CATEGORY	DETAILS
Core Values	• Continuous learning • Innovation and creativity • Responsibility • Professional ethics • Problem-solving
Pedagogical Approaches	• Interactive lectures • Case studies • Group discussions and presentations • Practical entrepreneurship exercises • Independent study and research • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Economic databases • Computers and statistical software • Online learning platforms • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment (30–40%) • Assignments • Quizzes • Class presentations • Mid-semester test • Final Examination (60–70%) • Written examination

REFERENCES AND FURTHER READING

Becker, G. S. (1993). *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education* (3rd ed.). University of Chicago Press.

Schultz, T. W. (1981). *Investing in People: The Economics of Population Quality*. University of California Press.

Todaro, M. P., & Smith, S. C. (2020). *Economic Development* (13th ed.). Pearson.

Armstrong, M. (2020). *Armstrong's Handbook of Human Resource Management Practice* (15th ed.). Kogan Page.

Jhingan, M. L. (2016). *The Economics of Development and Planning* (41st ed.). Vrinda Publication

ECO 218 Public Policy Analysis

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces students to the concepts, theories, processes, and analytical tools used in the formulation, implementation, monitoring, and evaluation of public policies. It examines how governments identify public problems, assess alternative solutions, allocate resources, and design policies to improve social and economic welfare.

RELEVANCE STATEMENT

Public Policy Analysis is relevant because it equips students with the analytical skills required to understand how public decisions are made and how government interventions affect individuals, businesses, and communities. The course is particularly useful for analysing policies relating to education, health, employment, taxation, poverty reduction, economic development, and public finance, especially within the Nigerian context.

COURSE OBJECTIVES

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

1. Explain the fundamental concepts, theories, principles, and processes of public policy analysis.
2. Identify and analyse public problems that require government intervention.
3. Examine and compare alternative policy options using appropriate analytical criteria.
4. Assess the implementation, effectiveness, efficiency, and impact of public policies.

5. Apply policy analysis techniques to develop evidence-based recommendations for addressing public problems.

LEARNING OUTCOMES

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

1. Explain the major concepts, actors, institutions, and stages of the public policy process.
2. Identify and clearly define public policy problems using relevant evidence.
3. Compare alternative policy options based on costs, benefits, feasibility, equity, and expected outcomes.
4. Evaluate existing public policies using appropriate analytical and research methods.
5. Develop and communicate practical, evidence-based policy recommendations.

COURSE CONTENT

- Introduction to public policy, including its meaning, nature, characteristics, relationship with government, and importance to national development
- Public policy analysis, its scope, objectives, roles of policy analysts, and the use of evidence in decision-making
- Theories and models of public policy, including rational, incremental, institutional, group, elite, systems, and public choice approaches
- The public policy process covering problem identification, agenda setting, formulation, adoption, implementation, monitoring, and evaluation
- Policy actors and institutions, including the executive, legislature, judiciary, ministries, political parties, interest groups, civil society, media, and citizens
- Policy formulation, objectives, alternatives, instruments, and selection criteria
- Policy analysis techniques, including cost-benefit, cost-effectiveness, risk, impact, and stakeholder analysis
- Policy implementation, administrative capacity, resource allocation, and coordination
- Policy monitoring and evaluation, performance indicators, impact assessment, and reform
- Public policy and economic analysis, including market failure, public goods, taxation, regulation, and redistribution
- Public policy in Nigeria, contemporary policy issues, and practical policy analysis through policy briefs and projects

CATEGORY	DETAILS
Core Competencies	• Policy Analysis • Critical Thinking • Research • Decision-Making • Policy Communication
Core Values	• Accountability • Objectivity • Equity • Integrity • Public Interest
Pedagogical Approaches	• Interactive Lectures. • Case Study Method • Policy Simulation • Role Play. • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Economic databases • Computers and statistical software • Online learning platforms
Assessment Methods	• Group Presentation Policy Debate • Individual Assignments • Project-Based Learning

REFERENCES AND FURTHER READING

Dunn, W. N. (2018). *Public policy analysis: An integrated approach* (6th ed.). Routledge.

Weimer, D. L., & Vining, A. R. (2017). *Policy analysis: Concepts and practice* (6th ed.). Routledge.

Birkland, T. A. (2020). *An introduction to the policy process: Theories, concepts, and models of public policy making* (5th ed.). Routledge.

Anderson, J. E. (2015). *Public policymaking: An introduction* (8th ed.). Cengage Learning.

Hill, M., & Varone, F. (2021). *The public policy process* (8th ed.). Routledge.

NCE 200 Level: Second Semester

ECO 221 Macroeconomics

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces students to macroeconomic theories and concepts relating to aggregate economic activities, including national income, consumption, investment, inflation, employment, economic growth, and business cycles. It focuses on the analysis of macroeconomic policies and economic challenges, particularly within Nigeria and African economies

RELEVANCE STATEMENT

The course provides students with analytical skills for understanding economic performance, evaluating government policies, and addressing macroeconomic challenges. It prepares students for careers and further studies in economic planning, public policy, finance, development studies, and related fields.

COURSE OBJECTIVES

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

1. Explain the principles, scope, and importance of macroeconomics in analysing aggregate economic activities.
2. Analyse national income, income determination, consumption, investment, inflation, employment, and economic growth.

3. Apply macroeconomic theories and models, including the multiplier and acceleration principles, to economic analysis.
4. Evaluate the effectiveness of fiscal and monetary policies in achieving economic stability and development.
5. Analyse macroeconomic challenges and policy issues in Nigeria, Africa, and the global economy.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of key macroeconomic concepts, theories, and models.
2. Analyse national income measures and factors influencing aggregate economic performance.
3. Evaluate the causes and effects of inflation, unemployment, economic growth, and business cycles.
4. Assess the impact of fiscal, monetary, and development policies on economic stability.
5. Apply macroeconomic tools to analyse contemporary economic issues and support policy decisions.

COURSE CONTENT

- Distinction between microeconomics and macroeconomics in the context of partial and general equilibrium, the goals of macroeconomics, nature and Scope of Macroeconomics, concept of National Income Accounting, Gross Domestic Product (GDP) and its components, its calculation and derivatives
- Gross National Product, GDP deflator and its uses, cost of living
- Consumer price index and national income with its derivatives consumption and Savings theories and their determinants, the Multiplier and the relations between APC, APS, MPC, MPS Also, the theories of investment and its determinants, as well as introduction to government roles within the context of a 3- Sector mode

CATEGORY	DETAILS
Core Competencies	• Explain macroeconomic concepts and objectives. • Analyse national income and economic indicators. • Apply consumption, saving, and investment theories. • Evaluate government roles in the economy.

CATEGORY	DETAILS
Core Values	• Critical thinking • Analytical reasoning • Economic awareness • Objectivity • Problem-solving skills
Pedagogical Approaches	• Interactive lectures • 2Class discussions • 3Case studies • 4Tutorials and problem-solving exercises • Group assignments and presentations • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Academic Journals and Research Articles • Computers and Laptops • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment (30–40%) • Assignments • Quizzes • Class participation • Mid-semester test • Final Examination (60–70%) • Comprehensive written examination

REFERENCES AND FURTHER READING

Mankiw, N. G. (2021). *Macroeconomics* (11th ed.). Worth Publishers.

Blanchard, O. (2021). *Macroeconomics* (8th ed.). Pearson.

Dornbusch, R., Fischer, S., & Startz, R. (2018). *Macroeconomics* (13th ed.). McGraw-Hill.

Jhingan, M. L. (2016). *Macroeconomic Theory* (13th ed.). Vrinda Publications.

Todaro, M. P., & Smith, S. C. (2020). *Economic Development* (13th ed.). Pearson.

ECO 222 Introduction to Business Economics and Finance

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course introduces students to the principles of business economics and finance, focusing on firm operations, management, financial instruments, business funding, and financial decision-making. It equips students with the knowledge needed to understand business activities, evaluate financial performance, and appreciate the role of firms in economic development.

RELEVANCE STATEMENT

The course connects economic principles with practical business and financial applications, developing students' skills in decision-making, financial management, and entrepreneurship. It provides a foundation for careers and further studies in business, finance, banking, economics, and corporate management.

COURSE OBJECTIVES

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

1. Explain the principles of business economics, firm objectives, and business operations.
2. Analyse management functions, profit determination, and factors influencing business decisions.
3. Identify and explain financial instruments and sources of business finance.
4. Evaluate basic financial statements, financial ratios, and financial management practices.
5. Apply business economics and finance concepts to entrepreneurial and managerial challenges.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of business economics principles and their applications in business decision-making.
2. Analyse the functions, objectives, and contributions of business organisations to economic development.

3. Explain the role of financial instruments and funding sources in business operations.
4. Evaluate business performance using basic financial statements and financial ratios.
5. Apply business and financial concepts to real-world management, entrepreneurship, and economic challenges.

COURSE CONTENT

- The nature and scope of business economics
- Objectives (traditional and modern) and functions of firms
- The development of business organisations in Nigeria since independence
- The role of business organisations in economic development
- The concept of management and functions of management
- Profit
- Its concepts and measurement
- Basic financial concepts of stocks
- Bonds
- Shares and debentures
- Concept of mortgage
- Savings
- Current account
- Fixed deposit
- Certificate of deposit
- Bank loans and overdrafts
- Cheques
- Promissory notes
- Discounting bills
- Bills of exchange and treasury bills
- Business environment
- Entrepreneurship development programme
- Business financial statements
- Financial management
- Financial ratios and analysis
- Staffing and manpower development

- Legal aspects of business operations

CATEGORY	DETAILS
Core Competencies	• Explain business economics concepts and firm operations. • Analyse basic financial instruments and practices. • Evaluate business management and financial decisions. • Understand the role of businesses in economic development.
Core Values	• Entrepreneurship • Financial responsibility • Critical thinking • Professional ethics • Innovation
Pedagogical Approaches	• Interactive lectures • Case studies • 3, Business.simulations • Group discussions and presentations • Practical financial exercises • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Recommended Textbooks • Lecture Notes • Academic Journals • Central Bank Publications • Banking Data • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment (30–40%) • Assignments • Quizzes • Case study analysis • Class participation • Final Examination (60–70%) • Written examination

REFERENCES AND FURTHER READING

Pindyck, R. S., & Rubinfeld, D. L. (2018). *Microeconomics (9th ed.)*. Pearson.

McConnell, C. R., Brue, S. L., & Flynn, S. M. (2021). *Economics: Principles, Problems, and Policies (22nd ed.)*. McGraw-Hill.

Pandey, I. M. (2021). *Financial Management (12th ed.)*. Vikas Publishing House.

Atrill, P. (2020). *Financial Management for Decision Makers (9th ed.)*. Pearson.

Drucker, P. F. (2008). *Management*. Harper Business.

ECO 223 Economics of Production

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course introduces the economic principles of production decisions, focusing on production functions, costs, revenue, profitability, and firm behaviour. It examines how firms optimise resources, improve productivity, and address production challenges within competitive business environments, with emphasis on Nigerian industries.

RELEVANCE STATEMENT

The course develops students' ability to analyse production processes, resource allocation, cost management, and business efficiency. It provides essential knowledge for careers in economics, entrepreneurship, industrial planning, business management, and development studies.

COURSE OBJECTIVES

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

1. Explain the principles of production economics and the relationship between inputs and outputs.
2. Analyse production functions, cost structures, revenue, profit, and firm decision-making.
3. Evaluate short-run and long-run production processes, including economies and diseconomies of scale.
4. Examine factors affecting production efficiency, industrial location, and resource management.

5. Apply production theories to analyse productivity and operational challenges in Nigerian industries.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of key concepts and theories of production economics.
2. Analyse production functions, costs, and resource utilisation by firms.
3. Evaluate firm behaviour, profitability, and production decisions under different conditions.
4. Assess the importance of scale, industrial organisation, and operational efficiency in production.
5. Apply production economics principles to address business and industrial challenges.

COURSE CONTENT

- Production function, cost concepts and characteristics of cost, location of industries, plant layout and material handling, inventory, policy and control, the classical (elementary) theory of production, the firm and industry, the production function short run production analysis
- Long run and short run production costs
- Economies and diseconomies of scale, revenue and profit analysis the breakeven point when the firm will not produce

CATEGORY	DETAILS
Core Competencies	• Explain production processes and cost concepts. • Analyse production functions and firm behaviour. • Evaluate cost, revenue, and profit relationships • Apply production theories to business decisions.
Core Values	• Analytical reasoning • Problem-solving • Efficiency and productivity • Critical thinking • Decision-making skills

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive lectures • Tutorials and problem-solving exercises • Case studies • Group discussions • Practical applications of production concepts • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Recommended Textbooks • Lecture Notes • Academic Journals • Central Bank Publications • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment (30–40%) • Assignments • Quizzes • Class participation • Mid-semester test • Final Examination (60–70%) • Written examination

REFERENCES AND FURTHER READING

Pindyck, R. S., & Rubinfeld, D. L. (2018). *Microeconomics* (9th ed.). Pearson.

Varian, H. R. (2019). *Intermediate Microeconomics: A Modern Approach* (9th ed.). W. W. Norton & Company.

Koutsoyiannis, A. (2003). *Modern Microeconomics* (2nd ed.). Palgrave Macmillan.

McConnell, C. R., Brue, S. L., & Flynn, S. M. (2021). *Economics: Principles, Problems, and Policies* (22nd ed.). McGraw-Hill.

Nicholson, W., & Snyder, C. (2017). *Microeconomic Theory: Basic Principles and Extensions* (12th ed.). Cengage Learning.

ECO 224 Development Economics and Planning

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course examines the economic, social, institutional, and structural factors that influence the development process, particularly in developing countries. It introduces students to major theories, strategies, and planning approaches used to understand poverty, inequality, unemployment, structural transformation, and sustainable economic development.

RELEVANCE STATEMENT

Development Economics and Planning is relevant because it provides students with the analytical tools needed to understand development challenges and assess policies designed to improve living standards in developing countries. The course is particularly useful for understanding development planning, poverty reduction, employment generation, human capital development, resource allocation, and sustainable development in Nigeria and other developing economies.

COURSE OBJECTIVES

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

1. Explain the major concepts, theories, indicators, and approaches to economic development.
2. Examine the major causes and consequences of poverty, inequality, unemployment, and underdevelopment.
3. Analyse the roles of agriculture, industry, human capital, technology, institutions, and infrastructure in economic development.
4. Explain the principles, processes, strategies, and challenges of development planning.
5. Evaluate development policies and planning strategies with particular reference to developing countries and Nigeria.

LEARNING OUTCOMES

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

1. Distinguish between economic growth, economic development, and sustainable development.

2. Apply major development theories to explain development experiences in developing countries.
3. Analyse development problems using appropriate economic indicators and empirical evidence.
4. Assess the effectiveness of development plans, policies, and strategies in addressing socioeconomic challenges.
5. Propose appropriate development and planning strategies for promoting inclusive and sustainable economic development.

COURSE CONTENT

- Introduction to development economics, including economic growth and development, underdevelopment, and the characteristics of developing economies, measurement of economic development using GDP, GNI, per capita income, HDI, poverty, and inequality indicators, classical and modern theories of development, including structuralist, dependency, dual-sector, neoclassical, endogenous growth, and institutional approaches, poverty and inequality, population, labour, employment, migration, and human capital development, agriculture and rural development, industrialisation, structural transformation, technology, innovation, and entrepreneurship, institutions, governance, accountability, corruption, and economic development, principles, processes, strategies, and implementation of development planning
- Development planning in Nigeria, including national development plans, structural adjustment programmes, and contemporary planning frameworks
- International development institutions, globalisation, sustainable development, inclusive growth, climate change, environmental sustainability, and the Sustainable Development Goals, with emphasis on Nigeria's development challenge

CATEGORY	DETAILS
Core Competencies	• Development Analysis • Policy Analysis • Development Planning • Problem-Solving. • Research and Decision-Making

CATEGORY	DETAILS
Core Values	• Equity. • Inclusiveness • Sustainability • Accountability • Social Responsibility.
Pedagogical Approaches	• Interactive Lectures • Problem-Based Learning • Case Study Method • Project-Based Learning • Collaborative Learning • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Recommended Textbooks • Lecture Notes • Academic Journals • Central Bank Publications • National Curriculum for Basic Education
Assessment Methods	• Class Presentations • Group Discussion • Analytical Essays

REFERENCES AND FURTHER READING

Todaro, M. P., & Smith, S. C. (2020). *Economic development* (13th ed.). Pearson.

Thirlwall, A. P. (2011). *Growth and development: With special reference to developing economies* (9th ed.). Palgrave Macmillan.

Ray, D. (1998). *Development economics*. Princeton University Press.

Meier, G. M., & Rauch, J. E. (2005). *Leading issues in economic development* (8th ed.). Oxford University Press.

Jhingan, M. L. (2016). *The economics of development and planning* (40th ed.). Vrinda Publications.

ECO 225 Introduction to Accounting

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course introduces students to the fundamental principles and practices of financial accounting, including transaction recording, bookkeeping, financial statement preparation, and financial analysis. It develops students' ability to interpret accounting information for business operations, economic analysis, and decision-making.

RELEVANCE STATEMENT

The course equips students with essential accounting knowledge and financial skills needed to understand and analyse business information. It provides a foundation for careers and further studies in economics, finance, banking, business management, and related fields.

COURSE OBJECTIVES

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

1. Explain the principles, concepts, and importance of accounting in business decision-making.
2. Apply double-entry bookkeeping principles and prepare basic accounting records.
3. Prepare trial balances, financial statements, and accounting reports.
4. Analyse financial information using basic accounting techniques and ratios.
5. Apply accounting procedures to business operations, financial management, and decision-making.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of fundamental accounting principles and practices.
2. Record business transactions using appropriate accounting procedures.
3. Prepare and interpret basic financial statements and accounting reports.
4. Analyse financial information to support business and economic decisions.
5. Apply accounting knowledge to practical business and financial management situations.

COURSE CONTENT

- The nature
- Scope and nature of accounting
- Basic financial statements
- Accounting conventions
- Theory and mechanics of double-entry bookkeeping
- Books of original entry
- The cash book and the ledger classification
- Recording and summary of business transactions
- Trial balance
- Correction of bookkeeping errors
- Revenue accounting
- Profit and loss accounts and balance sheets of business concerns
- Valuation of assets and measurement of business income
- Ratio analysis and interpretation of accounts
- Bank reconciliation
- Three-column cash book
- Petty cash book
- Prepayments and accruals
- Types of business organisation and accounting procedures
- Preparation of financial statements
- Business amalgamation
- Mergers and acquisitions

CATEGORY	DETAILS
Core Competencies	• Explain basic accounting principles and procedures. • Prepare simple financial statements. • Apply double-entry bookkeeping techniques. • Interpret basic accounting information.

CATEGORY	DETAILS
Core Values	• Accuracy and attention to detail • Integrity and accountability • Analytical thinking • Professional ethics • Financial responsibility
Pedagogical Approaches	• Interactive lectures • Practical accounting exercises • Tutorials and problem-solving sessions • Case studies • Group assignments and presentations • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Financial accounting text books • Accounting stands band professional accounting guideline • Online accounting databases tutorials and educational videos • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment (30–40%) • Assignments • Class exercises • Quizzes • Mid-semester test • Final Examination (60–70%) • Written examination

REFERENCES AND FURTHER READING

Frank Wood & Alan Sangster. (2021). *Business Accounting 1* (15th ed.). Pearson.

Weygandt, J. J., Kimmel, P. D., & Kieso, D. E. (2022). *Accounting Principles* (14th ed.). Wiley.

Atrill, P., & McLaney, E. (2021). *Accounting and Finance for Non-Specialists* (12th ed.). Pearson.

Horngren, C. T., Harrison, W. T., & Oliver, M. S. (2018). *Accounting* (12th ed.). Pearson.

ICAN. (Latest Edition). *Study Text: Financial Accounting*. Institute of Chartered Accountants of Nigeria.

NCE 300 Level: Second Semester

ECO 321 Introduction to Environmental and Climate Economics

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

Environmental and Climate Economics examines the interaction between economic activities and the environment, focusing on the efficient allocation of natural resources and the economic implications of environmental degradation and climate change. The course explores policy instruments and sustainable strategies for addressing climate-related challenges while promoting economic growth and environmental sustainability.

RELEVANCE STATEMENT

Environmental and Climate Economics is highly relevant because environmental degradation and climate change have become major global challenges affecting economic growth, food security, energy production, and human welfare. The course equips students with the knowledge and analytical skills needed to evaluate environmental problems using economic principles and to design sustainable policies for climate mitigation and adaptation. It also prepares learners to contribute to environmental policymaking, sustainable resource management, and the transition toward green and low-carbon economies.

COURSE OBJECTIVES

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

1. Explain the basic concepts and principles of environmental and climate economics.
2. Analyse the economic causes and consequences of climate change and environmental degradation.
3. Evaluate the role of carbon markets, green economy initiatives, and renewable energy in sustainable development.
4. Examine environmental policies and economic instruments for climate change mitigation and adaptation.
5. Apply economic theories and analytical tools to contemporary environmental and climate-related issues.

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Define and explain key concepts in environmental and climate economics.
2. Assess the economic impacts of climate change on different sectors of the economy.
3. Evaluate the effectiveness of carbon pricing, emissions trading, and environmental regulations.
4. Analyse the contribution of renewable energy and green economic policies to sustainable development.
5. Develop practical policy recommendations for addressing environmental and climate challenges.

COURSE CONTENT

- Meaning and scope of environmental economics, Meaning and scope of climate economics environment – economy interactions, natural resource scarcity, Environmental externalities and market failure
- Climate Change, Meaning and causes of climate change, Greenhouse gases and global warming, Economic impacts of climate change, Climate change adaptation and mitigation Climate policies and international agreements
- Carbon Markets: Introduction to carbon markets, Carbon pricing mechanisms, Carbon taxes, Emissions Trading Systems (ETS), Clean Development Mechanism (CDM), Voluntary carbon markets, Opportunities and challenges for developing countries
- Green Economy: Concept of green economy, Green growth strategies, Green jobs and employment, Sustainable consumption and production, Circular economy, Green finance and sustainable investment

- Renewable Energy: Renewable energy concepts, Types of renewable energy Economic analysis of renewable energy investments, Renewable energy financing, Renewable energy policies, Challenges and prospects in developing countries
- Sustainable Development: Concept and dimensions of sustainable development, Sustainable Development Goals (SDGs), Environmental sustainability, Poverty, inequality, and climate change, Sustainable natural resource management, Environmental governance

CATEGORY	DETAILS
Core Competencies	• Economic analysis • Policy evaluation. • Impact assessment • Decision-making. • Adaptation planning. • Critical thinking • Problem-solving
Core Values	• Conservation ethics • Sustainability • Social responsibility • Sustainable development • Environmental management.
Pedagogical Approaches	• Interactive lectures • Classroom discussions. • Policy analysis exercises. • Field visits • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Environment and climate economics textbooks • Renewable energy, carbon markets • Academic journals • Online databases, videos • National Curriculum for Basic Education

CATEGORY	DETAILS
Assessment Methods	• Quizzes • Group assignments. • Seminar presentations. • Term paper.

REFERENCES AND FURTHER READING

Environmental Economics: An Introduction. Routledge.

Environmental and Natural Resource Economics. Routledge.

Climate Change Economics. Edward Elgar Publishing.

Economics of the Environment: Selected Readings. W. W. Norton & Company.

The Economics of Climate Change: The Stern Review. Cambridge University Press.

ECO 322 International Economics and Trade

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course examines the principles and theories of international economics, focusing on trade, finance, exchange rates, economic integration, and global economic relations. It equips students with analytical skills for understanding international trade patterns, policy decisions, and economic challenges affecting developing countries.

RELEVANCE STATEMENT

The course develops students' ability to analyse global economic interactions, trade policies, financial systems, and international development issues. It provides a foundation for careers in trade policy, international organisations, banking, finance, research, and economic planning.

COURSE OBJECTIVES

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

1. Explain the principles, scope, and importance of international economics and trade.
2. Analyse major theories of international trade and their implications for economic development.

3. Evaluate trade policies, economic integration, and the role of international institutions.
4. Examine balance of payments, exchange rates, international finance, and open economy policies.
5. Apply international economic concepts to analyse global economic issues and policy challenges.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of international economic theories and principles.
2. Analyse patterns, benefits, and challenges of international trade and specialisation.
3. Evaluate trade policies, regional integration, and international economic cooperation.
4. Assess balance of payments issues, exchange rate policies, and international financial relations.
5. Apply international economics concepts to evaluate global economic challenges and policy decisions.

COURSE CONTENT

- Domestic versus international trade
- Theories of international trade
- Absolute advantage
- Comparative advantage
- Factor endowment
- Commercial policies
- Theory of customs unions
- Economic integration
- Types and advantages
- ECOWAS
- Prospects and problems
- Balance of payment
- Concepts
- Problems and adjustment 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 and other similar phenomena
- International macro-economic policy
- Exchange rates and open economy macro-economics
- The standard trade model
- International factor movement
- The political economy of trade policy
- Trade policy in developing countries
- Controversies in trade policy
- Macro-economic policy and coordination under floating exchange rates
- Optimum currency areas
- The European experience

CATEGORY	DETAILS
Core Competencies	• Explain international trade theories and policies. • Analyse balance of payments and exchange rate issues. • Evaluate global economic integration and institutions. • Assess international economic challenges.
Core Values	• Critical thinking • Global awareness • Analytical reasoning • Policy understanding • Responsible decision-making

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive lectures • Case studies on international trade issues • Group discussions and presentations • Policy analysis exercises • Independent study and research • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• International economics textbooks • Central bank of Nigeria • Academic journal • Online database • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment (30–40%) • Assignments • Quizzes • Class presentations • Mid-semester test • Final Examination (60–70%) • Written examination

REFERENCES AND FURTHER READING

Krugman, P. R., Obstfeld, M., & Melitz, M. J. (2022). *International Economics: Theory and Policy* (12th ed.). Pearson.

Salvatore, D. (2020). *International Economics* (13th ed.). Wiley.

Appleyard, D. R., Field, A. J., & Cobb, S. L. (2016). *International Economics* (9th ed.). McGraw-Hill.

Carbaugh, R. J. (2020). *International Economics* (17th ed.). Cengage Learning.

Jhingan, M. L. (2016). *International Economics* (8th ed.). Vrinda Publications

Degree Programme (400–500 Level)

Harmonisation of Dual Mandate Curriculum for Degree in Economics and Public Finance Programme 400 to 500 Levels

Overview

The Economics programme is designed to provide student s with a systematic understanding of economic theories, principles, institutions, policies, and analytical techniques. The programme combines theoretical knowledge with quantitative and practical skills to enable graduates to analyse economic problems and contribute effectively to economic decision-making. The course specifications contained in this document provide a structured framework for the delivery of selected 400- and 500-level Economics courses. Each course specification identifies the expected knowledge, skills, competencies, values, teaching approaches, assessment strategies, and recommended learning resources. The curriculum is structured to support competency-based education and to promote the development of graduates who can apply economic reasoning and empirical methods to real-world economic problems.

Philosophy

The philosophy of the B.Sc. Ed. Economics and Public Finance programme is rooted in equipping student-teachers with theoretical knowledge, practical skills, and ethical values necessary for personal self-reliance and national economic development.

COURSE OBJECTIVES

a Deliver comprehensive academic and professional training to produce competent economics educators.

b Prepare high-calibre graduates to teach in secondary schools, technical colleges, and tertiary institutions.

c Foster entrepreneurial mindsets enabling graduates to establish commercial ventures or excel in corporate environments.

d Equip students with analytical tools to evaluate fiscal policies, public sector economics, and global market trends.

e Develop leadership qualities and problem-solving skills to address 21st-century socio-economic challenges.

Unique Features

The curriculum balances core economic theory with pedagogical application. It emphasises foundational financial literacy, resource allocation modelling, public policy evaluation, and empirical analysis of inflation, growth, and market behaviour.

21st Century Skills

The B.Sc. Economics Education CCMAS is in a position to inculcate in the pre-service economics teachers the following:

1. Digital economy
2. Economic leadership
3. Critical thinking and problem-solving in economics
4. Economics communication and collaboration
5. Creative and innovative solutions to economic problems
6. Development of critical thinking.

Employability skills

The graduate of B.Sc. Economics Education will be equipped with the ability to:

1. Teach Economics at the Senior Secondary School (SSS) level
2. Provide and utilise improvised teaching materials, where necessary, for successful knowledge transfer to the learners
3. Apply the knowledge and skills in individual lives and life at work
4. Facilitate the establishment and utilisation of Economics Education studio
5. Attain different economics education teaching and learning skills, including skills in media literacy and knowledge transfer.

Admission and Graduation Requirements

Admission Requirements

Direct Entry Admission for the 2 Year Dual Mandate Programme

Candidates must possess, in addition to the O'Level requirements – National Certificate in Education (NCE) certificate and must have graduated with the required CGPA for the B.Ed programme as approved by the NUC and NCCE.

Graduation Requirements

To qualify for the award of B.Ed degree, a prospective candidate should:

1. Complete and pass a minimum of academic credit units as agreed upon by the NUC and NCCE.
2. Satisfy all academic requirements as stipulated by the NUC and NCCE.

Attain the minimum Cumulative Grade Point Average (CGPA) of 70 units or as prescribed by the Senate of the awarding institution in accordance with NUC and NCCE regulations under the Dual Mandate Programme

Course Distribution table for Economics and Public Finance, Degree 400L and 500L:

Degree Course Distribution (400–500 Level)

Degree 400 Level: First Semester

Course Code	Course Title	Credit Units	Status	Lecture Hours	Practical Hours
GSE 412	Peace and Conflict Resolution	2	C	2	30
ECO 411	Intermediate Microeconomics L	3	C	45	45
ECO 412	Intermediate Macroeconomics L	3	C	45	45
ECO 413	History of Economic Thought	3	C	45	45
ECO 414	Project Evaluation	3	C	45	45
ECO 415	Introduction to Monetary Economics	3	C	45	45
Total		**17**			

Degree 400 Level: Second Semester

Course Code	Course Title	Credit Units	Status	Lecture Hours	Practical Hours
EDU 402	Educational Measurements, Tests, Research Methods and Statistics	3	C	45	45
ENT 412	Venture Creation	2	C	30	30
ECO 421	Intermediate Microeconomics II	3	C	45	45
ECO 422	Intermediate Macroeconomics lI	3	C	45	45
ECO 423	Introductory Econometrics	3	C	45	45
ECO 424	Applied Economics	3	C	45	45
ECO 425	Public Sector Economics	3	C	45	45
Total		**20**			

Degree 500 Level: First Semester

Course Code	Course Title	Credit Units	Status	Lecture Hours	Practical Hours
EDU 501	Teaching Practice	6	C		
ECO 511	Petroleum and Gas Economics	2	C	30	30
ECO 512	Health Economics	3	C	30	30

Course Code	Course Title	Credit Units	Status	Lecture Hours	Practical Hours
ECO 513	Economics of Agriculture Marketing	3	C	30	30
ECO 514	Economics of Stock Market	3	C	30	30
Total		**17**			

Degree 500 Level: Second Semester

Course Code	Course Title	Credit Units	Status	Lecture Hours	Practical Hours
EDU 500	Research Project	3	C	0	30
ECO 503	Techniques for Teaching Economics	2	C	30	30
ECO 506	Statistics for Economist	2	C	30	30
ECO 521	Advanced Microeconomics II	2	C	30	30
ECO 522	Advanced Macroeconomics II	2	C	30	30
ECO 523	Economic Planning	2	C	30	30
ECO 524	Fiscal Policy and Analysis	3	C	45	45
ECO 525	Monetary Theory and Policy	3	C	45	45
Total		**19**			

Degree Course Descriptions (400–500 Level)

Degree 400 Level: First Semester

ECO 411 Intermidate Microeconomics 1

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course provides an advanced study of consumer demand theory and the theory of the firm, with emphasis on the application of microeconomic principles to consumer and producer decision-making. It builds on basic microeconomic concepts by examining how consumers allocate scarce resources to maximise utility and how firms make production and pricing decisions to achieve their objectives. The consumer theory component covers advanced utility analysis, including separable, additive, homogeneous, and homothetic utility functions. It examines the Slutsky and Hicks decomposition of price and income changes into substitution and income effects. The course also introduces the Theory of Revealed Preference, demand for characteristics, composite commodities, and the concept of consumer surplus as a measure of consumer welfare. The theory of the firm component focuses on different forms of production functions, including homogeneous, Constant Elasticity of Substitution (CES), and Leontief production functions. It examines production curves, their shapes, and the elasticity of substitution between inputs. Attention is given to firms' optimising behaviour, input demand functions, and the determination of costs in both the short run and long run. Finally, the course examines constrained revenue maximisation and profit maximisation, equipping students with analytical tools for understanding and evaluating consumer and firm behaviour in competitive market environments. Overall, the course develops students' capacity to apply advanced microeconomic theories to real-world economic decisions and policy analysis.

RELEVANCE STATEMENT

The course content is highly relevant because it provides students with advanced analytical tools for understanding consumer and firm behaviour in a modern economy. The study of consumer demand theory helps students explain how individuals respond to changes in prices, income, and preferences, while concepts such as Slutsky and Hicks substitution effects provide a deeper understanding of demand responses. Revealed

preference and consumer surplus are useful for analysing consumer welfare and evaluating economic policies. The theory of the firm is equally important because it explains how firms determine optimal combinations of inputs, production levels, costs, revenue, and profits. Knowledge of production functions, elasticity of substitution, and short- and long-run cost functions is valuable for business decision-making and resource allocation. Overall, the course strengthens students' economic reasoning, quantitative skills, policy analysis, and ability to solve practical microeconomic problems.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain and apply advanced concepts of consumer demand theory, including separable, additive, homogeneous, and homothetic utility functions.
2. Analyse consumer responses to changes in prices and income using the Slutsky and Hicks decomposition of substitution and income effects.
3. Apply the Theory of Revealed Preference to explain consumer choices, demand for characteristics, composite commodities, and consumer behaviour.
4. Evaluate consumer welfare using the concept of consumer surplus and other relevant measures of economic welfare.
5. Explain and analyse different production functions, including homogeneous, CES, Leontief, and other forms of production functions.
6. Determine optimal input combinations and input demand functions using principles of firm optimisation, elasticity of substitution, and cost minimisation.
7. Analyse short-run and long-run cost functions and solve constrained revenue and profit maximisation problems to understand firms' production and pricing decisions.

LEARNING OUTCOMES

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

1. Demonstrate a comprehensive understanding of advanced consumer demand theories, including separable, additive, homogeneous, and homothetic utility functions.
2. Calculate and interpret Slutsky and Hicks substitution and income effects resulting from changes in prices and consumer income.
3. Apply the Theory of Revealed Preference to analyse consumer choices, demand for characteristics, and composite commodities.
4. Measure and interpret consumer welfare using consumer surplus and related welfare concepts.

5. Distinguish and analyse different production functions, including homogeneous, CES, and Leontief production functions, and explain their associated production curves.
6. Determine optimal input combinations and input demand functions using cost minimisation, elasticity of substitution, and principles of firm optimisation.
7. Analyse short-run and long-run cost functions and solve constrained revenue and profit maximisation problems using appropriate economic and mathematical techniques.

COURSE CONTENT

- Advanced topics in consumer demand theory: Separable and additive utility functions
- Homogeneous and homothetic utility functions
- Slutsky and Hicks substitution effects of changes in prices and incomes, the theory of revealed preference in consumption and the demand for characteristics, composite commodities, consumer's surplus The theory of the firm: the Production functions (Homogeneous, CES, Leontief and many others), production curves and shapes
- Elasticity of substitution
- Optimising behaviour, input demand functions
- The cost functions in the short and long run
- Constrained Revenue maximisation and Profit maximisation

CATEGORY	DETAILS
Core Competencies	• Advanced Economic Analysis • Competence • Quantitative and Mathematical Competence • Problem-Solving Competence • Decision-Making Competence • Policy and Business Application Competence
Core Values	• Analytical Thinking • Rational Decision-Making • Efficiency in Resource Allocation • Problem-Solving and Innovation • Economic Responsibility

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive Lecture Method • Problem-Based Learning • Case Study Method • Group Discussion and Collaborative Learning • Tutorial and Practical Exercises • Student Presentation and Seminar Method • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Academic Journals and Research Articles • Computers and Laptops • Spreadsheet and Mathematical Software • Projector and Multimedia Materials • 8 National Curriculum for Basic Education
Assessment Methods	• Individual Analytical Assignment • Problem-Solving Assignment • Group Case-Study Assignment • Research and Seminar Assignment • Practical/Data Analysis Assignment

REFERENCES AND FURTHER READING

Varian, H. R.- Intermediate Microeconomics: A Modern Approach.

Pindyck, R. S. & Rubinfeld, D. L- .Microeconomics

Nicholson, W. & Snyder, C.- Microeconomic Theory: Basic Principles and Extensions.

Koutsoyiannis, A. -Modern Microeconomics.

Perloff, J. M.- Microeconomics: Theory and Applications with Calculus.

ECO 412 Intermidate Macroeconomics 1

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course examines national income determination in an open economy using the Keynesian four-sector model, with emphasis on the concepts and multipliers of major national income components. It explores major theories of consumption, including the Keynesian Income Hypothesis (KIH), Relative Income Hypothesis (RIH), Permanent Income Hypothesis (PIH), and Life-Cycle Hypothesis (LCH). The course also covers investment theories, types, assumptions, accelerator, MEI, MEC, Tobin's Q, and financial theories. Finally, it introduces the IS-LM framework and analyses the multiplier effects of monetary and fiscal policies on economic equilibrium.

RELEVANCE STATEMENT

This course is relevant for understanding how national income, consumption, investment, money, and government policies interact to determine economic equilibrium in an open economy. It equips students with analytical tools for explaining fluctuations in economic activities, employment, output, and interest rates. Knowledge of consumption and investment theories helps students understand household and business decision-making, while the IS-LM framework provides a basis for analysing monetary and fiscal policy effects. The course is particularly useful for evaluating macroeconomic policies, interpreting economic conditions, and developing informed recommendations for achieving economic stability, growth, and sustainable development.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the concepts and components of national income in an open economy using the Keynesian four-sector model.
2. Analyse the determination of national income and the multiplier effects of consumption, investment, government expenditure, and net exports.
3. Examine the major theories of consumption, including KIH, RIH, PIH, and LCH, and their implications for economic behaviour.
4. Explain the types, assumptions, and determinants of investment and evaluate major physical and financial investment theories.

5. Apply the accelerator, MEI, MEC, and Tobin's Q theories to explain investment decisions and fluctuations in economic activity.
6. Use the IS-LM analytical framework to examine equilibrium in the goods and money markets and determine the interaction between income and interest rates.
7. Evaluate the effects of monetary and fiscal policies, including their multiplier effects, within the IS-LM framework.

LEARNING OUTCOMES

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

1. Describe the components of national income in an open economy using the four-sector Keynesian model.
2. Calculate national income multipliers for consumption, investment, government expenditure, and net exports.
3. Differentiate between KIH, RIH, PIH, and LCH theories of consumption.
4. Classify the major types and theories of investment.
5. Evaluate the accelerator, MEI, MEC, Tobin's Q, and financial theories of investment.
6. Construct IS-LM models showing equilibrium in the goods and monetary sectors.
7. Assess the multiplier effects of monetary and fiscal policies within the IS-LM framework.

COURSE CONTENT

- The concepts and multipliers of national income components in an open economy or 4- Sector model using the Keynesian model
- **Theories of Consumption:** KIH, RIH, PIH & LCH
- Investments: Types, Assumptions, Physical theories like accelerator, MEI and MEC, Tobin Q and Financial theories like Shapiro's profit theory, Jorgensen's investment theory)
- **The IS:** LM analytical framework within the context of equilibrium in the goods sector and the monetary sector
- The multiplier effects of monetary and fiscal policies in an IS-LM framework

CATEGORY	DETAILS
Core Competencies	• Macroeconomic Analysis Competence 2.Economic Modelling Competence 3.Policy Analysis Competence • Investment Analysis Competence • Problem-Solving Competence
Core Values	• Critical Thinking • Analytical Reasoning • Evidence-Based Decision-Making • Economic Responsibility • Problem-Solving
Pedagogical Approaches	• Interactive Lecture Method • Discussion Method • Problem-Based Learning • Group Learning • Simulation and Modelling • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Academic Journals and Research Articles • Computers and Laptops • Spreadsheet and Mathematical Software • 6 National Curriculum for Basic Education
Assessment Methods	• Individual Analytical Assignment • Problem-Solving Assignment • Group Case-Study Assignment • Research and Seminar Assignment • Practical/Data Analysis Assignment

REFERENCES AND FURTHER READING

Mankiw, N. G. Macroeconomics

Dornbusch, R., Fischer, S. Fisher S. & Startz, R. Macroeconomics

Blanchard, O. Macroeconomics

Abel, A. B. & Bernanke, B. S. Macroeconomics

Froyen, R. T. Macroeconomics: Theories and Policies

ECO 413 History of Economic Thought

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course examines the evolution of economic thought from early schools to contemporary perspectives. It covers Mercantilism, Physiocracy, Classical and Neo-Classical economics, Marxian and Marginalist schools, Positive and Welfare economics, Institutional economics, Keynesianism, Monetarism, Rational Expectations, and Supply-Side economics. Emphasis is placed on the historical development, assumptions, contributions, and limitations of major schools of thought. The course also explores contemporary developments in economics and their relevance to development theories, particularly in emerging and developing economies. Students gain an understanding of how economic ideas have evolved and continue to shape economic policies and development strategies.

RELEVANCE STATEMENT

The course is relevant because it provides students with a historical and analytical understanding of how economic ideas have evolved in response to changing economic conditions. Knowledge of major schools of thought enables students to compare alternative explanations of economic problems, evaluate competing policy approaches, and understand the foundations of contemporary economics. The course is particularly important for analysing development challenges in emerging and developing economies, where different economic perspectives can inform policy choices. It also prepares students to critically assess contemporary economic issues and appreciate the future direction of economic theory and practice.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the historical evolution of major schools of economic thought.
2. Identify the contributions of Mercantilists and Physiocrats to economic thought.
3. Examine the principles of Classical and Neo-Classical schools of thought.
4. Analyse the evolution and contributions of Marxian and Marginalist economics.
5. Compare Positive, Welfare, and Institutional schools of economic thought.
6. Evaluate Keynesian, Monetarist, Rational Expectations, and Supply-Side theories.
7. Assess contemporary developments and future prospects of economics in developing economies.

LEARNING OUTCOMES

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

1. Describe the evolution of major schools of economic thought.
2. Identify the major contributions of Mercantilism and Physiocracy.
3. Explain the fundamental principles of Classical and Neo-Classical economics.
4. Analyse the major propositions of Marxian and Marginalist schools.
5. Differentiate Positive, Welfare, and Institutional economics.
6. Evaluate Keynesian, Monetarist, Rational Expectations, and Supply-Side perspectives.
7. Assess contemporary economic developments and their relevance to developing economies.

COURSE CONTENT

- The Physiocrats, Mercantilism, classical economics, neo-classical school of thought, as well as evolution and contemporary development of Marxian School of Economic thought, the Marginalist, positive and welfare schools of economic thought, institutional economics, Keynesian School of Economic thought, the Monetarists and the Rational Expectation School (RATEX)
- The Supply Side economics
- Contemporary state of development in economics and future prospects are examined within the context of development theories relevant to emerging and developing economies around the world

CATEGORY	DETAILS
Core Competencies	• Historical Analysis Competence • Critical Thinking Competence • Comparative Analysis Competence • Economic Research Competence • Policy Evaluation Competence
Core Values	• Critical Thinking • Intellectual Openness • Objectivity • Innovation • Social Responsibility
Pedagogical Approaches	• Interactive Lecture Method • Discussion Method • Comparative Learning • Case Study Method • Group Learning • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Academic Journals • Digital Resources • Multimedia Materials – • Historical and Economic Data • National Curriculum for Basic Education
Assessment Methods	• Essay Writing • Comparative Analysis • Individual Research Project • Group Presentation 5.Case Study

REFERENCES AND FURTHER READING

Roll, E. A History of Economic Thought.

Screpanti, E. & Zamagni, S. An Outline of the History of Economic Thought

Hunt, E. K. History of Economic Thought.

Blaug, M. Economic Theory in Retrospect.

Heilbroner, R. L. The Worldly Philosophers

ECO 414 Project Evaluation

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course introduces students to the principles and practices of project evaluation, covering the definition, classification, location, and sizing of projects. It examines investment requirements, cash-flow analysis, and the appraisal of projects from both commercial and social perspectives. Students are exposed to major investment appraisal techniques, including the Payback Period, Return on Investment (ROI), Present Value, Benefit-Cost Ratio, Net Present Value (NPV), and Internal Rate of Return (IRR). The course also considers project data requirements within development programmes and provides practical experience through the evaluation of identified business projects.

RELEVANCE STATEMENT

This course is relevant because it equips students with the knowledge and skills required to assess the feasibility, profitability, and social value of investment projects. It develops students' ability to identify suitable project locations and sizes, estimate investment requirements, analyse cash flows, and make informed investment decisions. The course provides practical understanding of appraisal techniques such as Payback Period, ROI, Benefit-Cost Ratio, NPV, and IRR. It is useful for entrepreneurs, managers, economists, investors, and development planners in allocating scarce resources efficiently, reducing investment risks, and selecting viable projects that contribute to business growth, employment creation, and sustainable economic development.

COURSE OBJECTIVES

The objectives of this course are to:

1. Define the concepts and classifications of projects.

2. Identify appropriate project locations and sizes.
3. Calculate investment requirements for proposed projects.
4. Analyse project cash flows and investment costs.
5. Evaluate projects from commercial and social perspectives.
6. Apply investment appraisal techniques to proposed projects.
7. Conduct practical evaluation of identified business projects.

LEARNING OUTCOMES

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

1. Explain the concepts and classifications of projects.
2. Determine suitable locations and sizes for investment projects.
3. Estimate the investment requirements of proposed projects.
4. Analyse cash flows associated with investment projects.
5. Differentiate commercial and social approaches to project appraisal.
6. Compute Payback Period, ROI, Benefit-Cost Ratio, NPV, and IRR.
7. Assess the feasibility and viability of identified business projects.

COURSE CONTENT

- Definition and classification of projects and project evaluation are introduced
- Topics are location and size of projects, calculation of investments required for a project, and evaluation of projects
- Other topics are appraisal of projects from commercial and social view points and cash flow analysis
- Project and the overall view of development programme data requirements
- Evaluation of proposed investments via Payback method, Return on investment (ROI), Total life cycle ratio or present value method, Saving/Investment ratio or Benefit/Cost ratio
- Net Present Value (NPV) and Internal rate of return (IRR).Students are to carry out practical project evaluation of identified businesses

CATEGORY	DETAILS
Core Competencies	• Analyse project feasibility and viability. • Calculate investment requirements and cash flows. • Apply investment appraisal techniques. • Evaluate commercial and social project benefits. • Conduct practical project assessments.
Core Values	• Demonstrate integrity in project evaluation. • Promote accountability in investment decisions. • Practice transparency in financial analysis. • Value efficiency in resource allocation. • Uphold objectivity in project appraisal.
Pedagogical Approaches	• Lecture method • Discussion method • Case-study method • Problem-solving method • Project-based learning • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Project evaluation textbooks • Lecture notes • Investment appraisal worksheets • Business case studies • Financial calculators and spreadsheets • 6 National Curriculum for Basic Education
Assessment Methods	• Assignments • Class Tests • Case Study Analysis • Project Evaluation • End-of-Semester Examination

REFERENCES AND FURTHER READING

Gittinger, J. P. Economic Analysis of Agricultural Projects.

Litle, L M. D. &Mirlees, J. A. Project Appraisal and Planning for Developing Countries.

Boardman, A. E. et al. Cost-Benefit Analysis.

Brent, R. J. Applied Cost-Benefit Analysis.

Dasgupta, P., Marglin, S. & Sen, A. Guidelines for Project Evaluation,

ECO 415 Introduction to Monetary Economics

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course examines the concept, measurement, functions, and historical evolution of money and its importance in economic activities. It explores the mechanisms of money creation within commercial banking systems and examines major theories of money demand, including the Classical Quantity Theory, Keynesian Liquidity Preference Theory, and Friedman's Restatement. The course also analyses the determination of money supply, monetary policy instruments and targets, transmission mechanisms and lags, and the relationship between monetary expansion and inflation. It equips students with the analytical knowledge required to understand monetary conditions and their implications for macroeconomic stability.

RELEVANCE STATEMENT

The course is relevant to understanding the role of money and monetary institutions in economic stability and development. Knowledge of money demand, money supply, commercial bank money creation, and monetary policy enables students to analyse changes in interest rates, liquidity, inflation, and economic activity. Understanding monetary policy instruments, targets, and transmission lags also helps learners assess how central bank decisions influence households, businesses, financial institutions, and the wider economy. The course therefore provides essential analytical foundations for evaluating monetary challenges and supporting informed economic and financial decision-making.

COURSE OBJECTIVES

The objectives of this course are to:

1. Define the concept, functions, measurement, and historical evolution of money.
2. Explain the mechanisms of money creation within commercial banking systems.
3. Examine the major theories of money demand, including Classical, Keynesian, and Friedman's approaches.
4. Analyse the determinants and models of money supply.
5. Evaluate monetary policy instruments, targets, transmission mechanisms, and institutional lags.
6. Assess the relationship between monetary expansion and inflation dynamics

LEARNING OUTCOMES

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

1. Describe the concepts, functions, measurement, and evolution of money.
2. Demonstrate how commercial banks create money within the banking system.
3. Compare Classical, Keynesian, and Friedman's theories of money demand.
4. Determine the factors influencing money supply in an economy.
5. Evaluate the effectiveness of monetary policy instruments and transmission mechanisms.
6. Analyse the effects of monetary expansion on inflation and macroeconomic stability.

COURSE CONTENT

- The course begins with the conceptual definition, measurement, and historical evolution of money, moving into the structural mechanics of money creation within commercial banking networks
- Structural focus centres on the foundational theories of money demand, including Classical quantity theory, Keynesian liquidity preference, and Friedman's restatement, balanced against formal models of money supply determination
- Technical modules evaluate monetary policy instruments, targets, institutional transmission lags, and the structural relationship between monetary expansion and inflation dynamics

CATEGORY	DETAILS
Core Competencies	• Monetary Analysis • Economic Reasoning • Policy Evaluation • Quantitative analysis • Problem-Solving
Core Values	• Integrity • Objectivity • Accountability • Critical Thinking • Professionalism
Pedagogical Approaches	• Lecture Method • Discussion Method • Case Study Method • Problem-Based Lea • Group Learning • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Recommended Textbooks • Lecture Notes • Academic Journals • Central Bank Publications • Banking Data • National Curriculum for Basic Education
Assessment Methods	• Individual Written Assignment • Group Research Project • Case Study Analysis • Problem-Solving Exercises • Seminar Presentation

REFERENCES AND FURTHER READING

Mishkin, F. S. The Economics of Money, Banking and Financial Markets.

Jhingan, M. L. Monetary Economics.

Laidler, D. E. W. The Demand for Money.

Bain, K. & Howells, P. Monetary Economics.

Dwivedi, D. N. Macroeconomics: Theory and Policy.

Degree 400 Level: Second Semester

ECO 421 Intermidate Microeconomics II

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course provides an advanced examination of market structures, equilibrium, and optimisation in microeconomic analysis. It covers perfect competition, demand and supply functions, commodity and factor-market equilibrium, and the conditions for equilibrium existence, uniqueness, and stability. It further examines imperfect market structures, including monopoly, price discrimination, monopsony, monopolistic competition, duopoly, oligopoly, and bilateral monopoly. Emphasis is placed on revenue, output, and profit maximisation, limiting and entry-preventing pricing. The course also introduces exchange theory, offer curves, contract curves, and General Equilibrium Theory.

RELEVANCE STATEMENT

The course is relevant for developing students' ability to analyse how different market structures influence prices, output, resource allocation, and firm profitability. It provides analytical tools for understanding competitive behaviour, monopoly power, strategic interaction, pricing decisions, and market equilibrium. The study of exchange and General Equilibrium Theory enhances understanding of efficient resource allocation and interactions among markets. These skills are useful for economic forecasting, business decision-making, competition analysis, policy formulation, and evaluating market efficiency and welfare in both developing and developed economies.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the characteristics and operations of different market structures.
2. Analyse demand, supply, and commodity and factor-market equilibrium.
3. Determine the existence, uniqueness, and stability of market equilibrium.
4. Evaluate pricing, output, revenue, and profit decisions under imperfect competition.
5. Apply optimisation techniques to monopoly, oligopoly, and other market structures.
6. Examine exchange theory, contract curves, offer curves, and General Equilibrium Theory.

LEARNING OUTCOMES

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

1. Identify the features of perfect and imperfect market structures.
2. Calculate equilibrium prices and quantities in commodity and factor markets.
3. Assess the conditions that determine equilibrium existence, uniqueness, and stability.
4. Solve revenue, output, and profit-maximisation problems under different market structures.
5. Compare pricing strategies and competitive behaviour among firms.
6. Interpret exchange, contract curves, offer curves, and general equilibrium outcomes

COURSE CONTENT

- This course examines market structures and the optimisation of economic decisions under competitive and imperfectly competitive conditions
- It covers demand and supply functions, commodity and factor-market equilibrium, and the existence, uniqueness, and stability of equilibrium
- Students analyse monopoly, price discrimination, monopsony, monopolistic competition, duopoly, oligopoly, and bilateral monopoly, with emphasis on revenue, output, and profit maximisation
- The course also examines limiting and entry-preventing pricing, exchange theory, offer curves, contract curves, and General Equilibrium Theory through analytical and optimisation exercises

CATEGORY	DETAILS
Core Competencies	• Advanced Economic Analysis • Competence • Quantitative and Mathematical Competence • Problem-Solving Competence • Decision-Making Competence • Policy and Business Application Competence
Core Values	• Analytical Thinking • Rational Decision-Making • Efficiency in Resource Allocation • Problem-Solving and Innovation • Economic Responsibility
Pedagogical Approaches	• Interactive Lecture Method • Problem-Based Learning • Case Study Method • Group Discussion and Collaborative Learning • Tutorial and Practical Exercises • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Academic Journals and Research Articles • Computers and Laptops • Spreadsheet and Mathematical Software • National Curriculum for Basic Education
Assessment Methods	• Individual Analytical Assignment • Problem-Solving Assignment • Group Case-Study Assignment • Research and Seminar Assignment • Practical/Data Analysis Assignment

REFERENCES AND FURTHER READING

Varian, H. R.- Intermediate Microeconomics: A Modern Approach.

Pindyck, R. S. & Rubinfeld, D. L- .Microeconomics

Nicholson, W. & Snyder, C.- Microeconomic Theory: Basic Principles and Extensions.

Koutsoyiannis, A. -Modern Microeconomics.

Perloff, J. M.- Microeconomics: Theory and Applications with Calculus.

ECO 422 Intermidate Macroeconomics II

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course examines major theories of economic growth and their implications for long-run development. It covers Classical and Neo-Classical growth models, including the Harrod-Domar, Kaldor, Pasinetti, Joan Robinson, and Solow models, alongside Marxian and Keynesian approaches. It further explores Endogenous Growth Theory through the contributions of Arrow, Romer, Lucas, and others. The course analyses fiscal and monetary policies, unemployment and inflation, and international economic issues involving trade, exchange rates, and balance of payments. Emphasis is placed on theories and policy measures for achieving sustainable growth and correcting external imbalances.

RELEVANCE STATEMENT

The course is relevant for understanding the factors that determine economic growth, macroeconomic stability, employment, price stability, and international economic performance. It equips students with analytical tools for comparing alternative growth theories and evaluating fiscal and monetary policy options. Knowledge of trade, exchange rates, and balance of payments theories enables learners to assess external-sector challenges and appropriate adjustment measures. The course is particularly valuable for understanding development challenges, designing economic policies, interpreting macroeconomic trends, and supporting informed decisions aimed at promoting sustainable economic growth and stability.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain major theories and models of economic growth.

2. Compare Classical, Neo-Classical, Keynesian, Marxian, and Endogenous Growth models.
3. Analyse the roles of fiscal and monetary policies in economic growth and stability.
4. Examine the causes and effects of unemployment and inflation.
5. Evaluate international trade, exchange rates, balance of payments, and adjustment policies

LEARNING OUTCOMES

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

1. Identify the major assumptions and principles underlying economic growth theories.
2. Differentiate between alternative growth models and their policy implications.
3. Assess the effectiveness of fiscal and monetary policies in achieving macroeconomic objectives.
4. Analyse the causes, consequences, and policy responses to unemployment and inflation.
5. Evaluate exchange-rate and balance-of-payments problems and recommend appropriate adjustment measures.

COURSE CONTENT

- Theories of economic growth: The Classical/Neo-Classical growth models (H-D model, Nicholas Kaldor, Pasinetti, Joan Robinson & Solow models), the Marxian theory of growth model, Keynesian growth model
- The Endogenous growth model (Arrow, Romer, Lucas, and many others) The government economic policies including fiscal and monetary theories and policies
- Theories and problems of unemployment and inflation
- The international economy involving trade, exchange rates and balance of payments theories (Portfolio Balance, Keynesian theory, Monetary approach, Purchasing Power Parity and many others.) and policy measures for Balance of Payments adjustments

CATEGORY	DETAILS
Core Competencies	• Macroeconomic Analysis Competence 2.Economic Modelling Competence 3.Policy Analysis Competence • Investment Analysis Competence • Problem-Solving Competence

CATEGORY	DETAILS
Core Values	• Critical Thinking • Analytical Reasoning • Evidence-Based Decision-Making • Economic Responsibility • Problem-Solving
Pedagogical Approaches	• Interactive Lecture Method • Discussion Method • Problem-Based Learning • Group Learning • Simulation and Modelling • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Academic Journals and Research Articles • Computers and Laptops • Spreadsheet and Mathematical Software • National Curriculum for Basic Education
Assessment Methods	• Individual Analytical Assignment • Problem-Solving Assignment • Group Case-Study Assignment • Research and Seminar Assignment • Practical/Data Analysis Assignment

REFERENCES AND FURTHER READING

Mankiw, N. G. Macroeconomics

Dornbusch, R., Fischer, S. Fisher S. & Startz, R. Macroeconomics

Blanchard, O. Macroeconomics

Abel, A. B. & Bernanke, B. S. Macroeconomics

Froyen, R. T. Macroeconomics: Theories and Policies

ECO 423 Introductory Econometrics

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course provides an advanced study of econometric theory and its practical applications. It begins with extensions of the two-variable linear regression model and introduces matrix algebra and the algebra of econometrics. It examines the General Linear Model and Generalised Least Squares, including violations of classical assumptions such as autocorrelation, multicollinearity, stochastic regressors, and errors-in-variables. The course also covers identification, simultaneous equation models, estimation procedures, K-class estimators, and the selection of appropriate estimators. Practical assignments develop students' competence in applying econometric software such as EViews, Stata, and SPSS.

RELEVANCE STATEMENT

The course is relevant for developing advanced analytical and empirical skills required for economic research and decision-making. It enables students to identify, detect, and correct econometric problems that can affect the reliability of regression estimates. Understanding simultaneous equation models and alternative estimation techniques strengthens students' ability to analyse complex economic relationships. Practical experience with EViews, Stata, and SPSS further equips learners to manage real-world datasets, estimate econometric models, interpret results, test hypotheses, and provide evidence-based conclusions for economic policy, planning, forecasting, and research

COURSE OBJECTIVES

The objectives of this course are to:

1. Extend the two-variable linear regression model to more advanced econometric specifications.
2. Apply matrix algebra and econometric algebra in model formulation and estimation.
3. Examine the General Linear Model and Generalised Least Squares estimation procedures.
4. Identify violations of classical linear regression assumptions and appropriate corrective techniques.
5. Analyse identification problems and simultaneous equation models using appropriate estimation methods.

6. Evaluate alternative estimators, including K-class estimators, using econometric software.

LEARNING OUTCOMES

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

1. Formulate multiple regression models from extended linear econometric relationships.
2. Manipulate matrices and algebraic expressions in econometric estimation.
3. Estimate econometric models using Generalised Least Squares and related techniques.
4. Detect and correct autocorrelation, multicollinearity, stochastic regressors, and errors-in-variables.
5. Determine identification conditions and estimate simultaneous equation models.
6. Select appropriate estimators and interpret econometric results using EViews, Stata, SPSS, and related software.

COURSE CONTENT

- **Beginning with extensions of the two:** variable linear model, the course should cover introduction to matrix algebra and algebra of econometrics
- The General linear model and generalised lease square procedure, violations of linear model assumptions and the correction of serial correlation (autocorrelation) of the errors, intercorrelation (Multicollinearity) of the variables, stochastic regressions and errors in variables are also discussed
- Other topics are identification of problems, meaning, detection and correction of simultaneous models and estimations, K-class estimators and the choice of estimators
- Students will be engaged in practical assignments and familiarity with software computer applications for econometrics such as E-views, Strata, SPSS and many others

CATEGORY	DETAILS
Core Competencies	• Model Formulation • Quantitative Analysis • Econometric Estimation • Diagnostic Testing • Software • Application • Research Problem-Solving –

CATEGORY	DETAILS
Core Values	• Integrity – • Objectivity • Accuracy • Accountability • Transparency • Professionalism
Pedagogical Approaches	• Interactive Lecture Method • Problem-Based Learning • Case Study Method • Group Discussion and Collaborative Learning • Tutorial and Practical Exercises • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Academic Journals and Research Articles • Computers and Laptops • Spreadsheet and Mathematical Software • 6 National Curriculum for Basic Education
Assessment Methods	• Individual Analytical Assignment • Problem-Solving Assignment • Group Case-Study Assignment • Research and Seminar Assignment • Practical/Data Analysis Assignment

REFERENCES AND FURTHER READING

Gujarati, D. N. & Porter, D. C. Basic Econometrics.

Wooldridge, J. M. Introductory Econometrics.

Studenmund, A. H. Using Econometrics.

Dougherty, C. Introduction to Econometrics.

Gujarati, D. N. Essentials of Econometrics.

ECO 424 Applied Economics

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course introduces students to the principles, methods, and applications of applied economics in understanding real-world economic problems. It integrates microeconomic and macroeconomic theories to analyse economic indicators, labour markets, consumer and business behaviour, poverty, inequality, inflation, unemployment, and economic growth. The course also examines public policy issues and major economic challenges in Nigeria. Students develop skills in accessing economic data, using databases, applying empirical methods, interpreting findings, writing economic reports, and formulating practical, evidence-based policy recommendations.

RELEVANCE STATEMENT

The course is relevant because it equips students with practical skills for applying economic theories to contemporary economic and policy challenges. It enables students to analyse important issues such as inflation, unemployment, poverty, inequality, labour markets, and economic growth. Emphasis on Nigerian economic problems enhances understanding of the national economy and supports informed policy analysis. Training in data sources, databases, empirical methods, and report writing strengthens students' analytical and research capabilities. Overall, the course prepares students for effective decision-making, economic research, policy formulation, and professional practice in government, business, academia, and development organisations.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the meaning, scope, and importance of applied economics.
2. Apply microeconomic and macroeconomic principles to real-world economic issues.
3. Analyse economic indicators, labour markets, and economic behaviour.
4. Examine poverty, inequality, inflation, unemployment, and economic growth.
5. Evaluate public policies and major economic challenges in Nigeria.
6. Utilise economic data sources, databases, and empirical methods.
7. Develop economic reports and practical policy recommendations.

LEARNING OUTCOMES

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

1. Describe the concepts, scope, and applications of applied economics.
2. Demonstrate the application of economic theories to practical economic problems.
3. Interpret economic indicators and labour-market information.
4. Assess the causes and effects of poverty, inequality, inflation, unemployment, and growth.
5. Evaluate public policies and Nigerian economic challenges.
6. Analyse economic data using appropriate empirical methods and databases.
7. Formulate evidence-based recommendations and communicate findings through well-structured economic reports.

COURSE CONTENT

- Meaning, nature, scope and importance of applied economics
- Application of microeconomic and macroeconomic principles to real-world economic issues
- Analysis of economic indicators, labour markets, consumer and business behaviour
- Poverty, inequality, inflation, unemployment and economic growth
- Public policy analysis and evaluation
- Major economic challenges in Nigeria
- Sources of economic data, databases and data management
- Introduction to empirical methods and applied economic analysis
- Interpretation and presentation of economic findings
- Report writing, policy formulation and development of practical evidence-based recommendations

CATEGORY	DETAILS
Core Competencies	• Analysis • Application • Research • Interpretation • Decision-making • Develop evidence-

CATEGORY	DETAILS
Core Values	• Integrity • Objectivity • Accountability • Accuracy • Professionalism 7.Innovation
Pedagogical Approaches	• Interactive Lecture Method • Problem-Based Learning • Case Study Method • Group Discussion and Collaborative Learning • Tutorial and Practical Exercises • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Economic databases • Computers and statistical software • National Curriculum for Basic Education
Assessment Methods	• Individual Analytical Assignment • Case Study Analysis • Data Analysis Projects • Research and Seminar Assignment • Final Examination

REFERENCES AND FURTHER READING

Mankiw, N. G. Principles of Economics

Krugman, P., & Wells, R. Economics

McConnell, C. R., Brue, S. L., & Flynn, S. M. Economics: Principles, Problems, and Policies

Acemoglu, D., Laibson, D., & List, J. A. Microeconomics

Case, K. E., Fair, R. C., & Oster, S. M. Principles of Economics

Wooldridge, J. M. Introductory Econometrics

ECO 425 Public Sector Economics

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course examines the concept, scope, and functions of the public sector and the importance and objectives of public policy. It explores the roles of government under capitalism, socialism, and mixed economic systems. Major theories of public expenditure and public policy, including Engel, Pigou-Dalton, Musgrave and Musgrave, Keynesian, Wagner, Peacock-Wiseman, and Luzano theories, are examined. The course further covers public revenue and expenditure instruments, market and government failure, public debt, institutional structures, and the application of game theory and quantitative techniques to public policy analysis.

RELEVANCE STATEMENT

The course is relevant for understanding how governments formulate and implement policies to address economic and social challenges. It equips students with knowledge of public revenue, expenditure, taxation, public debt, market failure, and government intervention. Understanding major theories of public policy enables learners to assess government decisions and their economic consequences. The course also develops quantitative and analytical skills for evaluating policy alternatives, while knowledge of public institutions and structures helps students understand how institutional arrangements influence policy formulation, implementation, resource allocation, and economic development

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the concept, scope, roles, and objectives of the public sector.
2. Examine government roles under capitalist, socialist, and mixed economic systems.
3. Analyse major theories of public expenditure and public policy.
4. Evaluate public revenue and expenditure instruments and their applications.
5. Assess market failure, state failure, public debt, and government intervention.
6. Apply quantitative techniques and game theory to public policy analysis.

LEARNING OUTCOMES

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

1. Define the scope, functions, and objectives of the public sector.
2. Differentiate government roles across alternative economic systems.
3. Compare major theories of public policy and public expenditure.
4. Analyse public revenue, expenditure, and debt management instruments.
5. Identify the causes and implications of market and state failure.
6. Apply game theory and quantitative skills to public policy problems.

COURSE CONTENT

- The concept and scope of the public sector is examined, the importance and goals of public policy
- Roles of government under different economic systems: capitalism, socialism and mixed economic system
- Theories of public policy: Ernest Engel law
- Piguo and Dalton theory
- Musgrave and Musgrave theory
- Keynesian theory, Wagner's theory
- Peacock and Wiseman theory
- Luzano theory and many others, public sector revenue and expenditure instruments
- Public sector policy and market/State failure, quantitative skills for public policy: exploration of applications of game theory to public policy analysis
- Public debt issues, institutions, structure and public policy

CATEGORY	DETAILS
Core Competencies	• Application • Analysis • Research • Interpretation • Decision making

CATEGORY	DETAILS
Core Values	• Integrity – • Objectivity • Accuracy • Accountability • Transparency • Responsibility
Pedagogical Approaches	• Interactive Lecture Method • Debate • Discussion • Case Study Method • Group Discussion and Collaborative Learning • Student Presentation and Seminar Method • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Academic Journals and Research Articles • Computers and Laptops • Spreadsheet and Mathematical Software • 6 National Curriculum for Basic Education
Assessment Methods	• Written Assignments • Class Tests • Case Study Analysis • Group Presentations • Quantitative Exercises assess 6.Semester Examination

REFERENCES AND FURTHER READING

Musgrave, R. A. & Musgrave, P. B. Public Finance in Theory and Practice.

Rosen, H. S. & Gayer, T. Public Finance.

Stiglitz, J. E. & Rosengard, J. K. Economics of the Public Sector.

Atkinson, A. B. & Stiglitz, J. E. Lectures on Public Economics.

Jhingan, M. L. Public Finance and International Trade.

Degree 500 Level: First Semester

ECO 511 Petroleum and Gas Economics

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course examines the economics, finance, fiscal systems, and operational dynamics of the oil and gas industry, with emphasis on Nigeria's petroleum sector. It covers resource economics, global energy markets, investment appraisal, risk analysis, taxation, royalties, production sharing, and gas monetisation. The course further explores host community development, Nigerian content, environmental remediation, infrastructure security, and regional economic transformation. Practical applications focus on oil-producing communities around Warri, Effurun, and the wider Niger Delta, including downstream marketing, logistics, refinery pricing, pipeline networks, infrastructure development, and sustainable socio-economic accountability.

RELEVANCE STATEMENT

This course is relevant to understanding the economic, financial, environmental, and operational challenges of Nigeria's oil and gas industry. It equips learners with practical knowledge for evaluating petroleum investments, fiscal systems, risk, taxation, host community development, and environmental costs. Particular attention to the Niger Delta provides context for addressing security, infrastructure, local content, and socio-economic development challenges. The course also supports informed decision-making in upstream, midstream, and downstream activities, including logistics, refining, marketing, and pipeline transportation. Its applied focus enhances learners' capacity to contribute effectively to sustainable petroleum-sector development and regional economic transformation.

COURSE OBJECTIVES

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

1. **Analyse** the economic principles governing exhaustible natural resources, global oil and gas markets, OPEC strategies, and energy geopolitics.
2. **Apply** investment appraisal techniques, including NPV, IRR, and decision-tree analysis, to oil and gas exploration and production projects.

3. **Evaluate** petroleum fiscal systems, taxation, royalties, production-sharing arrangements, and gas monetisation strategies within the Nigerian oil and gas industry.
4. **Assess** the economic, environmental, security, and infrastructure challenges affecting oil-producing communities, particularly within the Niger Delta region.
5. **Develop** economically and socially responsible strategies for host community development, Nigerian content, environmental remediation, logistics, downstream operations, and sustainable petroleum-sector investment.

LEARNING OUTCOMES

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

1. Explain the economic principles, resource depletion theories, and market configurations of the global upstream, midstream, and downstream petroleum and natural gas industries.
2. Evaluate oil and gas fiscal regimes, production-sharing contracts, joint-venture financing agreements, concessionary tax models, and investment appraisal tools under price volatility.
3. Formulate sustainable socio-economic frameworks, local content strategies, and environmental risk mitigation models targeting host-community relationships, resource-curse dynamics, and energy transitions across Delta State and the Niger Delta region.

COURSE CONTENT

- The course begins with the microeconomics of exhaustible natural resources, exploring Hotelling's rule, global oil and gas supply-demand dynamics, OPEC pricing strategies, and geopolitical energy dimensions
- Structural focus shifts to corporate investment appraisals using net present value (NPV), internal rate of return (IRR), and decision-tree risk analysis applied to exploration and production (E&P) operations
- Technical modules evaluate global and national oil and gas fiscal systems, auditing royalties, corporate income taxes, production-sharing metrics, and gas flare monetisation pathways
- Core content transitions directly into applied sub-national resource dynamics, evaluating how regional security conditions, environmental remediation costs, and infrastructure vandalism impact corporate profit structures and oil operations near Warri, Effurun, and surrounding riverine areas

- Other topics include: Financial structuring, project selection, and socio-economic accountability metrics within the 3% Host Community Development Trust (HCDT) mechanism mandated by the Petroleum Industry Act (PIA)
- Evaluation of asset localisation, supply chain contracting, and equipment manufacturing capitalisation financed through the Nigerian Content Intervention Fund (NCIF) under NCDMB oversight
- Environmental-damage cost modelling, economic livelihood transformation, and alternative infrastructure development projects financed by DESOPADEC in oil-producing host communities
- And downstream marketing, oil-and-gas logistics optimisation, refinery product pricing, and pipeline transport networks utilising the industrial free trade zones and deep-water ports of Sapele, Koko, and Burutu

CATEGORY	DETAILS
Core Competencies	• Petroleum Economics and Market Analysis • Investment and Risk Analysis • Environmental and Community Development Analysis • Oil and Gas Operations Management • Fiscal and Financial Management
Core Values	• Petroleum Economics and Market Analysis • Investment and Risk Analysis • **3**Fiscal and Financial Management • Environmental and Community Development Analysis • Oil and Gas Operations Management
Pedagogical Approaches	• Lectures and Interactive Discussions • Problem-Based Learning • Case Study Method • Group Discussion and Collaborative Learning • Tutorial and Practical Exercises • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)

CATEGORY	DETAILS
Learning Resources	• Prescribed Textbooks • Lecture Notes • Academic Journals and Research Articles • Computers and Laptops • Legislation and Regulatory Documents • National Curriculum for Basic Education
Assessment Methods	• Individual Analytical Assignment • Problem-Solving Assignment • Group Case-Study Assignment • Research and Seminar Assignment • Practical/Data Analysis Assignment

Ariweriokuma, S. (2008). *The Political Economy of Oil and Gas in Africa: The Case of Nigeria*.

Iyoha, M. A., & Itsede, C. O. (Eds.). (2002). *Nigerian Economy: Structure, Growth and Development*. Mindex Publishing.

Soremekun, K. (1995). *Perspectives on the Nigerian Oil Industry*. Amkra Books.

Ihetu, G. S. (2022). *From Oloibiri to Bonny: My Life and Insights from Rising and Leading Nigeria's Petroleum Industry*. Kàwé.

Oshikoya, T. W. (1990). *The Nigerian Economy: A Macroeconometric and Input-Output Model*.

ECO 512 Health Economics

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course examines the economic principles underlying health and healthcare delivery, focusing on health demand, healthcare market failures, health insurance, provider incentives, and economic evaluation of health investments. It explores equity-efficiency trade-offs, health production, healthcare systems, and public policy interventions. Practical applications address out-of-pocket expenditure, hospital capacity, healthcare shortages, community health insurance, maternal health, occupational health, and healthcare financing in Delta State. Particular attention is given to urban, peri-urban, rural, and

riverine communities in Asaba, Effurun, Warri, Koko, Sapele, and Burutu, including health interventions supported by DESOPADEC, NDDC, and HCDT mechanisms.

RELEVANCE STATEMENT

This course is relevant to understanding how economic principles influence healthcare access, financing, efficiency, and equity. It equips learners with analytical skills for evaluating health insurance, medical expenditures, healthcare investments, and public health interventions. Its practical focus addresses healthcare challenges in Delta State, including hospital capacity constraints, maternal health access, occupational health, rural and riverine healthcare delivery, and emergency medical services. The course also promotes informed assessment of community health programmes, healthcare infrastructure, and sustainable financing mechanisms, preparing learners to contribute to improved healthcare planning, resource allocation, and health outcomes across diverse Nigerian communities.

COURSE OBJECTIVES

1. **Examine** the economic principles underlying health, healthcare demand, health insurance, and healthcare markets.
2. **Analyse** healthcare market failures, including asymmetric information, adverse selection, moral hazard, and third-party payment effects.
3. **Apply** economic evaluation methods to assess health investments, healthcare programmes, insurance schemes, and infrastructure projects.
4. **Evaluate** equity, efficiency, healthcare financing, and resource-allocation challenges affecting urban, rural, peri-urban, and riverine populations.
5. **Assess** health policy interventions and financing mechanisms that address healthcare access, maternal health, occupational health, emergency services, and community health needs.

LEARNING OUTCOMES

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

1. **Explain** key health economics theories, including Arrow's uncertainty concept and the Grossman model of health capital.
2. **Identify and analyse** major causes of healthcare market failure and their implications for patients, providers, insurers, and government.
3. **Apply** economic appraisal techniques to healthcare investments, community health insurance, medical outreach, and healthcare infrastructure projects.

4. **Assess** healthcare financing and expenditure patterns, including out-of-pocket payments, insurance mechanisms, and household health shocks.
5. **Evaluate** healthcare policies and service-delivery interventions using equity, efficiency, accessibility, and population-health criteria.

COURSE CONTENT

- The course begins with the unique economic properties of health and healthcare, exploring Arrow's uncertainty concept, the Grossman model of health capital demand, and the structural causes of healthcare market failures such as asymmetric information, adverse selection, and moral hazard
- Structural focus shifts to health insurance market dynamics, third-party payment systems, healthcare provider incentives, and methods for the economic appraisal of health investments
- Technical modules evaluate equity-efficiency trade-offs, global healthcare systems, health production functions, and public policy regulatory interventions, core content transitions directly into applied sub-national health economics, investigating real-world medical out-of-pocket expenditure burdens, hospital capacity constraints, and healthcare delivery shortages across urban and peri-urban populations in Asaba, Effurun, and Warri
- Other topics include: Economic assessment of community health insurance schemes, rural clinic infrastructure upgrades, and medical outreach interventions funded by DESOPADEC and NDDC in oil-producing host communities
- Health impact evaluations, occupational health financing, and corporate wellness linkages financed through social corporate frameworks or the 3% Host Community Development Trust (HCDT) under the Petroleum Industry Act (PIA)
- Micro-financing of household health shocks, maternal health access metrics, and agrarian health cooperative capital pools in Delta North
- And spatial distribution analysis of marine medical emergency services, waterborne disease response allocations, and specialised coastal healthcare facilities serving riverine populations near the ports and fishing hubs of Koko, Sapele, and Burutu

CATEGORY	DETAILS
Core Competencies	• Health Economic Analysis • Healthcare Financing and Insurance Analysis • Economic Evaluation • Health Policy and Resource Allocation • Health Data and Impact Analysis
Core Values	• Equity • Integrity • Accountability • Compassion • Sustainability
Pedagogical Approaches	• Interactive Lectures and Discussions • Case-Based Learning • Group/Collaborative Learning • Field-Based Learning • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Health Economics Textbooks and Journals • Nigerian Health Policy Documents • Healthcare Statistics and Reports • Case Studies and Research Articles • Digital and Analytical Tools • National Curriculum for Basic Education
Assessment Methods	• Individual Analytical Assignment • Economic Evaluation Exercises • Group Case-Study Assignment • Research and Seminar Assignment • Field/Community Assessment Reports

REFERENCES AND FURTHER READING

Akinlo, A. E., & Okunola, A. M. (2019). *Health Economics and Health Care Financing in Nigeria*.

Ogunbekun, I. (1996). Health Care in Nigeria: Past, Present and Future. *Health Policy, 35*(1), 1–18.

Obansa, S. A. J., & Orimisan, A. (2013). Health Care Financing in Nigeria: Prospects and Challenges. *Mediterranean Journal of Social Sciences, 4*(1), 221–236.

Soyibo, A., & Adekanye, B. (Eds.). (2009). *Health Economics and Health Care Financing in Nigeria*.

Akinkugbe, O. O. (Ed.). (2002). *Nigeria: Health, Nutrition and Population*.

ECO 513 Economics of Agriculture Marketing

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course examines the economic principles and practical processes of agricultural marketing, focusing on market channels, price determination, market integration, processing margins, and commodity trading. It explores the roles of intermediaries, infrastructure, quality standards, cold-chain systems, digital marketing, and cooperative marketing. Particular attention is given to agricultural marketing challenges in Asaba, Effurun, Warri, and Delta North, including transport costs, post-harvest losses, storage, and wholesale pricing. The course also examines agribusiness financing, local content opportunities, coastal trade, export compliance, and the use of ports and waterways for agricultural and aquaculture marketing.

RELEVANCE STATEMENT

This course is relevant to improving the efficiency, profitability, and competitiveness of agricultural marketing systems in Nigeria. It equips learners with practical knowledge for analysing prices, marketing channels, storage, transportation, post-harvest losses, and market access. Its focus on Delta State provides insight into real-world challenges affecting farmers, traders, cooperatives, agribusinesses, and consumers. The course also highlights opportunities for infrastructure development, digital marketing, local contracting, collective bargaining, export trade, and coastal logistics, enabling learners to contribute effectively to food security, agribusiness development, rural livelihoods, and sustainable agricultural commercialisation.

COURSE OBJECTIVES

1. Examine the economic principles, functions, channels, and institutional structures of agricultural marketing.
2. **Analyse** agricultural price determination, market integration, processing margins, and commodity trading under seasonal supply conditions.
3. Evaluate the effectiveness of market infrastructure, storage systems, transportation, quality standards, and digital marketing platforms.
4. **Assess** agricultural marketing challenges, including post-harvest losses, high transportation costs, wholesale pricing, and limited market access.
5. Develop practical strategies for improving marketing efficiency, cooperative bargaining, agribusiness development, export compliance, and agricultural supply-chain management.

LEARNING OUTCOMES

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

1. Explain the fundamental economic principles, functions, and models governing agricultural product marketing, evaluating price determination mechanisms and structural market efficiency.
2. Analyse spatial and seasonal price fluctuations, post-harvest asset losses, and distribution margin structures within agrifood supply chains.
3. Formulate localised strategic marketing solutions, value-addition models, and agribusiness logistics networks tailored to food systems operating across Delta State and the Niger Delta region.

COURSE CONTENT

- The course begins with the economic significance of agricultural marketing in development, establishing structural frameworks for evaluating marketing channels, functions, and institutional configurations, detailed analysis of agricultural price determination, market integration indices, processing margins, and commodity trading dynamics under seasonal supply constraints
- Technical modules evaluate the role of market intermediaries, infrastructure quality standards, cold-chain storage systems, and agribusiness digital intelligence platforms
- Core content transitions directly into applied sub-national food marketing realities, investigating high transport overheads, localised post-harvest waste, and wholesale pricing structures across major regional consumption centres in Asaba, Effurun, and Warri

- Other topics include: Structural funding and warehouse building programmes financed by DESOPADEC and NDDC to strengthen market access for oil-producing host communities
- Access conditions and capacity building for agribusiness contractors securing local catering and provisioning supply links through the Nigerian Content Intervention Fund (NCIF)
- Marketing efficiency, collective bargaining leverage, and bulk storage tactics developed by agrarian cooperative unions in Delta North
- And coastal transport networks, export compliance, and domestic trade channels for agricultural and aquaculture commodities utilising the river networks, free trade zones, and ports of Koko, Sapele, and Burutu

CATEGORY	DETAILS
Core Competencies	• Agricultural Market Analysis • Marketing and Supply-Chain Management • Price and Market Assessment • Agribusiness Development • Trade and Logistics Management
Core Values	• Integrity • Accountability • Sustainability • Innovation • Collaborational
Pedagogical Approaches	• Interactive Lectures and Discussions • Case-Based Learning • Problem-Based Learning • Group/Collaborative Learning • Tutorial and Practical Exercises • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)

CATEGORY	DETAILS
Learning Resources	• Agricultural Marketing Textbooks and Journals • Government Policies and Reports3. Market and Price Data • Computers and Laptops • Digital and Analytical Tools • National Curriculum for Basic Education
Assessment Methods	• Individual Analytical Assignments • Market Price Analysis Exercises • Case Study Reports • Group Projects and Presentations • Field Research Reports

REFERENCES AND FURTHER READING

1. Olukosi, J. O., Isitor, S. U., & Ode, M. O. (2005). *Introduction to Agricultural Marketing and Prices: Principles and Applications*. Living Books Series, Abuja.
2. Kohls, R. L., & Uhl, J. N. (2002). *Marketing of Agricultural Products* (9th ed.). Prentice Hall.
3. Abbott, J. C., & Makeham, J. P. (1986). *Agricultural Economics and Marketing in the Tropics*. Longman.
4. Arene, C. J. (2008). *Agricultural Economics: A Functional Approach*. Prize Publishers, Enugu.
5. Eze, C. C., & Ogbona, E. M. (2014). *Agricultural Marketing and Price Analysis*. University of Nigeria Press.

ECO 514 Economics of Stock Market

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course examines the microeconomic foundations and practical operations of capital markets, focusing on stock exchanges, securities issuance, secondary trading, risk-return analysis, portfolio theory, CAPM, and market efficiency. It covers securities valuation, corporate capital structures, behavioural finance, and Nigerian capital-market regulation. Practical applications examine financing decisions, liquidity shocks, equity risk,

investment vehicles, crowdfunding, venture capital, and corporate restructuring. Particular attention is given to firms and investment opportunities in Asaba, Effurun, Warri, Delta North, and maritime and industrial activities around Sapele, Koko, and Burutu.

RELEVANCE STATEMENT

This course is relevant to understanding how capital markets support investment, business growth, resource allocation, and corporate financing in Nigeria. It develops learners' ability to evaluate securities, assess investment risks, understand financing alternatives, and interpret capital-market regulations. Its applied focus provides insight into financing challenges and opportunities for businesses in Delta State, including technology, logistics, agriculture, maritime, and industrial enterprises. The course also introduces alternative financing mechanisms such as crowdfunding, venture capital, equity partnerships, and investment trusts, supporting informed corporate financial planning and responsible investment decision-making.

COURSE OBJECTIVES

The objectives of this course are to:

1. **Explain** the functions, structures, and mechanisms of capital markets, including primary issuance, secondary trading, and resource allocation.
2. **Apply** risk-return analysis, Modern Portfolio Theory, and the Capital Asset Pricing Model (CAPM) to investment and portfolio decisions.
3. **Evaluate** securities valuation, corporate capital structures, market efficiency, and behavioural finance influences on investment decisions.
4. **Assess** alternative corporate financing options, including equity crowdfunding, venture capital, joint-venture financing, and institutional equity access.
5. **Analyse** capital-market regulations, corporate governance requirements, and financing opportunities relevant to businesses operating in Nigeria, particularly within Delta State.

LEARNING OUTCOMES

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

1. Explain the economic functions, structural organisation, and pricing mechanisms of capital markets, evaluating capital asset pricing models (CAPM), arbitrage pricing theory, and the efficient market hypothesis.

2. Analyse equity valuation models, portfolio diversification strategies, market behaviour anomalies, and the regulatory oversight frameworks governing public listings and securities trading.
3. Evaluate capital mobilisation constraints, localised listing barriers, and equity financing choices for corporate entities and emerging enterprises operating within Delta State and the Niger Delta region.

COURSE CONTENT

- The course begins with the microeconomic foundations of capital markets, examining the role of stock exchanges in long-term resource allocation, public security issuance, and secondary market trading mechanics
- Structural focus centres on risk-return metrics, modern portfolio theory, the Capital Asset Pricing Model (CAPM), and the evaluation of market informational efficiencies
- Technical modules evaluate securities valuation methods, corporate capital structures, behavioural finance trends, and the regulatory protocols enforced by the Securities and Exchange Commission (SEC) and the Nigerian Exchange Group (NGX), core content transitions directly into applied sub-national corporate finance, examining how macroeconomic liquidity shocks, equity risk premiums, and localised economic volatility alter financing choices for mid-tier firms in Asaba, Effurun, and Warri
- Other topics include: Structural strategies for packaging community-driven investment trusts or corporate vehicles under the 3% Host Community Development Trust (HCDT) of the Petroleum Industry Act (PIA)
- Evaluation of equity crowdfunding models and matching capital options for tech-driven and logistics firms seeking alternatives to the Nigerian Content Intervention Fund (NCIF)
- Corporate restructuring, venture capital matching, and institutional equity access for large-scale agricultural processing syndicates in Delta North
- And listing prospects, joint-venture equity financing, and corporate governance compliance for maritime infrastructure and fabrication firms working out of the free trade zones and ports of Sapele, Koko, and Burutu

CATEGORY	DETAILS
Core Competencies	• Capital Market Analysis • Investment and Portfolio Analysis • Securities Valuation • Corporate Financing and Restructuring • Financial Regulation and Governance
Core Values	• Integrity • 2, Accountability • Professionalism • Prudence • 5Transparency
Pedagogical Approaches	• Interactive Lecture Method • Problem-Based Learning • Case Study Method • Group Discussion and Collaborative Learning • Tutorial and Practical Exercises • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Capital Markets and Investment Textbooks • SEC Nigeria Regulatory Materials • NGX Market Data and Publications • Financial Analysis Tools • Academic Journals and Case Studies • National Curriculum for Basic Education
Assessment Methods	• Individual Financial Analysis • Problem-Solving Assignment • Group Case-Study Assignment • Research and Seminar Assignment • Financial Modelling Assignments

REFERENCES AND FURTHER READING

1. Nwankwo, G. O. (1991). *Banking and Finance: Principles and Practice*. Lagos: Malthouse Press.
2. Onoh, J. K. (2002). *Dynamics of Money, Banking and Finance in Nigeria: An Emerging Market*. Owerri: Astra Meridian Publishers.
3. Onwumere, J. U. J. (2009). *Business and Economic Research Methods*. Enugu: Vougasen Ltd.
4. Okafor, F. O. (1983). *Investment Decisions: Evaluation of Projects and Securities*. London: Cassell.
5. Securities and Exchange Commission Nigeria (SEC). *Rules and Regulations of the Nigerian Capital Market*. Abuja: SEC Nigeria.

Degree 500 Level: Second Semester

ECO 503 Techniques for Teaching Economics

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course provides a comprehensive study of techniques and practices for effective teaching of Economics in Nigerian secondary schools. It focuses on syllabus construction, unit and course planning, lesson preparation, selection of appropriate teaching methods, and effective classroom management. Students are introduced to different Economics teaching strategies, evaluation techniques, and the principles of effective teaching. The course also develops practical skills through student teaching practice, enabling learners to plan, deliver, assess, and improve Economics lessons. Emphasis is placed on developing competent, reflective, and effective Economics teachers capable of addressing contemporary challenges in secondary school Economics education.

RELEVANCE STATEMENT

The course is relevant because effective Economics teaching requires appropriate pedagogical knowledge, careful lesson planning, suitable instructional methods, and reliable evaluation strategies. It prepares prospective Economics teachers with the practical competencies needed to communicate economic concepts clearly and meaningfully to secondary school students. The course also addresses challenges associated with Economics teaching, syllabus implementation, classroom management, and assessment.

Through teaching practice and practical applications, students develop the ability to select appropriate teaching techniques, manage diverse classrooms, assess learning outcomes, and improve instructional effectiveness. These competencies contribute to quality Economics education and the development of economically literate students in Nigeria.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the concepts, scope, importance, and challenges of teaching Economics.
2. Construct appropriate Economics syllabi, units, courses, and lesson plans.
3. Identify suitable teaching methods for effective Economics instruction.
4. Apply appropriate principles of classroom management in Economics teaching.
5. Develop effective strategies for assessing students' learning in Economics.
6. Demonstrate practical teaching skills through student teaching practice.

LEARNING OUTCOMES

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

1. Describe the principles and techniques of effective Economics teaching.
2. Prepare relevant Economics syllabi, unit plans, course plans, and lesson plans.
3. Select appropriate teaching methods based on lesson objectives and learners' needs.
4. Manage Economics classrooms effectively to promote active student participation.
5. Evaluate students' performance using appropriate assessment strategies.
6. Demonstrate effective Economics teaching skills during teaching practice.

COURSE CONTENT

- This course examines the concepts, scope, and significance of techniques for teaching economics
- Emphasis is placed on the importance and challenges of teaching Economics, preparation and construction of Economics syllabi, identification of syllabus pitfalls, unit planning, course planning, and lesson preparation
- The course explores principles guiding teaching methods, preparation for effective Economics teaching, and various Economics teaching methods
- It also introduces student teaching practice, evaluation strategies, qualities of effective Economics teachers, and principles of effective classroom management

- Students are equipped with practical knowledge and pedagogical skills for planning, delivering, assessing, and managing Economics lessons effectively in Nigerian secondary schools

CATEGORY	DETAILS
Core Competencies	• Planning • Teaching • Communication • Assessment • Management • Adaptability
Core Values	• Professionalism • Integrity • Responsibility • Fairness • Commitment • Respect
Pedagogical Approaches	• Lecture Method • Discussion Method • Demonstration Method • Cooperative Learning • Problem-Based Learning • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Economics Textbooks and Reference Books • Economics Syllabus and Curriculum Guides • Lesson Plans and Teaching Guides • Audio-Visual Materials and Educational Videos • Computers, Projectors, and Internet Resources • National Curriculum for Basic Education

CATEGORY	DETAILS
Assessment Methods	• Individual Written Assignments • Group Projects • Lesson Plan Development • Micro-Teaching Exercises • Case Study Analysis • Teaching Practice Reports

REFERENCES AND FURTHER READING

Adu, E.O. --An Introduction to economics education.

Clark, M. The principles of teaching Economics.

Dada, A. The teacher and the Curriculum

Ehiametalor E.T (1985): Classroom management Segun Ajiboye Introduction to social studies

Tunde Samuel – Economics for senior secondary schools

ECO 506 Statistics for Economists

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces students to fundamental statistical methods for analysing and interpreting data. It covers descriptive statistics, including frequency distributions, measures of central tendency, dispersion, and distribution shapes. It examines probability concepts and major probability distributions, including binomial, Poisson, normal, and continuous distributions. The course further develops skills in sampling and statistical inference, estimation, sampling distributions, confidence intervals, and hypothesis testing. Students also study tests for means and proportions, goodness of fit, analysis of variance (ANOVA), chi-square tests, and non-parametric methods.

RELEVANCE STATEMENT

The course is relevant for developing students' quantitative skills in data analysis, interpretation, and evidence-based decision-making. It provides essential statistical tools for summarising data, measuring uncertainty, estimating population parameters, and testing economic and social hypotheses. Knowledge of probability distributions and sampling

theory strengthens students' ability to make reliable inferences from sample data. The application of ANOVA, chi-square, goodness-of-fit, and non-parametric tests further equips learners to analyse differences, relationships, and patterns in real-world data, making the course valuable for research, policy analysis, business, economics, and academic studies

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain fundamental concepts of descriptive statistics and probability.
2. Calculate measures of central tendency, dispersion, and frequency distributions.
3. Apply appropriate probability distributions to statistical problems.
4. Examine sampling distributions, estimation techniques, and confidence intervals.
5. Conduct hypothesis tests for means, proportions, and differences between groups.
6. Evaluate data using ANOVA, chi-square, goodness-of-fit, and non-parametric tests.

LEARNING OUTCOMES

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

1. Describe and summarise datasets using appropriate statistical techniques.
2. Compute measures of central tendency and dispersion accurately.
3. Determine probabilities using binomial, Poisson, normal, and continuous distributions.
4. Estimate population parameters and construct appropriate confidence intervals.
5. Test hypotheses concerning population means, proportions, and differences between groups.
6. Interpret results from ANOVA, chi-square, goodness-of-fit, and non-parametric tests.

COURSE CONTENT

- Descriptive statistics: frequency distribution, measures of central tendency, measures of dispersion and shapes of frequency distribution
- Probability and Probability distributions: probability of single and multiple events, discrete probability distribution and binomial distribution, Poisson distribution, normal distribution and continuous probability distribution
- Statistical inferences from sampling, sampling distribution of the mean, estimation using the normal distribution and t distribution
- Confidence intervals

- Statistical inference of Hypothesis testing: Testing hypotheses: about population mean and proportion
- For differences between two means or proportions
- Goodness of fit, Analysis of variance, Chi Square test and Nonparametric testing

CATEGORY	DETAILS
Core Competencies	• Application • Analysis • Research • Interpretation • Decision making
Core Values	• Integrity – • Objectivity • Accuracy • Accountability • Transparency • Responsibility
Pedagogical Approaches	• Interactive Lecture Method • Debate • Discussion • Case Study Method • Group Discussion and Collaborative Learning • Student Presentation and Seminar Method • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Statistics Textbooks 2.Statistical Tables • Sample Datasets • Computer Systems facilitate 5.Software • Lecture Notes and Slides • National Curriculum for Basic Education

CATEGORY	DETAILS
Assessment Methods	• Written Assignments • Class Tests • Case Study Analysis • Group Presentations • Quantitative Exercises assess 6.Semester Examination

REFERENCES AND FURTHER READING

Adedayo, O.A. Understanding statistics.

Dominick, S. and Derrick P. (Schaum outline series) 3. Statistics and Econometrics

Edward, E.L. Methods of statistical analysis in Economics and Business.

Esan F.O. and Okafor, R.O. Basis statistical method

Koutsoyianis, A. Theory of Econometrics (second edition)

ECO 521 Advanced Microeconomics I

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course provides an advanced study of consumer and producer behaviour using quantitative and optimisation techniques. It covers partial and general equilibrium conditions, consumer surplus, Slutsky and Hicks income and substitution effects, and consumer behaviour under uncertainty. It examines dynamic analysis, production functions, constrained profit maximisation, cost minimisation, profit functions, and duality in production. The course further analyses production under uncertainty, factor-market equilibrium, wages, rent, interest, and profit. Emphasis is placed on equilibrium existence, uniqueness, stability, economic efficiency, and the relationship between efficiency and equity.

RELEVANCE STATEMENT

The course is relevant for developing advanced analytical skills in understanding consumer choices, production decisions, resource allocation, and market outcomes. It equips students with quantitative tools for analysing income and substitution effects, profit maximisation, cost minimisation, factor pricing, and equilibrium conditions. The study of uncertainty improves understanding of economic decisions under risk, while efficiency

and equity concepts support evaluation of resource allocation and welfare. These competencies are useful for economic research, business decision-making, policy analysis, market assessment, and evaluating the efficiency and fairness of economic systems.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the principles of consumer and producer theory.
2. Analyse consumer surplus and income and substitution effects using Slutsky and Hicks approaches.
3. Apply optimisation techniques to consumer choice and production decisions.
4. Evaluate profit maximisation, cost minimisation, and production duality.
5. Examine equilibrium conditions in factor and product markets under certainty and uncertainty.
6. Assess economic efficiency, equity, and the stability of market equilibrium.

LEARNING OUTCOMES

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

1. Describe consumer and producer behaviour under different market conditions.
2. Calculate consumer surplus and income and substitution effects.
3. Solve constrained consumer and producer optimisation problems.
4. Determine profit-maximising and cost-minimising production decisions.
5. Interpret equilibrium, factor pricing, and production decisions under uncertainty.
6. Evaluate efficiency, equity, existence, uniqueness, and stability of economic equilibrium.

COURSE CONTENT

- Fundamental quantitative relationships, recapitulation on partial/general equilibrium conditions Consumer surplus, Slutsky and Hicks income/substitution effects
- Consumer behaviour under uncertainty, dynamic analysis and value theory production functions
- Constrained profit maximisation, cost minimisation and profit functions, duality in production under uncertainty factor market equilibrium the existence and uniqueness of equilibrium as well as the stability of equilibrium
- Topics are determination of wages, rent, interest and profit, optimisation in theories of consumption and production

- It also includes the notion of economic efficiency
- Efficiency and equity

CATEGORY	DETAILS
Core Competencies	• Advanced Economic Analysis • Competence • Quantitative and Mathematical Competence • Problem-Solving Competence • Decision-Making Competence • Policy and Business Application Competence
Core Values	• Analytical Thinking • Rational Decision-Making • Efficiency in Resource Allocation • Problem-Solving and Innovation • Economic Responsibility
Pedagogical Approaches	• Interactive Lecture Method • Problem-Based Learning • Case Study Method • Group Discussion and Collaborative Learning • Tutorial and Practical Exercises • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Academic Journals and Research Articles • Computers and Laptops • Spreadsheet and Mathematical Software • National Curriculum for Basic Education
Assessment Methods	• Individual Analytical Assignment • Problem-Solving Assignment • Group Case-Study Assignment • Research and Seminar Assignment • Practical/Data Analysis Assignment

REFERENCES AND FURTHER READING

Varian, H. R.- Intermediate Microeconomics: A Modern Approach.

Pindyck, R. S. & Rubinfeld, D. L- .Microeconomics

Nicholson, W. & Snyder, C.- Microeconomic Theory: Basic Principles and Extensions.

Koutsoyiannis, A. -Modern Microeconomics.

Perloff, J. M.- Microeconomics: Theory and Applications with Calculus.

ECO 522 Advanced Macroeconomics II

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course examines advanced macroeconomic theories of income determination, beginning with the simple closed economy and extending to a four-sector economy through the derivation of income multipliers. It provides detailed analysis of consumption theories, including KIH, RIH, PIH and LCH, and investment theories such as the Accelerator, MEC, MEI, Profit, Cash Flow and related approaches under uncertainty. The course compares Classical, Neo-Classical, Keynesian and Post-Keynesian perspectives, with emphasis on their relevance to emerging and developing economies. It also explores the IS-LM framework and the effects of fiscal and monetary policies on output, employment, prices and inflation.

RELEVANCE STATEMENT

This course is relevant for understanding how consumption, investment, government expenditure and external-sector activities influence national income and macroeconomic stability. It equips students with analytical tools for deriving multipliers and evaluating fiscal and monetary policy through the IS-LM framework. Knowledge of major consumption and investment theories enables students to explain saving, spending and investment behaviour under certainty and uncertainty. The course also develops the capacity to assess macroeconomic challenges such as unemployment, inflation and output fluctuations, particularly in emerging and developing economies, thereby supporting economic research, policy formulation and informed decision-making.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the basic and extended models of income determination.
2. Derive income multipliers in two-, three-, and four-sector economies.
3. Analyse major theories of consumption and investment.
4. Compare Classical, Neo-Classical, Keynesian, and Post-Keynesian perspectives.
5. Apply the IS-LM framework to fiscal and monetary policy analysis.
6. Evaluate the effects of macroeconomic policies on output, employment, prices, and inflation.

LEARNING OUTCOMES

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

1. Describe income determination in closed and open-sector economies.
2. Calculate relevant multipliers and interpret their effects on national income.
3. Assess consumption and investment behaviour under certainty and uncertainty.
4. Differentiate major macroeconomic theories and their applications to developing economies.
5. Demonstrate the use of the IS-LM model in analysing fiscal and monetary policies.
6. Evaluate policy effects on output, employment, price levels, and inflation.

COURSE CONTENT

- Basic model of income determination and extension from a simple closed economy to a four- sector economy with the derivation of the multipliers
- Detailed theories of consumption (KIH, RIH, PIH & LCH) and investment (Accelerator theories, MEC, MEI, Profit Theory, Profit & Residual, Cash Flow and many others), (including under conditions of uncertainly) of the classical, Neo-Classical, Keynesian and Post-Keynesian economists
- And the relevance of the theories to emerging and developing countries
- The advanced treatment of the IS-LM framework within the context of government monetary and fiscal policies and in relation to output, employment, prices and inflation

CATEGORY	DETAILS
Core Competencies	• Macroeconomic Analysis Competence 2.Economic Modelling Competence 3.Policy Analysis Competence • Investment Analysis Competence • Problem-Solving Competence

CATEGORY	DETAILS
Core Values	• Critical Thinking • Analytical Reasoning • Evidence-Based Decision-Making • Economic Responsibility • Problem-Solving
Pedagogical Approaches	• Interactive Lecture Method • Discussion Method • Problem-Based Learning • Group Learning • Simulation and Modelling • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Academic Journals and Research Articles • Computers and Laptops • Spreadsheet and Mathematical Software • National Curriculum for Basic Education
Assessment Methods	• Individual Analytical Assignment • Problem-Solving Assignment • Group Case-Study Assignment • Research and Seminar Assignment • Practical/Data Analysis Assignment

REFERENCES AND FURTHER READING

Mankiw, N. G. Macroeconomics

Dornbusch, R., Fischer, S. Fisher S. & Startz, R. Macroeconomics

Blanchard, O. Macroeconomics

Abel, A. B. & Bernanke, B. S. Macroeconomics

Froyen, R. T. Macroeconomics: Theories and Policies

ECO 523 Economic Planning

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course examines the origins, principles, types, processes, and performance of economic planning. It covers the rationale, objectives, policy formation, planning authorities, democratic character, comprehensiveness, resource allocation, feasible targets, and political economy of planning. Students examine planning approaches, including planning by inducement and direction, physical and financial planning, centralised and decentralised planning, and structural and functional planning. The course also explores planning machinery, decision models, planning data, plan implementation, and the Input-Output model. Emphasis is placed on development planning in Nigeria and Africa, including Agenda 2063, and contemporary issues of development and under-development.

RELEVANCE STATEMENT

This course is relevant for understanding how governments design, coordinate, implement, and evaluate economic development plans. It equips students with analytical skills for assessing resource allocation, planning policies, targets, implementation strategies, and development outcomes. Knowledge of different planning approaches enables students to evaluate their suitability under different economic and political conditions. The course also provides insights into Nigeria's development planning experience, Africa's Agenda 2063, and persistent challenges of development and under-development. These competencies are valuable for economic research, public policy formulation, development administration, project planning, and evaluating strategies for sustainable economic transformation.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the origins, rationale, objectives, and principles of economic planning.
2. Analyse the major components and types of economic planning.
3. Apply Input-Output models and planning decision models to economic planning.
4. Assess planning machinery, processes, data, policies, and implementation strategies.
5. Evaluate development planning experiences in Nigeria and Africa, including Agenda 2063.
6. Examine major issues and challenges of development and under-development.

LEARNING OUTCOMES

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

1. Describe the rationale, objectives, authorities, and democratic character of economic planning.
2. Differentiate between various approaches to economic planning.
3. Calculate basic Input-Output relationships and planning requirements.
4. Evaluate planning processes, policies, targets, and implementation outcomes.
5. Assess the effectiveness of development planning in Nigeria and Africa.
6. Analyse the causes and implications of development and under-development.

COURSE CONTENT

- The origins of planning and technical planning types include Input-Output model and planning performance, rationale for planning, objectives and policy formation
- Component of Economic Planning: Objectives, Planning authority, Democratic character, comprehensiveness, rational allocation of resources, Feasible policies and targets
- And the Political economy
- Types of planning: Planning by inducement
- Planning by Directions
- Physical and Financial Planning
- Centralised and Decentralised planning
- And Structural and Functional Planning
- Planning machinery
- The planning process
- Planning decision models and planning data
- **Plan implementation, development planning in Nigeria and Africa:** Agenda 2063 issues in development and under-development

CATEGORY	DETAILS
Core Competencies	• Planning • Analysis • Modelling • Evaluation • Problem-solving • Decision-making
Core Values	• Integrity. • Accountability • Objectivity • Transparency. • Equity. • Sustainability.
Pedagogical Approaches	• Interactive Lecture Method • Discussion Method • Problem-Based Learning • Group Learning • Simulation and Modelling • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Academic Journals and Research Articles • Computers and Laptops • Projector and Multimedia Materials • National Curriculum for Basic Education
Assessment Methods	• Assignments • Class Tests • Case Study Analysis • Quantitative Exercises • Group Presentations • End-of-Semester Examination –

REFERENCES AND FURTHER READING

Akosile I.O, Adesanya A.S Ajani A.O – Management of development

Jhingan M.L. The Economics of development and planning

Michael P. Todaro and Stephen C Smith Economic development

Olajide O.T- Theories of Economics development and planning, Lagos, Nigeria

ECO 524 Fiscal Policy and Analysis

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course examines government revenue and expenditure, with emphasis on taxation and public finance in Nigeria. It covers sources of government revenue, income and capital taxation, Personal Income Tax, exemptions, settlements, trusts and estates, as well as Company Tax and provisions for small companies. The course also examines government expenditure, public debt, Ricardian Equivalence, and fiscal responsibility. Attention is given to Nigeria's income tax administration, including returns, assessments, appeals, collection and relevant legislation. It further explores the role of the public sector in economic development and selected public policies, with emphasis on the Nigerian public service.

RELEVANCE STATEMENT

This course is relevant for understanding how governments generate revenue, finance public expenditure, manage debt, and promote economic development. It equips students with knowledge of Nigerian income tax laws, administration, assessment, collection, exemptions, and appeal procedures. Understanding Personal and Company Tax enhances students' ability to analyse taxation and its effects on individuals and businesses. The course also develops skills for evaluating fiscal responsibility, public debt, government expenditure, and public policies. These competencies are useful for economic analysis, public administration, taxation practice, policy formulation, financial management, and assessing the contribution of Nigeria's public sector to economic development.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the major sources of government revenue and taxation.

2. Differentiate between income taxation and capital taxation.
3. Analyse Personal Income Tax and Company Tax principles and provisions.
4. Examine government expenditure, public debt, Ricardian Equivalence, and fiscal responsibility.
5. Evaluate the structure and procedures of Nigerian income tax administration.
6. Assess the role of the public sector and selected public policies in economic development.

LEARNING OUTCOMES

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

1. Identify major sources of government revenue and their economic implications.
2. Distinguish between income tax and capital tax.
3. Calculate basic Personal Income Tax and Company Tax liabilities.
4. Analyse government expenditure, public debt, and fiscal responsibility.
5. Apply Nigerian tax administration procedures relating to returns, assessment, appeals, and collection.
6. Evaluate public-sector policies and their contributions to economic development in Nigeria.

COURSE CONTENT

- Government revenues sources, particularly taxes, distinction between the taxation of income and taxation of capital, Personal Income Tax
- The law and practice of income tax relating to individuals, exemptions, settlements, trusts, and estates
- **Company Tax:** the principles and scope of company tax as well as small company provisions including definitions, computation and exemptions
- Government expenditure: debt issues including Ricardian Equivalence
- And fiscal responsibility, Nigerian system of income tax administration, structure and procedures, returns, assessments, appeal, postponement, collection, with reference to all necessary legislation
- The role of the public sector and economic development is examined as well as analysis of selected public policies
- Special attention will be paid to the public service in Nigeria

CATEGORY	DETAILS
Core Competencies	• Analyse • Differentiating skills • Interpretation and computing skills. • Application skills. • Evaluation competence.
Core Values	• Integrity. • Accountability • Objectivity • Transparency. • Equity. • Sustainability.
Pedagogical Approaches	• Interactive Lecture Method • Discussion Method • Problem-Based Learning • Group Learning • Demonstration Method • 6 Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Prescribed Textbooks • Lecture Notes • Tax Authority Publications • Tutorial Exercises • National Curriculum for Basic Education
Assessment Methods	• Written Examinations • Class Tests • Assignments • Case Study Analysis • Tax Computation Exercises • Group Presentations

REFERENCES AND FURTHER READING

Buchanan. J.: "Social Choice. Democracy and Free Markets.

Colm, G.: Essays in Public Finance and Fiscal policy.

Houghton. R. W. (ed.): Public Finance

Musgrave, R. A.: The Theory' of Public Finance

Pigou, A. C.; A Study in Public Finance

ECO 525 Monetary Theory and Policy

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course examines advanced monetary theory and policy, focusing on the demand and supply of money, interest rates, and the relationship between money and economic growth. It explores major financial development theories, monetary policy goals, targets, indicators, lags, outcomes, and constraints to policy effectiveness. The course also examines monetary, fiscal, exchange-rate, and income policies, with emphasis on monetary management in Nigeria, including monetary targeting, inflation targeting, and multiple targeting. It further introduces international financial institutions and liquidity, particularly the World Bank Group, IMF, and African Development Bank Group.

RELEVANCE STATEMENT

The course is relevant for understanding how monetary and other economic policies influence inflation, interest rates, employment, investment, exchange rates, and economic growth. It equips students with knowledge for analysing Nigeria's monetary policy framework and assessing the effectiveness and limitations of monetary and fiscal interventions. Understanding monetary management is particularly important for interpreting inflationary pressures, financial stability, and economic development challenges. The course also provides knowledge of the roles of the IMF, World Bank Group, and African Development Bank Group in international finance, development financing, and liquidity management.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain theories of money demand, money supply, interest rates, and economic growth.
2. Examine major theories linking financial development, monetary conditions, and economic growth.
3. Identify monetary policy goals, targets, indicators, and the trade-offs associated with monetary management.
4. Analyse monetary policy lags, outcomes, formulation factors, and constraints to policy effectiveness.
5. Evaluate the effectiveness of monetary, fiscal, exchange-rate, and income policies in achieving macroeconomic objectives.
6. Assess Nigeria's monetary policy frameworks and the roles of major international financial institutions

LEARNING OUTCOMES

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

1. Discuss the theories of demand and supply of money, interest rates, and monetary growth.
2. Compare the McKinnon-Shaw, Gurley-Shaw, Polak, and Boisselneut approaches to money and economic growth.
3. Differentiate between monetary policy targets, indicators, objectives, and associated trade-offs.
4. Analyse the types and effects of monetary policy lags and evaluate policy outcomes.
5. Evaluate the effectiveness of monetary and fiscal policies under different economic conditions.
6. Assess Nigeria's monetary management frameworks and the contributions of the IMF, World Bank Group, and African Development Bank Group.

COURSE CONTENT

- Recapitulation of the theories of demand for and supply of money, and interest rates, theories of money and economic growth: McKinnon and Shaw, Gurley and Shaw, Polak and Boisselneut
- Definition, objectives and tradeoffs in monetary goals, targets of monetary policy, indicators of monetary policy
- Lags in monetary policy: Types and nature, Outcomes of monetary policy: Positive, negative & neutral

- Factors considered in monetary policy formulation, Constraints to monetary policy efficacy
- Issues in Economic Policies: Monetary Policy
- Fiscal policy
- Exchange rate
- Income policy
- Effectiveness of Monetary & Fiscal Policy
- Monetary Management in Nigeria: Monetary Policy Framework
- Monetary Targeting
- Inflation Targeting
- Multiple Targeting
- International Financial Institutions & International Liquidity: International Institutions: World Bank Group
- IMF
- African Development Bank Group

CATEGORY	DETAILS
Core Competencies	• Monetary Analysis • Economic Reasoning • Policy Evaluation • Quantitative analysis • Problem-Solving
Core Values	• Integrity • Objectivity • Accountability • Critical Thinking • Professionalism

CATEGORY	DETAILS
Pedagogical Approaches	• Lecture Method • Discussion Method • Case Study Method • Problem-Based Lea • Group Learning • Four-in-One Model (TPACK, Problem-Based Learning, Jigsaw and Micro-teaching)
Learning Resources	• Recommended Textbooks • Lecture Notes • Academic Journals • Central Bank Publications • Banking Data • National Curriculum for Basic Education
Assessment Methods	• Individual Written Assignment • Group Research Project • Case Study Analysis • Problem-Solving Exercises • Seminar Presentation

REFERENCES AND FURTHER READING

Mishkin, F. S. The Economics of Money, Banking and Financial Markets.

Jhingan, M. L. Monetary Economics.

Laidler, D. E. W. The Demand for Money.

Bain, K. & Howells, P. Monetary Economics.

Dwivedi, D. N. Macroeconomics: Theory and Policy.

PROGRAMME 3 OF 6

Geography Education

Overview of Geography Education Programme

The B.Sc. (Ed) Geography Education curriculum is a five-year Dual Mandate programme that enables a College of Education to award both the Nigeria Certificate in Education (NCE) at the end of 300 Level and a Bachelor's Degree in Education at the end of 500 Level. 100 Level to 300 Level correspond to the NCE phase of the programme, and 400 Level and 500 Level correspond to the degree-completion phase; this document presents both phases as a single, continuous curriculum.

Geography Education provides the foundation for environmental awareness, spatial intelligence, and sustainable national progress. The programme equips prospective teachers with the knowledge, skills and dispositions required to understand and teach the spatial and environmental processes that shape today's diverse and changing world, and to translate that understanding into effective classroom practice. It builds competence across four connected strands that run across all five years: Physical Geography, Human and Regional Geography, GIS and Spatial AI, and Environmental Management, encompassing Green and Blue Skills. Each strand begins with foundational, introductory treatment in 100 Level and 200 Level, is consolidated and applied in 300 Level, and is then deepened to degree level in 400 Level and 500 Level, so that no course is repeated across the programme and every later course visibly builds on an earlier one.

As a continuation of the NCE-phase preparation, the 400 Level and 500 Level curriculum provides more advanced academic, professional, practical and research-based experience, combining advanced geographical knowledge with professional teacher education and applied skills in environmental management, geographical research, spatial analysis, Geographic Information Systems (GIS), Global Positioning Systems (GPS), remote sensing, hydrology, surveying, mapping and fieldwork. The programme is therefore structured to prepare graduates who can function effectively as professional Geography teachers, researchers, environmental practitioners, spatial analysts, consultants and education professionals.

Philosophy of Geography Education

The philosophy of Geography Education is to produce competent, reflective and ethical Geography teachers who build spatial intelligence, environmental sustainability and harmony between people and their environment in their learners. It holds that national development depends on how well citizens understand, manage and relate to their physical and spatial environment. The programme is competency-based and follows the principles of Universal Design for Learning (UDL): every student, whatever their ability, background or need, is given multiple ways to access content, engage with it and show what they have learned. Through fieldwork, laboratory work, digital and spatial technologies and teaching practice, graduates learn Geography, apply it to real environmental, social and economic problems, and teach it well at the Basic and Secondary levels.

Regulation (Programme Structure)

Admission and Graduation Requirements

Admission Requirements

NCE Phase (100–300 Level)

i. Candidates must possess the Senior Secondary School Certificate (SSCE/WAEC/NECO/NABTEB) or GCE ‘O’ Level with credit passes in five (5) subjects, including English Language and Geography, obtained at not more than two (2) sittings. The other credits should be in subjects relevant to the sciences or social sciences, such as Economics, Government, Agricultural Science, Biology or Civic Education.

ii. A credit pass in Mathematics is required; a pass at not less than grade D7/D8 may be considered where a credit is not obtainable.

iii. A credit in English Language must be obtained at not more than two (2) sittings.

iv. All candidates must satisfy the requirements of the Joint Admissions and Matriculation Board (JAMB), and Colleges retain the latitude to administer additional screening tests or interviews for the selection of candidates.

v. Candidates must show basic digital literacy (the ability to use a computer or smartphone, search the internet and send e-mail), evidenced by a pass in Computer Studies/Data Processing at SSCE level or by passing the College’s digital literacy screening test.

Degree Phase (400–500 Level)

i. Admission into the degree-completion phase follows direct progression from candidates who complete the NCE phase with the cumulative grade point average required under the Dual Mandate framework, in line with NCCE and NUC regulations.

ii. A candidate whose NCE cumulative grade point average falls below the required threshold may be required to acquire a period of post-qualification teaching experience before being admitted into the degree phase, in line with institutional regulations.

iii. Candidates must have passed GSE 122 (Digital Literacy and AI for Educators) or an equivalent digital literacy course, confirming the digital literacy required for the degree phase.

Graduation Requirements

NCE Programme: Candidates for the award of the Nigeria Certificate in Education (NCE) in Geography at the end of 300 Level must complete and pass all Core courses and the required Elective courses set out in the 100 Level to 300 Level course distribution tables, and must attain the Cumulative Grade Point Average (CGPA) determined by the Academic Board in line with NCCE regulations, viz:

Total Minimum Credit Units Required for NCE Graduation: 80 Credit Units

S/N	Component	Weight/Credit Load
1.	Core Subject (32 Core + 8 Elective units)	40
2.	General Education	22
3.	Teaching Practice (TP)	06
4.	General Studies (GSE)	12
	Total Units:	80

Degree Programme: Candidates for the award of the B.Sc. (Ed) Geography Education degree at the end of 500 Level must, in addition to completing the NCE phase, complete and pass all courses set out in the 400 Level and 500 Level course distribution tables, and must attain the CGPA determined by the Senate of the awarding institution in line with NUC regulations under the Dual Mandate Programme, viz:

Total Minimum Credit Units Required for NCE-Degree Graduation: 70 Credit Units

S/N	Component	Weight/Credit Load
1.	Degree Phase (400–500 Level) Core Subject Courses	55
2.	General Education	06
3.	Teaching Practice (TP)	06
4.	General Studies (GSE)	04
	Total Units:	71

National Goals of Education in Nigeria

General Goals of Education

i. Development of the individual into a morally sound, patriotic and effective citizen.

ii. Total integration of the individual into the immediate community, the Nigerian society and the world.

iii. Provision of equal access to qualitative educational opportunities for all citizens at all levels of education within and outside the formal school system.

iv. Inculcation of national consciousness, values and national unity; and

v. Development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to society.

Specific Goals of Education

a) Ensure and sustain unfettered access and equity to education for the total development of the individual.

b) Ensure the quality of education delivery at all levels.

c) Promote functional education for skill acquisition, job creation and poverty reduction.

d) Ensure periodic review, effectiveness and relevance of the curriculum at all levels to meet the needs of society and the world of work.

e) Collaborate with development partners, the private sector, non-governmental organisations and local communities to support and fund education; and

f) Promote information technology capability at all levels.

Objectives of Geography Education Programme

The objectives of the B.Sc. (Ed) Geography Education programme, 100 Level to 500 Level, are to:

a) Train Geography teachers with a sound professional and academic foundation for classroom effectiveness and personal development;

b) Provide pre-service teachers with relevant content knowledge in Geography that deepens progressively across the five years;

c) Equip pre-service teachers with GIS, Spatial AI, remote sensing, GPS and field-mapping skills relevant to contemporary geographic practice;

d) Instil Green and Blue Skills for climate resilience, ecological management and watershed protection;

e) Develop pre-service teachers' capacity to identify environmental, spatial, social and developmental problems and propose appropriate solutions;

f) Develop critical thinking, research competence and ethical environmental stewardship, through an independent research project at each of the NCE and degree phases;

g) Provide opportunities for pre-service teachers to demonstrate mastery of geographical content, skills and values through micro-teaching, peer teaching, teaching practice, fieldwork and other professional activities;

h) Prepare pre-service teachers to apply geographical knowledge and entrepreneurial skills towards self-reliance and professional practice;

i) Promote scientific cooperation, teamwork and the exchange of geographic knowledge and practice; and

j) Ensure a seamless, non-duplicating progression from the NCE phase to the degree phase, so that graduates who continue from 300 Level into 400 Level experience genuine advancement rather than repetition.

Learning Outcomes of Geography Education Programme

By the end of the programme, graduates should be able to:

a. Teach Geography effectively at both Basic/Secondary level and, on degree completion, at more advanced levels, in a digital and technology-driven environment;

b. Design, produce, improvise and utilise geographical instructional materials, including geographical garden construction and management;

c. Apply Global Positioning System (GPS) and Geographic Information System (GIS) skills to mapping, planning and spatial problem-solving;

d. Establish and manage environmental and geographical consultancy services for practical application of knowledge;

e. Plan and manage geographical field trips and conduct field investigation and environmental assessment work;

f. Conduct geographical research and data analysis in support of evidence-based decision-making; and

g. Pursue further postgraduate study, public-sector careers, or environmental and geospatial consultancy work.

21st Century Skills

The programme is designed to develop the following 21st-century competencies in graduates:

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Digital Literacy
- Global Positioning System (GPS) and Geographic Information System (GIS) Application Skills
- Map Reading, Spatial Thinking and Interpretation Skills
- Data Literacy and Quantitative Analysis
- Communication and Collaboration
- Research and Inquiry Skills
- Environmental and Sustainability Decision-Making
- Environmental Literacy

Unique Features of the Programme

The distinctive features of the B.Sc. (Ed) Geography Education programme include:

- A single, five-year curriculum architecture in which the NCE phase (100–300 Level) and the degree phase (400–500 Level) are designed together, rather than as two separate documents, so that duplication is designed out from the start;

- Integration of GIS, Spatial AI, remote sensing and GPS skills alongside Green and Blue Skills for climate resilience, ecological management and watershed protection, deepening year on year;
- An increasing scope of integration in Geography beyond conventional boundaries into hydrology, remote sensing, surveying, medical geography and environmental management at degree level;
- Emphasis on practical fieldwork, critical spatial thinking, ethical environmental stewardship, digital literacy and inclusive pedagogy at the centre of the curriculum;
- Development of analytical and evaluative skills for objective appraisal of spatial, environmental and developmental issues, deepening year on year; and
- Extension of learning beyond the formal classroom through fieldwork, digital resources, community engagement, Students' Industrial Work Experience Scheme (SIWES) and, at degree level, an independent research project.

Relevance Statement for Geography Education

The Geography Education programme is important because, across all five years, it produces teachers equipped with spatial awareness, analytical tools, and environmental competencies to address real-world challenges. By integrating digital skills such as GIS and Spatial AI with sustainability frameworks such as Green and Blue Skills, the programme ensures that graduates can deliver functional, technology-driven instruction and guide learners toward climate resilience, spatial planning, and responsible citizenship.

The programme further prepares prospective teachers with the professional communication skills and ethical values needed to teach confidently and effectively in diverse classrooms, positioning them to make a positive and lasting difference in their schools, communities and the nation. At degree level, graduates additionally gain the advanced research, curriculum-innovation and environmental-assessment competence needed to function as geography specialists, environmental practitioners and education professionals.

NCE-MAS (Minimum Academic Standards) for Geography Education Programme

Staffing Requirements (Personnel)

Institutions offering this programme shall employ adequate, qualified, and competent personnel to ensure effective programme delivery and administration. Such personnel shall include:

Academic Staff

i. A minimum of ten (10) full-time lecturers holding at least a Master's degree in Geography or Geography Education, with a spread of specialisation across Physical Geography, Human/Regional Geography, GIS and Spatial Technology, and Environmental Management.

ii. First-degree second-class lower holders may be employed into training positions.

iii. All teaching staff must be registered with the Teachers Registration Council of Nigeria (TRCN).

iv. Staff with terminal degrees (PhD) and demonstrable research output should be represented, particularly in GIS, Spatial AI and Environmental Science.

Support Staff

a. One (1) department secretary and one (1) clerical officer;

b. Two (2) GIS technologists to maintain laboratory hardware, software and datasets;

c. One (1) laboratory technician for the Physical Geography Laboratory and Weather Station; and

d. Two (2) cleaners/laboratory assistants.

Facilities

Institutions offering this programme shall provide adequate, functional, safe, and well-maintained facilities to support effective teaching, learning, and professional practice. A Geography Education department should be resourced to serve its anticipated student population across all five years, with theoretical classes planned for 30–35 students and practical/laboratory sessions for 15–20 students, in line with a recommended space

allowance of one square metre per student. These facilities shall include, but not be limited to, the following:

1. Classrooms: At least four (4) large, well-ventilated classrooms suitable for theory instruction (30–35 students each), with seating and instructional furniture appropriate for interactive, learner-centred teaching.
2. GIS and Cartography Laboratory: Networked computers with internet access, QGIS/ ArcGIS and other spatial-analytics software; digitising tablets, large-format printers/ plotters, and projection equipment for map display; drafting tables, digitising equipment, and map cabinets for the Cartography Studio.
3. Physical Geography Laboratory: Equipment and reagents for soil, water, and rock/ mineral analysis; sample sets of rocks, minerals and soil profiles for classification exercises; sieve sets, pH meters, and basic geomorphological testing kits.
4. Weather Station: Stevenson screen, rain gauge, anemometer, wind vane, thermo-meters, barometer and solarimeter, sited at a dedicated open-air location for continuous data logging and student practicals.
5. Field Studies Equipment: GPS units, compasses, clinometers, ranging poles, chains/ tapes, and total stations for survey practicals, together with safety equipment (first-aid kits, high-visibility vests) and field transport arrangements for excursions.
6. Library and ICT Resources: A resource centre stocked with current Geography and GIS textbooks, journals, atlases and government policy documents, and an ICT laboratory with internet access to support digital literacy, online learning platforms, and AI-assisted spatial analytics.

Pedagogical Approaches, Modes of Assessment and Instructional Materials for Geography Education

Geography Education delivery relies on field-based, technology-integrated instruction, continuous skill-based evaluation, and specialised learning resources to build both subject mastery and pedagogical competence across the five-year programme.

Pedagogical Approaches

- **Field Practicals:** Structured field trips, surveying exercises and environmental assessment work that ground classroom theory in observable spatial and physical phenomena.

- **Computer Lab Exercises:** Hands-on sessions in the GIS and Cartography Laboratory using QGIS/ArcGIS and other spatial-analytics software to build digital and AI literacy.
- **Problem-Based Learning:** Structuring tasks around real-world spatial, environmental and developmental problems for students to investigate and resolve.
- **Inquiry-Based Learning:** Guided investigation of geographic and environmental questions through observation, data collection and analysis.
- **Micro-teaching:** Peer teaching and video-mediated practice sessions that build classroom delivery skills alongside subject knowledge.

Modes of Assessment

Assessment Category	Type	Purpose and Specific Methods
Continuous Assessment	Formative	Evaluates ongoing progress through field reports, laboratory exercises, class participation and short quizzes.
Lab Examinations	Skill-Based	Tests practical competence in GIS, cartography and laboratory analysis techniques.
Project Reports	Outcome-Based	Assesses independent and group research work, including the NCE-phase and degree-phase research projects.
Field Reports	Applied/Authentic	Evaluates data collection, analysis and presentation skills demonstrated during fieldwork and survey exercises.
Examinations	Summative	Measures cumulative mastery of course content through term and semester examinations.

Instructional Materials

- **Core Textbooks:** Standard reference texts in Physical Geography, Human/Regional Geography, GIS and Environmental Management.
- **GIS Software and QGIS/Maps:** Spatial-analytics software, topographical maps, atlases and thematic maps for classroom and laboratory use.
- **Water Kits:** Equipment and reagents for water quality testing and hydrological analysis.

- **Meteorological Tools:** Weather station instruments, including rain gauges, thermometers, anemometers and barometers, for climate observation and data logging.

NCE Course Distribution (100–300 Level)

NCE 100 Level: First Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 111	Introduction to Teaching and Historical Foundations of Education	C	2	30	30	4
EDU 112	Educational Psychology	C	2	30	0	4
GSE 111	General English I	C	1	15	15	2
GSE 112	Introduction to Library Studies	C	1	15	15	2
GSE 113	Family Life, Human Trafficking and Emerging Issues	C	1	15	15	2
GEO 111	Solar Radiation & Global Climate Systems	E	2	30	0	4
GEO 115	The Earth in Relation to the Sun	E	2	30	0	4
GEO 112	Fundamentals of Topographical Map Analysis	C	2	15	45	4
GEO 113	Principles of Earth Surface Processes	C	2	30	0	4
GEO 114	Applied Local Geographic Studies	E	1	0	45	4
GEO 116	Introductory Geography Practical Skills	E	1	0	45	4
GEO 117	Introduction to Human Geography	C	2	30	0	4
GEO 118	Basic Statistical Methods in Geography	C	2	30	0	4
Total Credit			**18**			

NB: Students should choose one of GEO 111 and GEO 115, and one of GEO 114 and GEO 116.

NCE 100 Level: Second Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 121	Principles and Methods of Teaching in Basic Education	C	2	30	60	4

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 122	Sociological and Philosophical Foundations of Education	C	2	30	60	4
GSE 121	English Proficiency for Teachers	C	1	15	15	2
GSE 122	Digital Literacy and AI for Educators	C	1	15	15	2
GSE 123	Media and Information Literacy	C	1	15	15	2
GEO 121	Sustainable Recreation & Tourism	E	2	30	0	4
GEO 123	Introduction to Environmental Science	E	2	30	0	4
GEO 122	Regional Geography of West Africa	C	2	30	0	4
GEO 124	Applied Field Techniques	C	2	0	90	4
GEO 125	Green Skills & Ecological Management	C	1	15	15	4
GEO 126	Introduction to GIS	C	1	15	15	4
Total Credit			**15**			

NB: Students should choose one of GEO 121 and GEO 123.

NCE 200 Level: First Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 211	Classroom Management	C	1	15	15	2
EDU 212	Curriculum and Curriculum Delivery	C	2	30	30	4
EDU 213	Micro Teaching I: (Theory and Practice)	C	2	30	60	4
GSE 211	General English II	C	1	15	15	2
GSE 212	Introduction to Foundational Literacy	C	1	15	15	2
GSE 213	Media and Information Literacy II	C	1	15	15	2
GEO 211	Spatial Economic Systems	C	2	30	0	4
GEO 213	Advanced Cartography & Surveying	C	2	15	45	4
GEO 214	Hydro-Informatics & Blue Skills	E	1	15	15	4
GEO 212	Geographic Thoughts and Development of Geography in Nigeria	E	1	15	15	4

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
GEO 215	Geopolitics & State Systems	C	2	30	0	4
GEO 217	Spatial Logistics & Transport Systems	C	2	30	0	4
GEO 218	Climatology & Biogeography	E	2	30	0	4
GEO 216	Regional Geography of Nigeria	E	2	30	0	4
Total Credit			**19**			

NB: Students should choose one of GEO 214 and GEO 212, and one of GEO 218 and GEO 216.

NCE 200 Level: Second Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 221	Research Methods, Measurement and Evaluation	C	2	30	60	4
EDU 222	Educational Administration, Planning and Supervision	C	1	15	15	2
EDU 223	Introduction to Educational Technology	C	1	15	15	2
EDU 224	Micro Teaching II (Practicum)	C	2	30	30	4
GSE 221	Introduction to Foundational Numeracy	C	1	15	15	2
GSE 222	Entrepreneurship and Green Skills	C	1	15	15	2
GEO 221	AI Applications in Spatial Analytics	C	1	15	15	4
GEO 222	Contemporary Geography of Africa	C	2	30	0	4
GEO 224	Research Design & Methodology	C	2	30	0	4
GEO 226	Pedagogy of School Geography	C	1	15	15	4
Total Credit			**14**			

NCE 300 Level: First Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 311	Teaching Practice (TP)	C	6	45	270	0
Total Credit			**6**			

NCE 300 Level: Second Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 321	Research Project	C	2	45	135	4
EDU 322	Theory and Practice of Guidance and Counselling	C	1	15	15	2
GSE 321	Global Citizenship Education and Political Economy	C	1	15	15	2
GEO 322	Independent Research Project	C	2	0	90	6
GEO 324	Environmental Degradation & Management Systems	C	2	30	0	4
Total Credit			**8**			

Degree Course Distribution (400–500 Level)

Degree 400 Level: First Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
GSE 412	Peace and Conflict Resolution	C	2	30	0	4
GEO 401	Introduction to Geomorphology and Soil Geography	C	2	30	0	4
GEO 411	Remote Sensing and Geographic Information System	C	2	30	0	4
GEO 412	Science of Climate Change	C	2	30	0	4
GEO 413	Soil Geomorphology and Soil Conser-vation	C	2	30	0	4
GEO 414	Cartography	C	2	30	0	4
GEO 415	Transportation Development and Planning	C	2	30	0	4
GEO 416	Principles of Hydrology	C	2	30	0	4
GRP 403	Methods of Teaching Methods in Geography	C	2	30	0	4
Total Credit			**18**			

Degree 400 Level: Second Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
ENT 412	Venture Creation	C	2	30	0	4
EDU 402	Educational Measurements, Tests, Research Methods and Statistics	C	3	45	0	6
GEO 402	Rural Environment and Sustainability	C	2	30	0	4
GEO 403	Spatial Organization of Society	C	2	30	0	4
GEO 404	Environmental Hazards	C	2	30	0	4
GEO 406	Population, Resource and Environment	C	2	30	0	4

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
GEO 408	African Environment and Development	C	2	30	0	4
GEO 417	Field Work and Quantitative Techniques in Geography	C	2	0	30	4
GEO 418	Urban Development and Sustainability	C	2	30	0	4
GEO 419	Geographic Instructional Resource Design	C	2	30	0	4
Total Credit			**21**			

Degree 500 Level: First Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 501	Teaching Practice	C	6	0	90	0
GEO 502	Students' Industrial Work Experience Scheme (SIWES) in Geospatial and Environmental Practice	C	3	0	90	0
GEO 504	Biogeography	C	2	30	0	4
GEO 507	Quantitative Techniques in Geography	C	2	30	0	4
Total Credit			**13**			

Degree 500 Level: Second Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 500	Research Project	C	3	0	45	6
GEO 521	Environmental Protection and Management	C	2	30	0	4
GEO 522	Disaster Risk Management	C	2	30	0	4
GEO 523	Ecosystem Management	E	2	30	0	4
GEO 527	Economic Geography	E	2	30	0	4
GEO 524	The Developing and Developed World	C	2	30	0	4
GEO 525	Medical and Health Geography	C	2	30	0	4

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
GEO 526	Waste Management for Sustainable Environment	C	2	30	0	4
GRP 504	Contemporary Teaching-Learning Issues in Geography	C	2	30	0	4
GRP 505	Entrepreneurship in Geography	C	2	30	0	4
Total Credit			**19**			

NB: Students should choose one of GEO 523 and GEO 527.

NCE Course Descriptions (100–300 Level)

NCE 100 Level: First Semester

EDU 111 Introduction to Teaching and Historical Foundations of Education

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This foundational course introduces students to the teaching profession and the historical development of education. It helps trainee teachers understand the meaning, nature and purpose of education and what it means to be a teacher in modern society. Students will explore how education began, evolved, and shaped communities, from traditional African education to contemporary systems in Nigeria and beyond. This course blends theory with real-life experiences, encouraging reflective thinking, empathy, and ethical awareness. It promotes inclusive education through Universal Design for Learning (UDL) and supports Social Emotional Learning (SEL) by helping trainee teachers develop self-awareness, social skills, and professional responsibility. By the end of the course, students will appreciate teaching as a service to humanity, value education as a tool for national development, and commit to lifelong professional growth.

RELEVANCE STATEMENT

The course Introduction to Teaching and Historical Foundations of Education is fundamental to teacher preparation in the Nigerian Colleges of Education system. It provides prospective teachers with a solid understanding of the teaching profession, its ethical standards, professional responsibilities, and its indispensable role in national development. The course equips students with the knowledge, skills, values, and attitudes required to function effectively as competent and reflective educators in diverse learning environments.

The course also exposes students to the historical evolution of education from traditional African educational practices through the colonial and post-colonial periods to contemporary educational developments in Nigeria. This historical perspective enables learners to appreciate the factors that have shaped the Nigerian education system, including the influence of religion, culture, government policies, educational reforms, and global trends.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the meaning, aims and functions of education.
2. Explain to students why teaching is both an art and a profession.
3. Acquaint students with basic concepts in teaching (teaching, learning, the teaching-learning process, qualities of a good teacher, teacher effectiveness, curriculum, syllabus, scheme of work and lesson plan/note).
4. Expose students to teacher ethics, professional conduct, the characteristics of the teaching profession and the value of lifelong learning.
5. Guide students through the major milestones in the history of education, from traditional African education through missionary and colonial influences to post-independence developments in Nigeria.
6. Introduce students to key educational thinkers (e.g. Plato, Rousseau, Dewey, Obafemi Awolowo, Tai Solarin) and their contributions.
7. Model and encourage empathy, collaboration and responsible behaviour in line with SEL competencies.
8. Train students to apply UDL principles so that teaching is inclusive and accessible to all learners.

LEARNING OUTCOMES

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

1. Define education clearly and explain its main aims and functions
2. Describe teaching as both an art and a profession and give at least three reasons why professional standards are important for teachers.
3. Explain key concepts in teaching, such as teaching, learning, and curriculum, and syllabus, scheme of work, lesson plan, and qualities of a good teacher and use them correctly in class discussion.
4. Identify and discuss major ethical expectations of teachers and demonstrate at least two behaviours that show professional conduct and commitment to lifelong learning.
5. Summarise major stages in the history of education, including traditional African education, missionary/colonial influences, and post-independence developments in Nigeria; and highlight their impact on today’s educational system.
6. Identify at least five key philosophers and reformers (local and international) and state their major contributions to educational thought.

7. Demonstrate basic SEL competencies by showing empathy, cooperation, and responsible decision-making during group tasks and class activities.
8. Apply UDL principles by designing or adapting a simple learning activity that meets the needs of learners with different abilities and background.

COURSE CONTENT

- **Understanding Education and Teaching:** Meaning, nature, and scope of education, Aims and functions of education (Individual, societal, national), the concept of teaching and learning
- Qualities and roles of a good teacher
- **Basic concepts in teaching:** teaching, learning, teaching-learning process, teaching and teacher effectiveness, curriculum, syllabus, scheme of work, lesson plan/note, etc
- **The Teaching Profession:**
  - Historical development and professional status of teaching in Nigeria
  - Characteristics of a profession
  - Teaching as a profession: features and challenges
  - Professional bodies/Associations/Unions (TRCN, NUT)
  - UNESCO standards for teachers
- **Teacher Code of Conduct and Professional Standards:** Code of ethics, conducts and obligations; and teacher accountability, Professional growth and lifelong learning
- **Foundations and Evolution of Education System:**
  - Meaning and importance of history of education
  - Traditional African systems of education
  - Missionary and colonial education in Nigeria
  - Overview of education in ancient Greece and Rome and their influence in modern education practices
- **Pre- and post-independence reforms in Nigeria:**
  - Phelps-Stokes Report
  - Ashby Commission
  - NPE
  - 6-3-3-4
  - UBE
  - Current NERDC curriculum

  - Overview of Educational Thinkers and their Contributions to Modern Education practices (Plato)
  - Dewey
  - Rousseau
  - Julius Nyerere
  - Ahmadu Bello
  - Alvan Ikoku
  - Obafemi Awolowo
  - Etc
- **Contemporary Issues in Education:**
  - Erosion of culture due to foreign influences
  - Pressure to align education to global standards
  - Artificial Intelligence (AI) and technology integration in teaching and learning
  - Cyber-crime
- **The Teacher in a Changing World:**
  - Teaching in the 21st & 22nd century: ICT
  - Digital literacy and AI in education
  - Emotional Intelligence and teacher wellbeing
  - Inclusive classrooms: responding to diversity and special needs
- Teaching and Learning Strategies (UDL Based) (Interactive lectures and storytelling, Group discussions and reflective thinking, Multimedia and visual resources, Peer collaboration)

CATEGORY	DETAILS
Core Competencies	• Critical thinking and reflective thinking • Communication and collaboration skills • Leadership and lifelong learning • Creativity and Innovation • Digital Literacy • Environmental Literacy

CATEGORY	DETAILS
Core Values	• Integrity, honesty and honour • Respect, tolerance and inclusion • Service, perseverance and humility • Transparency and responsibility
Pedagogical Approaches	• Learner-Centred Approach • Collaborative /Cooperative Learning • Inquiry-Based Learning • Experiential Learning • Blended Learning • Discussion and Dialogue • Project-based Learning • UDL & SEL Based Teaching • Edutainment, Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching)
Learning Resources	• Digital and online Learning Platforms • Government and Policy Documents • Classroom & Practical Instructional Materials • Community- Based Resources • Federal Ministry of Education (Nigeria). National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment • Formative Assessment • Performance-Based Assessment • Project work • Digital • Assessment (Blended/Online Assessment)

REFERENCES AND FURTHER READING

National Teacher Policy (NTP) (2025).

Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020)

UNESCO (2017). *Teacher Policy Development Guide*.

Federal Republic of Nigeria (2013). *National Policy on Education*.

Ukeje, B. O (1992) *Educational Administration and Practice in Nigeria*.

Fafunwa, A. B. (1974). *History of Education in Nigeria*.

TRCN Documents (Professional Standards for Nigerian Teachers, Professional Standards for School Leadership in Nigeria, Teachers Code of Conduct)

EDU 112 Educational Psychology

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

Educational Psychology is the study of how people learn and develop in educational settings and how teaching practices cab be designed to support effective learning. This course explores the psychological principles that influence learning, motivation, development and classroom behaviour with a focus on applying theory to real educational contexts.

Students are introduced to major theories of learning including behaviourism, cognitivism, constructivism and social learning theory. The course examines how individual differences affect students' academic performance.

RELEVANCE STATEMENT

Educational Psychology also prepares student-teachers to identify and address learners' academic, social, emotional, and behavioural challenges through appropriate classroom interventions, counselling referrals, and supportive teaching practices. The knowledge gained from the course enhances teachers' competence in managing classroom behaviour, fostering positive teacher – learner relationships, promoting students' mental well-being, and creating conducive learning environments. Furthermore, the course develops critical thinking, reflective practice, and evidence-based decision-making by enabling prospective teachers to apply psychological principles to curriculum implementation, instructional planning, classroom assessment, and educational research. It also encourages ethical

professional conduct and continuous professional development in line with national and global standards for teacher education.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the meaning and scope of educational psychology.
2. Explain to students the relevance of educational psychology to teacher education.
3. Guide students to examine the roles of heredity and environment in learner development.
4. Teach students the concepts of learning and transfer of learning.
5. Expose students to the factors that affect learning.
6. Explain to students the meaning of individual differences among learners.
7. Acquaint students with the major areas of individual differences among learners.
8. Guide students to distinguish between remembering and forgetting.
9. Explain to students the main causes of forgetting and how teachers can reduce it.

LEARNING OUTCOMES

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

1. Define educational psychology as an important branch of applied psychology.
2. Give at least three reasons why educational psychology is studied in teacher education.
3. Explain the concept of heredity and environment.
4. Define the concept of learning and transfer of learning.
5. Itemise the factors affecting learning.
6. Define individual differences.
7. List the major areas of individual differences among learners.
8. Differentiate between remembering and forgetting.
9. State the main causes of forgetting.

COURSE CONTENT

- **Introduction to Educational Psychology:** Meaning, nature and scope of educational psychology; Relationship between psychology and education; Role of educational psychology in teaching and learning

- **Learning:** Meaning and nature of learning; Characteristics of learning. Types of learning; Transfer of learning; Factors affecting learning
- **Learning Theories:** Behaviourism (Pavlov, Watson, Skinner); Social learning theory (Bandura); Cognitive learning theory (Gestalt); Constructivism; Classroom implications of learning theories
- Note: Lecturer should teach at least one theory from each of the learning theories
- **Memory and Forgetting:** Meaning and types of memory (sensory, short-term, Long-term); Information processing model of memory; Causes of forgetting; Techniques for improving retention and recall
- **Motivation in Learning:** Meaning and types (Intrinsic and extrinsic)
- Theories of motivation (Maslow)
- **Human Growth and Development:** Concept of growth and development, Principles of development, Stages of development; Physical development, Cognitive development, Emotional development, Social development
- **Individual Differences:**
  - Meaning of individual differences, Areas of individual differences, Causes of individual differences, Relevance of individual differences in basic education
  - Reward and Punishment
  - Introduction to Adolescent Psychology (Definition of Adolescence)
  - Characteristics of early adolescence
  - Challenges of the adolescent in the home
  - School and society in ICT age
  - Educational interventions during early adolescence: approaches
  - Strategies and counselling

CATEGORY	DETAILS
Core Competencies	• Critical thinking • Communication skills • Reflective thinking • Self-awareness and self-development • Creativity and Innovation • Digital Literacy • Environmental Literacy

CATEGORY	DETAILS
Core Values	• Integrity and honesty • Respect and tolerance • Humility and perseverance • Inclusion and team spirit
Pedagogical Approaches	• Learner-Centred Approach • Guided Discovery • Modelling • Supportive • Collaborative. • Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching)
Learning Resources	• Online Courses and Learning Platforms • Video Lectures and Multimedia Resources • Free Open Educational Resources (OER) • Federal Ministry of Education (Nigeria). National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment • Written examinations • Assignment and term paper • Practical and Field-based Assessment • Oral Presentation and Seminars • Portfolio Assessment

REFERENCES AND FURTHER READING

Aggarwal, J. C. (2023) *Educational Psychology*.

Haruna, A. S. & Gurjiya, S. A. (2022) *Educational Psychology: Key Points on child development and learning perspectives.*

Mangal, S. K. (2004). *Advanced Educational Psychology*.

Alhassan, A. B. (2000) *Understanding Educational Psychology*.

Oladele, J. O. (1998). *Fundamentals of Educational Psychology*.

Ayeni, O. (1991). *Psychology of Human Learning for Teachers*.

GSE 111 General English I

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course will engage students in the systematic analysis of English grammar and syntax, refining their ability to produce clear and logically structured written work from the foundational paragraph to complex, cohesive essays. Beyond writing, the course emphasises oral proficiency through the mastery of pronunciation, stress, and intonation. Students will also develop critical reading and listening skills that will enable them navigate, comprehend, and synthesise information from a wide range of academic and non-academic discourses.

RELEVANCE STATEMENT

This course is highly relevant to strengthening learners' communication, academic performance and overall literacy where proficiency in English is essential for success across all school subjects and in national life. By developing students' skills in reading, writing, speaking, listening, grammar and vocabulary, the course supports improved comprehension, critical thinking and effective expression in academic and real-life context.

COURSE OBJECTIVES

The objectives of this course are to:

1. Develop students' ability to communicate effectively in spoken and written English.
2. Teach students the analysis and correct usage of basic English structures.
3. Train students in appropriate pronunciation, stress and intonation patterns.
4. Guide students to write clear, coherent and logically arranged paragraphs.
5. Provide students with practice in reading and comprehending academic and non-academic discourse.

LEARNING OUTCOMES

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

1. Pronounce English words, and articulate structures correctly dwelling on their knowledge of English phonetics.

2. Identify and form correctly different sentence types (structural and functional) in English;
3. Demonstrate knowledge of paragraph types, its qualities and development;
4. Demonstrate good skills of outlining as a key requirement in essay writing; and
5. Read and understand written and spoken discourses of academic and non-academic types, and demonstrate good skill in answering questions on given passages.

COURSE CONTENT

- Sociology of Language
- Speech: Introducing English Speech sounds
- Listening Comprehension
- Grammar: Parts of Speech, Sentence types and sentence patterns in English
- Vocabulary Development
- Reading
- Writing

CATEGORY	DETAILS
Core Competencies	• Communication • Critical thinking • Emotional intelligence • Lifelong Learning • Pedagogic knowledge • Problem-solving • Reflective thinking • Self-development • Social emotional learning • Time management • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Flexibility • Time management • Self-direction • Team spirit, etc.

CATEGORY	DETAILS
Pedagogical Approaches	• Digital pedagogy • Self-study • Onsite learning • Pair and group work • Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching)
Learning Resources	• Achebe, C. Things Fall Apart • Raymond, M. English Grammar in Use • *Effective Communication Skills* • Swan, M. Practical English Usage. • *Longman Dictionary of Contemporary English* • *National Policy on Inclusive Education* • *National Education Policy. National Curriculum for Basic Education* • *Online resources: OER repositories, e-libraries, MOOCs (e.g. Coursera, edX) and educational websites*
Assessment Methods	• Self-assessment • Pair assessment • Group assessment • Continuous assessment

REFERENCES AND FURTHER READING

Federal Republic of Nigeria. (2013). *National policy on education (6th ed.)*. Nigerian Educational Research and Development Council (NERDC).

Federal Republic of Nigeria. (2022). *National language policy*. Nigerian Educational Research and Development Council (NERDC).

Murphy, R. (2019). *English grammar in use: A self-study reference and practice book for intermediate learners of English (5th ed.)*. Cambridge University Press.

Swan, M. (2016). *Practical English usage (4th ed.)*. Oxford University Press.

Hornby, A. S., & Turnbull, J. (Eds.). (2020). *Oxford advanced learner's dictionary of current English (10th ed.)*. Oxford University Press.

GSE 112 Introduction to Library Studies

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

The course provides students with basic knowledge of the library as a key component of an academic institution. It provides them with information about its various types, its organisational structure, and day-to-day activities in the library. It also equips students with the requisite skills needed for them to be effective users of the library: physical and virtual. Finally, the course also exposes students to the vital role of the library in their day-to-day academic and research engagements. The course is vital as it does not only prepare students for success in their academic life on campus but also prepares them for successful teaching career after graduation from school as it advocates, and instils, reading culture in prospective teachers.

RELEVANCE STATEMENT

In an era of information overload, the ability to navigate academic resources efficiently is a fundamental pillar of success. This course serves as a bridge between students and the vast repository of knowledge held within both physical and virtual libraries. By demystifying library structures and mastering modern information retrieval skills, students are empowered to conduct high-level research with precision. Beyond immediate academic gains, this course is essential for aspiring educators as it instils a lifelong reading culture and provides the pedagogical foundation necessary to guide future generations of learners in their own pursuit of knowledge

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the library as a key component of an academic institution and to its various types.
2. Explain to students how library resources are organised.
3. Expose students to the information resources and formats available in an academic library.
4. Help students appreciate the role of the library in their academic and research work as prospective teachers.
5. Train students in the basic skills of library use.

LEARNING OUTCOMES

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

1. Explain the concept ‘libraries, their purposes’, and evolution as well as their roles in teacher education and research.
2. Identify the different types of libraries.
3. Demonstrate basic knowledge of the various sections of the library and the services they provide;
4. Discuss the basic library etiquettes and their responsibilities as library users;
5. Locate and retrieve at least three information sources on a given topic using the library catalogue and online databases.

COURSE CONTENT

- Definition, Objectives and Functions of the Library
- Types of Libraries, Organisational Structure of the Library and Library Materials
- Library tour/visit
- Bibliography, Cataloguing and Classification
- Use and Care of the Library
- ICTs Innovations in Libraries

CATEGORY	DETAILS
Core Competencies	• Information retrieval • Critical evaluation • Critical thinking • Organisational literacy and lifelong learning • Pedagogic knowledge • Problem-solving • Reflective thinking • Self-development • Creativity and Innovation • Digital Literacy • Environmental Literacy

CATEGORY	DETAILS
Core Values	• Curiosity • Inquiry • Honesty • Stewardship etc.
Pedagogical Approaches	• Digital pedagogy • Self-study • Onsite learning • Pair and group work • Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching)
Learning Resources	• National Curriculum for Basic Education • Online resources: OER repositories, e-libraries, MOOCs (e.g. Coursera, edX) and educational websites
Assessment Methods	• Self-assessment • Pair assessment • Group assessment • Continuous assessment

REFERENCES AND FURTHER READING

Federal Republic of Nigeria. (2013). *National policy on education (6th ed.)*. Nigerian Educational Research and Development Council (NERDC).

Librarians' Registration Council of Nigeria. (2019). *Standards and guidelines for academic libraries in Nigeria*. Librarians' Registration Council of Nigeria.

Aina, L. O. (2004). *Library and information science text for Africa*. Third World Information Services.

Edoka, B. E. (2000). *Introduction to library science*. Palma Publishing and Links Company.

International Federation of Library Associations and Institutions (IFLA). (2022). *IFLA-UNESCO public library manifesto 2022. IFLA/UNESCO*.

GSE 113 Family Life, Human Trafficking and Emerging Issues

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course aims to provide an integrated understanding of family dynamics, human trafficking, health and other emerging contemporary issues that impact society. It explores the intersections between family life, human exploitation, and emerging societal issues. It also aims to equip students with an understanding of the human developmental processes within family contexts, the complexities of human trafficking, and the role of societal changes, and shifting cultural norms on these subjects. Through a multidisciplinary approach, students will learn to recognise, analyse, and respond to challenges related to family dynamics and societal issues, promoting informed advocacy and intervention practices.

RELEVANCE STATEMENT

By integrating the study of family dynamics with the realities of human exploitation and emerging health issues, this course prepares students to be vigilant and socially responsible citizens. It is relevant for academic growth and the development of strategies to protect vulnerable populations and foster resilient family structures. It helps students develop the ‘soft skills’ of empathy, cultural competence, intervention and advocacy.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the foundational concepts of family life and human development.
2. Guide students to examine the factors that contribute to human trafficking and its impact on families and communities.
3. Expose students to emerging health and social issues, such as pandemics, and their influence on family dynamics and vulnerability.
4. Develop students’ skills in advocacy, social responsibility and support strategies for vulnerable populations.
5. Acquaint students with the legal frameworks and support systems available to victims of trafficking.

LEARNING OUTCOMES

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

1. Explain the stages of human development and the role of family in individual and societal growth.
2. Identify and analyse the causes and consequences of human trafficking.
3. Assess the impact of emerging societal issues on family life.
4. Develop intervention strategies for combating human trafficking within family contexts.
5. Demonstrate knowledge of legal and support systems for victims, promoting a proactive approach to advocacy.

COURSE CONTENT

- Introduction to Family Life and Human Trafficking
- Human Development within Family Context
- Relationships and Family Structures
- Skills for Healthy Relationships
- Health and Wellbeing
- First Aid
- Understanding Human Trafficking
- Causes and Consequences of Trafficking
- Trafficking in Context: Migration and Vulnerability
- Prevention and Protection Measures against Trafficking
- Support Systems for Victims of Trafficking
- Family Advocacy and Community Engagement

CATEGORY	DETAILS
Core Competencies	• Cognitive abilities • Emotional intelligence • Critical thinking • Empathy • Creativity and Innovation • Digital Literacy • Environmental Literacy

CATEGORY	DETAILS
Core Values	• Integrity • Ethics • Cultural sensitivity • Positive health culture etc.
Pedagogical Approaches	• Digital pedagogy • Self-study • Onsite learning • Pair and group work • Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching)
Learning Resources	• Understanding Family Life And Emerging Health Issues in Nigeria. • Edited by D.S.K. Aparshe and Oga Thomas Ona • National Policy on Inclusive Education • National Education Policy. • National Curriculum for Basic Education • Online resources: OER repositories, e-libraries, MOOCs (e.g. Coursera, edX) and educational websites
Assessment Methods	• Self-assessment • Pair assessment • Group assessment • Continuous assessment

REFERENCES AND FURTHER READING

Federal Republic of Nigeria. (2013). *National policy on education (6th ed.)*. Nigerian Educational Research and Development Council (NERDC).

Federal Republic of Nigeria. (2015). *Violence Against Persons (Prohibition) Act, 2015. Federal Republic of Nigeria*.

National Agency for the Prohibition of Trafficking in Persons (NAPTIP). (2022). *National action plan on human trafficking in Nigeria, 2022–2026. NAPTIP*.

United Nations Office on Drugs and Crime (UNODC). (2024). *Global report on trafficking in persons 2024. United Nations*.

World Health Organization. (2022). *World mental health report: Transforming mental health for all*. World Health Organization.

GEO 111 Solar Radiation & Global Climate Systems

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course introduces students to the Earth's place in the solar system and the sun-earth energy relationship that drives global climate. It examines the Earth's size, shape and position, the spatial and temporal distribution of solar radiation, and the effects of latitude and longitude on weather, climate and local time, equipping students to locate places accurately and explain their climatic setting. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to The Earth as a member of the solar system, The size, shape, position and posture of the Earth and their geographic significance and Spatial and temporal distribution of solar radiation, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Understanding solar radiation and climate systems equips teachers to explain weather patterns, seasonal change, and climate variability that affect agriculture, water resources, settlement and everyday life in Nigeria, and gives them a scientific grounding for teaching climate change topics at secondary level. For a prospective Geography teacher, competence in solar radiation & global climate systems strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the Earth's position, size, shape and posture as a member of the solar system.
2. Guide students to analyse the spatial and temporal distribution of solar radiation.
3. Explain to students the effects of solar radiation on global climatic and geomorphological processes.

4. Teach students the effects of latitude on weather and climate, and of longitude on local time.
5. Train students to use latitude and longitude to locate places and calculate distances.
6. Explain to students the greenhouse effect and its role in the Earth's energy balance.
7. Teach students how the seasons relate to the Earth's tilt and orbit.
8. Guide students to relate solar radiation concepts to observed climate variability in Nigeria.

LEARNING OUTCOMES

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

1. Describe the Earth's position, size, shape and posture within the solar system.
2. Explain the spatial and temporal distribution of solar radiation.
3. Relate solar radiation to global climatic and geomorphological processes.
4. Explain how latitude affects climate and how longitude determines local time.
5. Use latitude and longitude to locate places and calculate distance on the Earth's surface.
6. Explain how the greenhouse effect influences global temperature.
7. Account for the occurrence of seasons using the Earth's axial tilt and revolution.
8. Link solar radiation principles to real-world climate patterns in West Africa.

COURSE CONTENT

- The Earth as a member of the solar system
- The size, shape, position and posture of the Earth and their geographic significance
- Spatial and temporal distribution of solar radiation
- Effects of solar radiation on global climatic and geomorphological processes
- Effects of latitude on weather and climate
- Longitude and variations in local time
- The Earth's axial tilt, revolution and the occurrence of seasons
- The greenhouse effect and the Earth's energy balance
- Importance of latitude and longitude in locating places and features on the Earth's surface
- Principles of latitude and distance calculation, illustrated with examples from Nigeria's climatic regions

- Insolation and the global heat budget
- Time zones and the International Date Line
- Climate change implications of variations in solar radiation receipt

CATEGORY	DETAILS
Core Competencies	• Analytical Thinking • Scientific Reasoning • Data Interpretation • Spatial Awareness • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Scientific Integrity • Curiosity • Environmental Stewardship • Objectivity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Discussion • Problem-Based Learning • Fieldwork • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Topographical Maps • Field Equipment • Climate/Soil Data • Online Databases • GIS Software Tools

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Practical Reports • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Ayoade, J.O. (1983). *Introduction to Climatology for the Tropics*. Wiley–Blackwell.

Strahler, A.H. & Strahler, A.N. (2007). *Physical Geography: Science and Systems of the Human Environment*. Wiley

Galvin, J. F. P. (2016). *An Introduction to the Meteorology and Climate of the Tropics*. Wiley-Blackwell.

GEO 115 The Earth in Relation to the Sun

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the Earth's astronomical relationship with the sun, focusing on the mechanics of rotation and revolution and how these govern day length, seasons and time zones across the globe. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to The Earth's shape, size and motions: rotation and revolution, Causes of day and night and variation in day length with latitude and season, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Trainee Geography teachers benefit from a firm grasp of basic astronomical geography, since concepts such as time zones, equinoxes and solstices recur throughout the secondary school Geography curriculum and in everyday discussions of weather and time. For a prospective Geography teacher, competence in the earth in relation to the sun strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and

connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the Earth's shape, rotation and revolution around the sun.
2. Explain to students the causes of day and night and the variation in day length.
3. Teach students how equinoxes and solstices occur.
4. Acquaint students with the international time zone system and its basis in longitude.
5. Explain to students the relationship between the Earth's tilt and the distribution of solar energy.
6. Train students to compute local time differences using longitude.
7. Guide students to relate the Earth-sun relationship to seasonal climate patterns in Nigeria.
8. Demonstrate to students the use of globes and diagrams to illustrate the Earth's orbital motion.

LEARNING OUTCOMES

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

1. Explain the mechanics of the Earth's rotation and revolution.
2. Account for the occurrence of day, night and variation in day length.
3. Explain equinoxes, solstices and their global effects.
4. Describe how the international time zone system is derived from longitude.
5. Relate the Earth's axial tilt to seasonal variation in solar energy receipt.
6. Compute local time at different longitudes.
7. Connect the Earth-sun relationship to seasonal weather patterns in Nigeria.
8. Demonstrate the use of a globe to model the Earth's orbital motion.

COURSE CONTENT

- The Earth's shape, size and motions: rotation and revolution
- Causes of day and night
- Variation in day length with latitude and season
- Equinoxes and solstices and their global significance

- Longitude, time zones and the International Date Line
- The Earth's axial tilt and its effect on the distribution of solar energy across latitudes
- Local time computation
- Relationship between the Earth-sun geometry and seasonal climate patterns experienced in Nigeria and other tropical regions
- Practical use of globes, tellurions and diagrams to demonstrate orbital motion
- The circle of illumination and its shift with the seasons
- Great and small circles on the Earth's surface
- Determination of local time differences between Nigerian and other world cities
- Perihelion, aphelion and their effect on the Earth's orbital speed
- The equation of time and its effect on apparent solar time

CATEGORY	DETAILS
Core Competencies	• Analytical Thinking • Scientific Reasoning • Data Interpretation • Spatial Awareness • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Scientific Integrity • Curiosity • Environmental Stewardship • Objectivity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Discussion • Problem-Based Learning • Fieldwork • Group Discussions • ICT-Integrated Instruction

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • Topographical Maps • Field Equipment • Climate/Soil Data • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Reports • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Strahler, A.H. & Strahler, A.N. (2007). *Physical Geography: Science and Systems of the Human Environment*. Wiley.

Lutgens, F. K., & Tarbuck, E. J. (2018). *The atmosphere: An introduction to meteorology (14th ed.)*. Pearson.

Barry, R.G. & Chorley, R.J. (2009). *Atmosphere, Weather and Climate (9th ed.)*. Routledge.

GEO 112 Fundamentals of Topographical Map Analysis

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course introduces the principles of topographical map reading and interpretation, equipping students with the skills to identify conventional signs, compute scale and distance, and interpret relief and drainage patterns from contour maps, skills that recur throughout the Geography curriculum and in fieldwork. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Types of maps and marginal information, including conventional signs, Map scale: statement, ratio and linear scales and scale conversion,

with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Map reading is a foundational skill for Geography teachers, enabling them to interpret topographic features accurately, plan field excursions, guide learners through practical Geography examinations, and connect classroom teaching to real landscapes. For a prospective Geography teacher, competence in fundamentals of topographical map analysis strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the concept and types of maps.
2. Teach students how to interpret map scales, symbols and conventional signs.
3. Train students to compute distances, areas and gradients from topographical maps.
4. Guide students to interpret relief and drainage patterns using contours.
5. Provide practice in grid referencing and map orientation techniques.
6. Demonstrate to students how to construct cross-sections and profiles from contour maps.
7. Expose students to common sources of error in map measurement and interpretation.
8. Guide students to judge the usefulness of topographical maps for different practical purposes.

LEARNING OUTCOMES

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

1. Read and interpret topographical maps accurately.
2. Compute scale, distance, area and gradient.
3. Describe relief features from contour patterns.
4. Locate points using grid references.
5. Orient a map in the field using a compass.
6. Draw a simple relief cross-section from a contour map.

7. Identify common sources of error in map reading and measurement.
8. Select and justify the appropriate map type for a given practical task.

COURSE CONTENT

- Types of maps and marginal information, including conventional signs
- Map scale: statement, ratio and linear scales
- Scale conversion
- Measurement of distance, area and gradient from maps
- Contour lines and the interpretation of relief and drainage patterns
- **Grid referencing systems:** four- and six-figure references
- Map orientation using a compass and by inspection
- Construction of simple relief cross-sections and profiles
- Sources of error in map reading and measurement, and their minimisation
- Practical exercises using Nigerian topographical map sheets
- Vertical exaggeration in profile construction
- Identification and interpretation of physical and cultural map symbols
- Determination of intervisibility between points on a map
- Techniques of map enlargement and reduction

CATEGORY	DETAILS
Core Competencies	• Analytical Thinking • Scientific Reasoning • Data Interpretation • Spatial Awareness • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy

CATEGORY	DETAILS
Core Values	• Scientific Integrity • Curiosity • Environmental Stewardship • Objectivity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Discussion • Problem-Based Learning • Fieldwork • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Topographical Maps • Field Equipment • Climate/Soil Data • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Reports • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Monkhouse, F. J., & Wilkinson, H. R. (1963). *Maps and diagrams: Their compilation and construction*. Methuen.

Iloeje, N. P. (1976). *A new geography of Nigeria (Metricated ed.)*. Longman.

Robinson, A.H., Morrison, J.L., Muehrcke, P.C., Kimerling, A.J. & Guptill, S.C. (1995). *Elements of Cartography (6th ed.)*. Wiley.

GEO 113 Principles of Earth Surface Processes

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the internal and external processes that shape the earth's surface, including weathering, erosion, mass movement, and the formation of major landforms through geomorphic processes. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Composition and internal structure of the Earth's crust, Types of rocks: their formation, physical characteristics and economic importance and Endogenic processes: the mechanics and landforms of folding, faulting, igneous intrusion and volcanicity, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Knowledge of earth surface processes helps teachers explain natural hazards such as erosion, landslides and flooding, and supports informed land-use decisions in local communities. It also gives trainee teachers the conceptual base needed to explain everyday landscape features such as gullies, river valleys and coastal change to secondary school learners. For a prospective Geography teacher, competence in principles of earth surface processes strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the structure and composition of the earth.
2. Explain to students the endogenic (internal) processes that shape the earth's surface.
3. Explain to students the exogenic (external) processes of weathering and erosion.
4. Teach students how major landforms are formed.
5. Guide students to relate geomorphic processes to natural hazards.

6. Take students through the sequence of weathering, erosion, transportation and deposition.
7. Expose students to Nigerian landscape problems linked to earth surface processes.
8. Explain to students the role of climate and rock type in shaping surface processes.

LEARNING OUTCOMES

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

1. Describe the internal structure of the earth.
2. Explain processes of weathering, erosion and deposition.
3. Identify major landform types and their origins.
4. Relate surface processes to disaster risk.
5. Conduct simple field observations of landforms.
6. Identify weathering, erosion, transportation and deposition processes in the field.
7. Relate surface processes to specific Nigerian landscape problems such as gully erosion.
8. Explain how climate and rock type influence the rate of surface processes.

COURSE CONTENT

- Composition and internal structure of the Earth's crust
- Types of rocks: their formation, physical characteristics and economic importance
- Endogenic processes: the mechanics and landforms of folding, faulting, igneous intrusion and volcanicity
- Exogenic processes: weathering mechanisms and types of mass movement
- Fluvial processes, including the development and characteristics of drainage networks
- Aeolian processes, coastal erosion and marine sedimentation
- Impact of population growth and geomorphic processes on the environment
- Introduction to land evaluation techniques
- Understanding these processes also helps students appreciate the causes of common Nigerian environmental problems such as gully erosion in the south-east and desertification in the north
- The structure and composition of the earth
- Plate tectonics and their role in shaping the Earth's surface
- Earthquakes and volcanic activity as geomorphic hazards

- Landform evolution and denudation chronology

CATEGORY	DETAILS
Core Competencies	• Analytical Thinking • Scientific Reasoning • Data Interpretation • Spatial Awareness • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Scientific Integrity • Curiosity • Environmental Stewardship • Objectivity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Discussion • Problem-Based Learning • Fieldwork • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Topographical Maps • Field Equipment • Climate/Soil Data • Online Databases • GIS Software Tools

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Practical Reports • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Strahler, A.H. & Strahler, A.N. (2007). *Physical Geography: Science and Systems of the Human Environment*. Wiley.

Iloeje, N. P. (1976). *A new geography of Nigeria (Metricated ed.)*. Longman.

Summerfield, M.A. (1991). *Global Geomorphology*. Longman.

GEO 114 Applied Local Geographic Studies

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 0 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This practical, field-based course requires students to conduct guided studies of their local environment, applying basic geographic observation, data collection and mapping skills to document local physical and human features. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Historical evolution of the immediate settlement where the institution is located, Spatial growth and structural development of the local settlement and Physical baseline assessment of the locality: landforms, hydrology, soils, weather, climate and vegetation, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Grounding students in the study of their immediate environment builds the observational and community-engagement skills teachers need to design locally relevant lessons. It also introduces students to simple community-based problem-solving using local geographic knowledge. For a prospective Geography teacher, competence in applied local geographic studies strengthens the ability to explain geographic ideas accurately, select appropriate

learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Guide students to identify the physical and human features of their local environment.
2. Train students in basic techniques of field observation and data collection.
3. Demonstrate to students how to produce simple sketch maps of a local area.
4. Guide students to describe land-use patterns within the local community.
5. Provide opportunities for students to present local field findings in written and oral form.
6. Coach students to design a short local geographic study on a community problem.
7. Develop students' ability to communicate study findings to a non-specialist audience.

LEARNING OUTCOMES

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

1. Conduct guided observation of a local environment.
2. Collect and record basic geographic data.
3. Produce a sketch map of a local area.
4. Describe local land-use patterns.
5. Present a local study report.
6. Design a short community-based geographic study.
7. Present findings of a local study clearly to a non-specialist audience.

COURSE CONTENT

- Historical evolution of the immediate settlement where the institution is located
- Spatial growth and structural development of the local settlement
- Physical baseline assessment: landforms, hydrology, and soils
- Physical baseline assessment: weather, climate, and vegetation
- Spatial layout and functional zones of the locality
- Land use patterns and spatial distribution
- Dominant human economic activities and livelihood systems

- Physical and human features of the local environment
- Local settlement crises, environmental challenges, and management strategies
- Future prospects, planning interventions, and sustainable development
- Basic techniques of field observation and spatial data collection
- Community engagement and stakeholder consultation during local studies
- Preparation of a written local area survey report

CATEGORY	DETAILS
Core Competencies	• Analytical Thinking • Scientific Reasoning • Data Interpretation • Spatial Awareness • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Scientific Integrity • Curiosity • Environmental Stewardship • Objectivity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Discussion • Problem-Based Learning • Fieldwork • Group Discussions • ICT-Integrated Instruction

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • Topographical Maps • Field Equipment • Climate/Soil Data • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Reports • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Iloeje, N. P. (1976). *A new geography of Nigeria (Metricated ed.)*. Longman.

Monkhouse, F. J., & Wilkinson, H. R. (1963). *Maps and diagrams: Their compilation and construction*. Methuen.

Lenon, B.J. & Cleves, P.G. (2001). *Fieldwork Techniques and Projects in Geography (2nd ed.)*. Collins Educational.

GEO 116 Introductory Geography Practical Skills

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 0 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This alternative elective builds hands-on practical Geography skills, from sketching and simple surveying to basic sample collection and recording, giving students a foundation for the more advanced practical and fieldwork courses ahead. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Introduction to basic instruments used in Geography practical work: ranging poles, tapes, clinometers and compasses, Simple field sketching and diagramming techniques and Elementary methods of distance and

height measurement, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Practical competence distinguishes a confident Geography teacher; this course gives first-year students an early, low-stakes introduction to the hands-on skills of measurement, sketching and recording that underpin fieldwork throughout the programme. For a prospective Geography teacher, competence in introductory geography practical skills strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the basic tools and instruments used in Geography practical work.
2. Demonstrate simple sketching and field-diagramming techniques to students.
3. Train students to carry out elementary distance and height measurement in the field.
4. Guide students to record and organise field observations systematically.
5. Instil safe and responsible conduct during practical exercises.
6. Show students how to prepare a simple field notebook and report.

LEARNING OUTCOMES

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

1. Identify and use basic Geography practical instruments correctly.
2. Produce simple field sketches and diagrams.
3. Measure distance and height using simple methods and instruments.
4. Organise and record field observations in a structured format.
5. Observe safety procedures during practical and field exercises.
6. Compile a basic field report from recorded observations.

COURSE CONTENT

- Introduction to basic geographic field instruments: ranging poles, tapes, clinometers, and compasses

- Maintenance, calibration, and proper handling of practical field equipment
- Simple field sketching, mapping, and diagramming techniques
- Elementary methods of horizontal and slope distance measurement
- Elementary methods of height and elevation measurement
- Systematic recording and organisation of field observations
- Protocols for field safety, risk management, and practical conduct
- Environmental ethics and community engagement during field studies
- Techniques for preparing and maintaining a standard field notebook
- Writing and structuring a short practical geography report
- Applying field techniques to the immediate school and local community environment
- Basic use of the Global Positioning System (GPS) for location and elevation data

CATEGORY	DETAILS
Core Competencies	• Analytical Thinking • Scientific Reasoning • Data Interpretation • Spatial Awareness • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Scientific Integrity • Curiosity • Environmental Stewardship • Objectivity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Discussion • Problem-Based Learning • Fieldwork • Group Discussions • ICT-Integrated Instruction

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • Topographical Maps • Field Equipment • Climate/Soil Data • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Reports • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Cook, I. (2015). *Practical geography: A systematic approach*. Orient Black Swan.

Ebdon, D. (1991). *Statistics in geography (3rd ed.)*. Wiley-Blackwell.

Lenon, B.J. & Cleves, P.G. (2001). *Fieldwork Techniques and Projects in Geography (2nd ed.)*. Collins Educational.

GEO 117 Introduction to Human Geography

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course introduces the study of human activities and their spatial organisation, covering population geography, settlement patterns, economic activities, and the interaction between people and their environment. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Scope, concepts and themes of human geography, Man-environment relationships: environmental determinism, possibilism and cultural ecology and World population: growth, components of change and spatial distribution patterns, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Human geography equips teachers to help learners understand how population, settlement and economic patterns shape societies, informing citizenship and development education. It further equips trainee teachers to explain the human causes and consequences of migration and urbanisation that dominate current affairs and examination questions in Nigeria. For a prospective Geography teacher, competence in introduction to human geography strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the scope and nature of human geography.
2. Expose students to patterns of population distribution, growth and migration.
3. Explain to students the types and patterns of human settlements.
4. Teach students the spatial organisation of economic activities.
5. Guide students to analyse human-environment interaction.
6. Explain to students the causes and consequences of rural-urban migration in Nigeria.
7. Acquaint students with patterns of informal settlement growth in Nigerian cities.
8. Guide students to relate population pressure to resource use and environmental change.

LEARNING OUTCOMES

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

1. Explain core concepts in human geography.
2. Describe population dynamics and settlement patterns.
3. Relate economic activities to spatial organisation.
4. Discuss human-environment interaction.
5. Apply human geography concepts to local case studies.
6. Explain causes and effects of rural-urban migration using Nigerian examples.
7. Describe the growth of informal settlements in a named Nigerian city.
8. Relate population pressure to resource use and environmental outcomes.

COURSE CONTENT

- Scope, concepts and themes of human geography
- Man-environment relationships: environmental determinism, possibilism and cultural ecology
- World population: growth, components of change and spatial distribution patterns
- Introduction to human migration: types, causes and consequences
- Spatial organisation of human activities: rural and urban settlement types
- Cultural regions of the world: language, religion and spatial diffusion
- Contemporary examples of rural-urban migration, informal settlements and population pressure in Nigerian cities such as Lagos and Port Harcourt are used throughout to ground the theory in observable reality
- The scope and nature of human geography
- Population distribution, growth and migration patterns
- The types and patterns of human settlements
- Theories of settlement location and hierarchy
- Economic activities and their spatial organisation
- Political geography and boundary concepts as they relate to human occupance

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity

CATEGORY	DETAILS
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Mabogunje, A.L. (1968). *Urbanization in Nigeria*. London: University of London Press.

Iloeje, N. P. (1976). *A new geography of Nigeria (Metricated ed.)*. Longman.

Knox, P.L. & Marston, S.A. (2016). *Human Geography: Places and Regions in Global Context (7th ed.)*. Pearson.

GEO 118 Basic Statistical Methods in Geography

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course introduces basic statistical concepts and techniques applied in geographic analysis, including data collection, tabulation, measures of central tendency and dispersion, and elementary graphical presentation of spatial data. The course moves from

foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Data types in geographic research: qualitative, quantitative, discrete and continuous variables, Data sampling techniques and collection procedures in geographic studies and Simple processing and analysis of geographic information using totals, percentages, modes, medians and means, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Statistical literacy enables teachers to analyse and present geographic data accurately, an essential skill for research, fieldwork reporting and evidence-based teaching. The course also introduces simple software tools that make routine statistical computation faster and less error-prone for classroom and research use. For a prospective Geography teacher, competence in basic statistical methods in geography strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the role of statistics in geographic analysis.
2. Train students to collect, organise and tabulate geographic data.
3. Teach students to compute measures of central tendency.
4. Teach students to compute measures of dispersion, including range and standard deviation.
5. Demonstrate to students how to construct statistical graphs and charts.
6. Guide students to interpret statistical graphs, charts and simple results.
7. Guide students to apply basic statistical methods to geographic problems.
8. Train students to use spreadsheet software for basic statistical computation.

LEARNING OUTCOMES

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

1. Explain the relevance of statistics to geography.

2. Organise geographic data into tables.
3. Compute mean, median, mode, range and standard deviation.
4. Construct bar charts, histograms and pie charts.
5. Interpret simple statistical results.
6. Calculate the standard deviation of a geographic dataset and explain what it shows.
7. Produce and interpret a scatter plot of two geographic variables.
8. Use spreadsheet software to perform basic statistical calculations.

COURSE CONTENT

- Data types in geographic research: qualitative, quantitative, discrete and continuous variables
- Data sampling techniques and collection procedures in geographic studies
- Simple processing and analysis of geographic information using totals, percentages, modes, medians and means
- Measures of dispersion: standard deviation, variance and the coefficient of variability
- Basics of parametric testing: application and calculation of the t-test
- Correlation analysis: rank-order correlation and product-moment correlation coefficients
- Presentation of geographic data using histograms, pie charts, choropleth maps and tabular forms
- Beyond research, these statistical skills allow a Geography teacher to mark and interpret class test results, analyse simple survey data from student projects, and teach basic data-handling topics in the school syllabus with confidence
- The role of statistics in geographic analysis
- Collect, organise and tabulate geographic data
- Probability concepts relevant to geographic sampling
- Use of spreadsheets and simple statistical software for data analysis
- Interpretation and reporting of statistical findings in geographic research

CATEGORY	DETAILS
Core Competencies	• Numerical Reasoning • Data Analysis • Statistical Interpretation • Attention to Detail • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Accuracy • Intellectual Honesty • Rigour • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Computer Laboratory Practice • Problem-Solving Exercises • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Software • Sample Datasets • Calculators • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Test • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners (5th ed.)*. London: SAGE Publications.

Ebdon, D. (1985). *Statistics in Geography (2nd ed.)*. Basil Blackwell.

McGrew, J.C. Jr. & Monroe, C.B. (2000). *An Introduction to Statistical Problem Solving in Geography (2nd ed.)*. McGraw-Hill.

NCE 100 Level: Second Semester

EDU 121 Principles and Methods of Teaching in Basic Education

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 60

COURSE OVERVIEW

This course provides an in-depth study of the foundational principles and effective methods of teaching in basic education. It equips future educators with the knowledge, skills and strategies necessary to create meaningful and engaging learning experiences for learners at the elementary and lower secondary levels. The course emphasises understanding learner-centred approaches, recognising individual differences and applying systematic teaching methods to enhance student learning outcomes. Students will explore key teaching principles such as motivation, interest, reinforcement, activity-based learning and gradual progression of instruction.

RELEVANCE STATEMENT

The course Principles and Methods of Teaching in Basic Education is a fundamental professional education course designed to equip prospective teachers in Nigerian Colleges of Education with the pedagogical knowledge, instructional skills, and professional competencies required for effective teaching at the basic education level. It provides students with an understanding of the principles, theories, and practices that underpin effective classroom instruction in accordance with the goals of the National Policy on Education and the Universal Basic Education (UBE) programme. The course exposes student-teachers to contemporary teaching methods, instructional strategies, lesson planning, classroom organisation, learner-centred approaches, classroom communication, questioning techniques, classroom management, and the effective use of instructional materials and educational technologies. It enables them to select and apply appropriate

teaching methods that accommodate learners' individual differences, promote active participation, and facilitate meaningful learning experiences.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the meaning and scope of teaching and learning.
2. Guide students to apply basic principles of teaching in classroom situations.
3. Acquaint students with the characteristics and needs of learners in basic education.
4. Train students to formulate appropriate behavioural objectives during lesson preparation.
5. Expose students to a range of teaching methods and strategies and when to use them.
6. Teach students suitable techniques for assessing learners' progress.

LEARNING OUTCOMES

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

1. Explain the concepts of teaching and learning and their relationship in basic education.
2. Describe the principles underlying the effective teaching and learning process.
3. Identify the characteristics, needs and individual differences of learners at the basic education level.
4. Write SMART behavioural objectives in their lesson plans.
5. Select and justify appropriate teaching methods for different subjects and learner needs.
6. Assess and evaluate learners' progress using appropriate assessment tools and techniques.

COURSE CONTENT

- **Introduction to Teaching and Learning:** Meaning and nature of teaching, Meaning and nature of learning, Teaching as a profession, Roles and responsibilities of the teacher
- **Principles of Teaching:** General principles of teaching, Psychological, sociological and philosophical theories underpinning principles of teaching
- **The Learner in Basic Education:** Characteristics of learners at basic education level, Individual difference among learners

- **Objectives and Categories of Objectives in the Teaching-Learning Process:** Instructional objectives, Behavioural objectives, Expressive objectives, Formulating Behavioural objectives
- **Teaching Methods in Basic Education:** Meaning and Classification of teaching methods
- **Teacher-Centred Methods:** Lecture method. Demonstration methods
- **Learner-Centred Methods:** Discussion method, Project method, Discovery and inquiry methods, Play-way method
- **Selection and application of teaching methods:** Practical Applications
- **Assessment and Evaluation in Teaching:** Meaning and purpose of assessment, Types of assessment (formative and summative)
- Evaluation Techniques and Tools in Teaching and Learning Process

CATEGORY	DETAILS
Core Competencies	• Critical thinking and reflective thinking • Communication skills • Collaboration and leadership • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Honesty and integrity • Team spirit and service • Perseverance and flexibility
Pedagogical Approaches	• Learner-Centred Approach • Activity –based Learning • Inquiry-Based Approach. Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching)
Learning Resources	• Video and Multimedia Resources • Teacher Guides and Curriculum Standards • Practical Tools and Lesson Planning Aids • Research and Government Reports. National Curriculum for Basic Education • Online resources: OER repositories, e-libraries, MOOCs (e.g. Coursera, edX) and educational websites

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Written Assessment Methods • Performance-Based Assessment/Practical • Oral Assessment • Alternative Assessment Methods • Classroom- Based Assessment Tools

REFERENCES AND FURTHER READING

Zama, A & Endeley N. (2023). *General Pedagogy: A Guide to Effective Teaching*.

Saif, .A. (2023).Teaching Learning Methods and Pedagogy

Aggarwal, J. C. (2010). *Principles, Methods and Techniques of Teaching*.

Galton, J. M (2007). *Learning and Teaching in the Primary Classroom*

Abimbola, I. O & Abolade, A.O (2004). *Fundamental Principles and Practice of Instruction*.

Adeyemo, P. O. (1985). *Principles of Education and Practice of Education*

EDU 122 Sociological and Philosophical Foundations of Education

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 60

COURSE OVERVIEW

This course explores the Sociological and Philosophical underpinnings of education, providing students with a comprehensive understanding of how education is influenced by society, culture and human thought. It examines the relationship between education and social institutions, highlighting the role of schooling in socialisation, cultural transmission and social change.

The course also introduces key philosophical perspectives that guide educational theory and practice including idealism, realism, pragmatism, existentialism, perennialism and progressivism. By integrating Sociological and Philosophical perspectives, the course equips students with the knowledge to reflect on the purpose of education, address social inequalities and develop practices that are ethically grounded, socially responsive and intellectually enriching.

RELEVANCE STATEMENT

The course Sociological and Philosophical Foundations of Education is a core professional education course that provides prospective teachers in the Nigerian Colleges of Education system with a sound understanding of the philosophical principles and sociological perspectives that underpin educational theory, policy, and practice. It equips student-teachers with the intellectual foundation needed to appreciate the purpose of education, the role of schools in society, and the influence of social, cultural, political, economic, and technological factors on educational development. The course introduces students to major educational philosophies, including Idealism, Realism, Pragmatism, Naturalism, Existentialism, and Reconstructionism, and demonstrates their implications for curriculum development, teaching methods, classroom management, learner development, and educational decision-making. It enables prospective teachers to develop a personal philosophy of education that guides their professional practice and supports effective instructional delivery.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the concept and scope of the sociology of education.
2. Explain to students the roles education plays in societal development.
3. Guide students to examine the relationship between culture and education.
4. Teach students the concept and agents of socialisation.
5. Expose students to current issues affecting basic education.
6. Introduce students to the philosophy of education and its scope.
7. Take students through the major branches of philosophy.
8. Acquaint students with the major philosophical schools of thought.
9. Guide students to examine how philosophical ideas influence educational practice.

LEARNING OUTCOMES

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

1. Explain sociology of education and its scope.
2. Describe the key functions of education in society.
3. Explain the concept of culture and its components.
4. Define socialisation and its stages.
5. Identify major contemporary issues in basic education.

6. Define philosophy of education and its scope.
7. Identify branches of philosophy.
8. Describe major philosophical schools.
9. Explain how philosophical thoughts shape educational practices.

COURSE CONTENT

- **Introduction to Sociology of Education:** Meaning and scope of sociology of education, Education as a social institution, Relationship between education and society
- **Functions of Education in the Society:** Manifest functions, Latent functions
- **Introduction to Sociological Theories:** Functionalist theory, Conflicts theory, Symbolic interactionism theory, Implications of the theories to teaching and learning
- **Education and Culture:** Meaning and element of culture, Cultural transmission and education, Education and cultural change
- **Socialisation and Education:** Meaning of socialisation, Agents of socialisation (Family, School, Peers, Religion, Media, etc.), Role of the school in socialisation
- **Contemporary Sociological Issues in Basic Education:** National Consciousness, National Integration, Religious Tolerance, Cultism, Examination Misconduct, Drug Abuse, Social stigma and discrimination
- **Introduction to Philosophy of Education:** Meaning and scope of philosophy of education, Relationship between philosophy and education, Importance of Philosophy of education
- **Branches of Philosophy and Education:** Metaphysics and education, Epistemology and education, Axiology and education, Logic and education
- **Selected Schools of Philosophical Thoughts:** Idealism, Realism, Pragmatism, and Existentialism
- **Implications of Philosophical Thoughts on Education:** Idealism, Realism, Pragmatism, Existentialism

CATEGORY	DETAILS
Core Competencies	• Critical thinking and analytical skills • Communication and reflective thinking • Lifelong learning • Collaboration and leadership • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Respect, tolerance and inclusion • Integrity and honesty • Service, responsibility and perseverance • Humility and transparency
Pedagogical Approaches	• Student -Centred Approach • Inquiry and Experimental Approach • Multimedia and Technology-enhanced Approach. • Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching)
Learning Resources	• Online Courses and Platforms • Videos and Lectures • National Curriculum for Basic Education
Assessment Methods	• Written Assessment • Oral Assessment • Practical/ Applied Assessment • Portfolio Assessment

REFERENCES AND FURTHER READING

Rajni, J (2025). *Sociology of Education: Issues and Perspectives*.

Claire, M. et al. (2023). *Sociological Foundations of Education*.

Marakinyo, O. (2023). *Philosophical Foundations of Education: An Introduction*.

Winston, C. T. et al. (2023). *Philosophical Foundations of Education*.

Nigeria Academy of Education Edition (2022). *Sociology of Education*.

Nwabauisi, E. M. (1986). *Philosophical and Sociological Foundations of Education*.

GSE 121 English Proficiency for Teachers

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course specifically equips basic education teachers with both classroom English and pedagogic approaches to effectively teach the core subjects of Mathematics, Science and English. The themes covered in English Proficiency for Teachers ensures that teachers are able to communicate complex ideas, instructions, and feedback to students, colleagues, and parents and provides opportunity for teachers to participate in conferences, workshops, and online courses to enhance their professional development. It is also a comprehensive course designed to enhance the English language proficiency of teachers, focusing on classroom English and effective teaching methodologies. The course is a blend of one hour interaction in the classroom and two hours of self-study. This course is carefully structured to equip educators with the essential skills needed to foster a conducive learning environment and deliver high-quality instruction in English.

RELEVANCE STATEMENT

There is need to continue supporting the promotion of English as a subject and as a medium of instruction in Nigerian schools. This course is an innovative way to strengthen teachers' English proficiency. The course provides teachers with tools to use English as a medium of education. With proficiency in English, teachers have a deep understanding of the subject matter they teach and can access many educational resources and materials in English. As models, teachers can demonstrate strong English skills to inspire and motivate students to improve their own language abilities. By strengthening their English proficiency, student-teachers can become more effective, confident, and professional educators, ultimately benefiting their students and the education system as a whole. It is expected that with greater English proficiency, teachers are more able to deliver effective lessons in English backed by effective pedagogical practices which will yield improved learning outcomes. The course is suitable for teachers in diverse settings, from primary to secondary education, who are committed to professional development and improving their instructional practices.

COURSE OBJECTIVES

The objectives of the course are to:

1. Guide students through a structured self-study course in English.

2. Develop students' knowledge and skills in English grammar, phonics, pronunciation and vocabulary.
3. Train students to plan lessons with clear stages that build learning.
4. Show students how to stimulate learners' interest in a topic.
5. Introduce students to six ways of helping learners understand English.
6. Teach students three techniques for moving learners from the home language to English.
7. Train students to ask different types of questions (open-ended, yes/no) and interpret learners' answers.
8. Demonstrate the effective use of teaching and learning aids.
9. Teach students how to assess learning and give effective feedback to learners.
10. Guide students to use textbooks effectively.
11. Equip students with strategies for developing learners' higher-level thinking.

LEARNING OUTCOMES

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

1. Complete all units of the self-study English course and its end-of-unit tasks.
2. Demonstrate correct use of English grammar, phonics, pronunciation and vocabulary.
3. Plan lessons with clear stages that build learning
4. Use at least two techniques to arouse learners' interest in a topic.
5. Use six different ways to help learners understand English.
6. Use three techniques to move learners from their home language to English.
7. Ask open-ended and yes/no questions and interpret learners' answers.
8. Use teaching and learning aids effectively in a lesson.
9. Assess learning and give effective feedback to learners.
10. Use textbooks effectively in planning and teaching.
11. Design classroom activities that develop learners' higher-level thinking.

COURSE CONTENT

- Welcome to Strengthening Teachers English Proficiency (STEP)
- Engaging Learners
- Helping Learners to Learn
- Preparing Subject Content

- From Home Language to English
- Asking Questions
- Conducting Practice Activities
- Pair and Group Work
- Helping Learners Use English outside the Classroom
- Teaching and Learning through Interaction
- Asking More Complex Questions
- Understanding Learner Differences
- Assessing Learning
- Giving Feedback
- Using Textbooks Effectively
- Including Everyone
- More Group Work
- Promoting High-Level Thinking

CATEGORY	DETAILS
Core Competencies	• Communication • Critical thinking • Emotional intelligence • Lifelong Learning • Pedagogic knowledge • Problem-solving • Reflective thinking • Self-development • Social emotional learning • Time management • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Flexibility • Time management • Self-direction • Team spirit, etc.

CATEGORY	DETAILS
Pedagogical Approaches	• Digital pedagogy • Self-study • Onsite learning • Pair and group work • Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching)
Learning Resources	• *Online link* • Strengthening Teachers English Proficiency (STEP) manual and resources • Online resources accessed from: http://britishcoun-cilignite.education.gov.ng/http://britishcoun-cilignite.education.gov.ng/ • *National Policy on Inclusive Education* • *National Education Policy.* • *National Curriculum for Basic Education*
Assessment Methods	• Self-assessment • Pair assessment • Group assessment • Continuous assessment

REFERENCES AND FURTHER READING

Online resources accessed from: http://britishcouncilignite.education.gov.ng/http://britishcouncilignite.education.gov.ng/ National Policy on Inclusive Education National Education Policy

GSE 122 Digital Literacy and AI for Educators

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

Given advances in Information and Communication Technologies (ICTs), there is a shift to greater deployment of digital technologies in curriculum implementation at all levels of education. A course on Digital Literacy and AI for Educators will promote digital literacy

among teachers and students, foster a culture of continuous learning, enable teachers and students stay up to date on digital trends, innovations and best practices, and ensure all students have equal access to quality digital education. This course develops teachers' basic technology skills, such as copying and pasting, searching online, working with images, using AI as an educational tool, etc. The course offers students opportunity for creating their own digital artefacts such as digital portfolios. The course also exposes teacher educators, especially Nigerian mathematics, science, and English teachers on how to use digital platforms such as WhatsApp and digital classrooms to deliver live lessons to primary and junior secondary school learners, via text and voice notes as well as other online teaching platforms especially in low resource areas in an effective and pedagogically sound manner.

RELEVANCE STATEMENT

Despite the importance of digital technologies and Artificial Intelligence for transforming educational practices globally, many teachers in Nigeria still lack basic ICT skills needed for effective instructional delivery. This impacts negatively on the achievement of the fundamental objectives, vision, mission and policy of basic education as encapsulated in the National Policy on Education, the National Digital Literacy Framework, and the National Basic Education Curriculum. The need to introduce a course to strengthen teacher resourcefulness in digital education in colleges of education in Nigeria becomes an imperative. Such integration will produce educators who creatively and effectively integrate technology into their teaching practices. On the whole, it is an essential course that encourages educators to explore and develop new digital pedagogies that will contribute to enhanced academic performance and achievement among Nigerian learners, foster collaboration and exchange of ideas, and build a healthy global community of practice.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the use of word processors, slideshows, spreadsheets and search engines in teaching.
2. Expose students to effective online teaching, learning and assessment practices.
3. Demonstrate how to structure a WhatsApp live lesson and explain the principles behind it.
4. Guide students to explore strategies for synchronous and asynchronous work.
5. Show students how to help learners become more independent.

6. Train students to support collaborative learning.
7. Introduce students to gender-sensitive teaching strategies.
8. Demonstrate how to track learners' progress online and involve parents/guardians.
9. Expose students to different AI tools for teaching and learning.
10. Train students to use AI tools to generate lesson plans, create content and assess learning.

LEARNING OUTCOMES

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

1. Use word processors, slideshows, spreadsheets and search engines in teaching contexts
2. Engage effectively in online teaching, learning and assessment
3. Plan and run a WhatsApp live lesson and explain the principles behind it.
4. Apply strategies for effective synchronous and asynchronous work.
5. Use at least two strategies that help learners become independent, self-regulated learners.
6. Organise collaborative learning activities for learners.
7. Apply gender-sensitive strategies in lesson planning and delivery.
8. Track learners' progress online and involve parents/guardians in the process.
9. Compare at least three AI tools and select one suited to a given teaching task.
10. Utilise AI tools to generate lesson plans, create contents, and assess learning

COURSE CONTENT

- Key Digital Skills: Word processors
- Slideshows
- Spreadsheets and Search Engines
- Teaching Online: Synchronous and Asynchronous
- Inclusive Learning
- Blended Learning
- Feedback and Assessment
- AI in education
- AI tools
- Ethical Issues in AI

CATEGORY	DETAILS
Core Competencies	• Communication • Critical thinking • Emotional intelligence • Lifelong Learning • Pedagogic knowledge • Problem-solving • Reflective thinking • Self-development • Social emotional learning • Time management • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Flexibility • Time management • Self-direction • Team spirit, etc.
Pedagogical Approaches	• Digital pedagogy • Self-study • Onsite learning • Pair and group work • Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching)
Learning Resources	• Online link • Online resources accessed from: http://britishcoun-cilignite.education.gov.ng/http://britishcoun-cilignite.education.gov.ng/ • National Policy on Inclusive Education • National Education Policy. • National Curriculum for Basic Education
Assessment Methods	• Digital assessment using AI tools • Digital portfolios

REFERENCES AND FURTHER READING

Online resources accessed from: http://britishcouncilignite.education.gov.ng/http://britishcouncilignite.education.gov.ng/ National Policy on Inclusive Education National Education Policy

GSE 123 Media and Information Literacy

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course equips students with the essential skills to critically access, evaluate, and create media and information in diverse formats. Emphasis is placed on understanding the role of media in society, identifying misinformation, disinformation and malinformation; and applying ethical standards in educational contexts. Through a blend of practical activities, learners will develop competencies to integrate media and information literacy skills into teaching and community engagement, thereby aligning with Nigeria's national education goals. This introductory phase of the course will focus mainly on introducing learners to key concepts, principles and ethical practices in Media and Information Literacy.

RELEVANCE STATEMENT

This course moves beyond basic digital skills, empowering students to dismantle the threats of misinformation, disinformation, malinformation, hate speech and fake news that challenge social cohesion. By aligning with Nigeria's national education goals, the programme ensures that students are not just consumers of content, but ethical creators and critical thinkers capable of fostering a media literate society. This builds the essential ethical and concept required to transform classroom teaching and community engagement into pillars of informed citizenship.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to key concepts of media and information literacy (MIL) in the Nigerian educational context.
2. Train students to evaluate media sources for credibility, bias and relevance to teaching and learning.

3. Equip students with strategies to identify and counter misinformation, disinformation and fake news.
4. Promote inclusive digital citizenship and safe, responsible online behaviour among students.
5. Guide students to design assessment tasks that require learners to produce and analyse media content.
6. Acquaint students with ethical guidelines on data privacy and copyright when using digital resources.

LEARNING OUTCOMES

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

1. Explain core concepts of media and information literacy within Nigeria's educational framework.
2. Assess the credibility, bias, and relevance of various information and media sources for classroom use.
3. Detect and counter misinformation disinformation and fake news in classroom and community contexts.
4. Model inclusive digital citizenship, promoting safe and responsible online behaviour.
5. Create instructional materials that integrate digital and traditional media effectively.
6. Apply appropriate tools to locate, organise, and cite information ethically and appropriately.

COURSE CONTENT

- Introduction to Media and Information Literacy (MIL)
- Media ecosystems
- Stages of Information Literacy and Problem-Solving
- Types and Sources of Information
- Accessing and Evaluating Information
- Traditional and New Media
- Media Content, News, and Information Flow
- Disinformation, Misinformation, and Fake News
- The Power of Visuals and Language in Media
- Ethics in Media and Information Use

CATEGORY	DETAILS
Core Competencies	• Information literacy • Critical thinking • Problem-solving • Communication • Reflective thinking • Self-awareness • Lifelong learning • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity • Honesty • Responsibility and transparency • Respect • Tolerance • And inclusion • Humility • Service
Pedagogical Approaches	• Digital pedagogy • Self-study • Onsite learning • Pair and group work • Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching)
Learning Resources	• Core Textbooks and Reference materials • Websites and Online Resources • Educational videos and open educational resources (OERs) • UNESCO Media and Information Literacy online platform (https://www.unesco.org/en/media-information-literacy)https://www.unesco.org/en/media-information-literacy • National Policy on Inclusive Education • National Education Policy. • National Curriculum for Basic Education

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Written Assessment • Group discussions • Debates • And presentations • Practical exercises

REFERENCES AND FURTHER READING

Federal Republic of Nigeria. (2013). *National policy on education (6th ed.)*. Nigerian Educational Research and Development Council (NERDC).

Federal Republic of Nigeria. (2019). *National digital literacy framework*. Federal Ministry of Communications and Digital Economy/National Information Technology Development Agency (NITDA).

UNESCO. (2021). *Media and information literate citizens: Think critically, click wisely*! Media and information literacy curriculum for educators and learners. UNESCO.

UNESCO. (2023). *Guidelines for the governance of digital platforms: Safeguarding freedom of expression and access to information through a multistakeholder approach*. UNESCO.

Nigerian Educational Research and Development Council (NERDC). (2022). *National language policy*. NERDC.

GEO 121 Sustainable Recreation & Tourism

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the geography of tourism and recreation, tourism resources, destination planning, and the principles of sustainable tourism development in Nigeria and beyond. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Conceptual definitions and meanings of recreation, leisure and tourism, Distinctions and structural differences between recreation and tourism and Typologies of recreational

activities and their spatial requirements, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Understanding recreation and tourism geography prepares teachers to guide learners toward careers in the growing tourism sector while promoting responsible use of natural and cultural resources. The course also equips trainee teachers to guide school clubs and excursions that make responsible use of local recreation and tourism resources. For a prospective Geography teacher, competence in sustainable recreation & tourism strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the concept and scope of recreation and tourism geography.
2. Acquaint students with tourism resources and attractions in Nigeria.
3. Explain to students the factors that influence tourism development.
4. Teach students the principles of sustainable tourism.
5. Guide students to assess the socio-economic impact of tourism on host communities.
6. Engage students in evaluating the sustainability of a named Nigerian recreation or tourism site.
7. Explain to students the role of community participation in sustainable tourism development.

LEARNING OUTCOMES

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

1. Explain concepts in recreation and tourism geography.
2. Identify major tourism resources and destinations.
3. Describe factors affecting tourism development.
4. Apply sustainability principles to tourism planning.
5. Evaluate the impact of tourism on communities.
6. Evaluate the sustainability of a named Nigerian tourism destination.
7. Explain how community participation supports sustainable tourism.

COURSE CONTENT

- Conceptual definitions and meanings of recreation, leisure and tourism
- Distinctions and structural differences between recreation and tourism
- Typologies of recreational activities and their spatial requirements
- Identification and classification of cultural and natural tourism features
- Spatial location and distribution of physical and natural tourism assets
- Spatial location and distribution of cultural tourism assets
- Relevance and economic contribution of natural and cultural tourism to the Nigerian economy
- Importance of recreation and tourism to human health, well-being and spatial planning
- Nigerian case studies, including Obudu Cattle Ranch and Yankari Game Reserve, are used to ground the theory of sustainable tourism in local realities that learners can relate to
- The concept and scope of recreation and tourism geography
- Principles of sustainable tourism development and ecotourism
- Tourism planning, marketing and destination management
- Challenges facing the Nigerian tourism industry and strategies for growth

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity

CATEGORY	DETAILS
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Binns, T., Dixon, A. & Nel, E. (2023). *Africa: Diversity and Development (2nd ed.)*. London: Routledge.

Iloeje, N. P. (1976). *A new geography of Nigeria (Metricated ed.)*. Longman.

Cooper, C., Fletcher, J., Fyall, A., Gilbert, D. & Wanhill, S. (2008). *Tourism: Principles and Practice (4th ed.)*. Pearson Education.

GEO 123 Introduction to Environmental Science

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This alternative elective introduces the multidisciplinary field of environmental science, covering how the atmosphere, biosphere, hydrosphere and lithosphere interact as systems, and how human activity affects environmental quality. The course moves from founda-

tional concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Definitions and multidisciplinary nature of environmental science, Components of the environment: atmosphere, biosphere, hydrosphere and lithosphere as interacting systems and Energy flow in environmental systems, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

An early grounding in environmental science gives trainee Geography teachers the systems-thinking needed to teach environmental topics accurately and to link physical processes to real environmental problems learners encounter in their communities. For a prospective Geography teacher, competence in introduction to environmental science strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the multidisciplinary nature and scope of environmental science.
2. Explain to students the major components of the environment and how they interact.
3. Expose students to current environmental issues, including climate change and pollution.
4. Guide students to examine the role of human activity in environmental degradation and management.
5. Encourage students to propose simple strategies for sustainable environmental management.
6. Guide students to relate environmental science concepts to specific Nigerian environmental problems.

LEARNING OUTCOMES

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

1. Define environmental science and illustrate its multidisciplinary nature.
2. Describe the components of the environment and how they interact.

3. Identify current environmental issues such as climate change, pollution and natural hazards.
4. Explain how human activity contributes to environmental degradation.
5. Suggest simple, practical strategies for sustainable environmental management.
6. Relate environmental science concepts to an environmental problem in the student's own community.

COURSE CONTENT

- Definitions and multidisciplinary nature of environmental science
- Components of the environment: atmosphere, biosphere, hydrosphere and lithosphere as interacting systems
- Energy flow in environmental systems
- Current environmental issues: climate change, air and water pollution, erosion, drought, flooding and other natural hazards
- The role of human activity in environmental degradation
- Principles and strategies of sustainable environmental management, illustrated with Nigerian case studies. the multidisciplinary nature and scope of environmental science.
- The major components of the environment and their interactions
- Current environmental issues, including climate change and pollution
- The role of human activity in environmental degradation and management
- Environmental policy, legislation and institutional frameworks in Nigeria
- Renewable and non-renewable natural resources
- Environmental impact assessment as a management tool

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy

CATEGORY	DETAILS
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Miller, G. T., & Spoolman, S. (2020). *Environmental science (16th ed.)*. Cengage.

Odjugo, P. A. O. (2010). *General overview of climate change impacts in Nigeria*. Journal of Human Ecology.

Botkin, D.B. & Keller, E.A. (2014). *Environmental Science: Earth as a Living Planet (9th ed.)*. Wiley.

GEO 122 Regional Geography of West Africa

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course provides a systematic study of the physical, human and economic geography of West Africa, examining regional patterns of climate, vegetation, population, resources and development. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Physical relief of West Africa and its role as a mineral resource base, Drainage networks and climate systems as water and energy resource bases and Soil types and vegetation zones as bases for crops, forestry and livestock, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

A regional understanding of West Africa strengthens teachers' ability to relate global geographic concepts to the local and sub-regional realities their learners experience. The course also draws attention to cross-border resource-sharing and cooperation issues within the Economic Community of West African States (ECOWAS). For a prospective Geography teacher, competence in regional geography of west africa strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the physical setting of West Africa.
2. Explain to students the population and settlement patterns in the sub-region.
3. Expose students to the distribution of resources and economic activities in West Africa.
4. Teach students about regional cooperation and integration in West Africa.
5. Guide students to analyse the development challenges facing the sub-region.

6. Explain to students the role of ECOWAS in regional economic and resource cooperation.
7. Acquaint students with the significance of shared river basins for regional development.

LEARNING OUTCOMES

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

1. Describe the physical geography of West Africa.
2. Explain population and settlement characteristics.
3. Relate resource distribution to economic activities.
4. Discuss regional integration efforts, including ECOWAS.
5. Analyse development issues within the sub-region.
6. Explain the role of ECOWAS in regional cooperation.
7. Describe the importance of a named shared river basin to regional development.

COURSE CONTENT

- Physical relief of West Africa and its role as a mineral resource base
- Drainage networks and climate systems as water and energy resource bases
- Soil types and vegetation zones as bases for crops, forestry and livestock
- Utilisation and management of land-based resources for agriculture and manufacturing
- Population growth, demographic structure and spatial distribution
- Regional economic integration, cooperation and the role of ECOWAS.
- Examples such as the Niger and Volta river basins and the ECOWAS free movement protocol are used to connect regional theory to current West African affairs
- The physical setting of West Africa
- Population and settlement patterns in the sub-region
- The distribution of resources and economic activities
- Urbanisation trends and major cities of West Africa
- Trans-boundary environmental issues within the sub-region
- Political and administrative divisions of West African countries

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Iloeje, N. P. (1976). *A new geography of Nigeria (Metricated ed.)*. Longman.

Binns, T., Dixon, A. & Nel, E. (2012). *Africa: Diversity and Development (2nd ed.)*. London: Routledge.

Church, R.J. Harrison (1980). *West Africa: A Study of the Environment and of Man's Use of It (8th ed.)*. Longman.

GEO 124 Applied Field Techniques

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 0 | **PRACTICAL HOURS** 90

COURSE OVERVIEW

This practical course equips students with essential fieldwork techniques for geographic data collection, including the use of field instruments, sampling methods, and preparation of field reports based on a supervised field excursion. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Introduction to primary field observation and data generation in physical and human geography, Fieldwork execution through a mandatory field study of four to seven days and Practical use of field equipment to generate quantitative geographic data sets, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Fieldwork is central to Geography teaching; competence in field techniques enables teachers to lead safe, structured and educationally rich excursions. The course also introduces basic digital data recording tools to prepare students for more advanced fieldwork later in the programme. For a prospective Geography teacher, competence in applied field techniques strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to basic field instruments and their correct use.
2. Teach students sampling techniques for field data collection.
3. Lead students in guided field observation and measurement.
4. Instil safety procedures for field excursions.
5. Guide students to compile and present a field report.
6. Demonstrate simple digital tools for recording field observations.
7. Supervise a short practice exercise that ends in a structured field report.

LEARNING OUTCOMES

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

1. Use field instruments correctly, including compass, GPS and clinometer.
2. Apply appropriate sampling techniques in the field.
3. Record accurate field observations and measurements.
4. Observe safety procedures during fieldwork.
5. Produce a structured field report.
6. Record field observations using a simple digital tool.
7. Prepare a structured report from a short practice field exercise.

COURSE CONTENT

- Introduction to primary field observation and data generation in physical and human geography
- Fieldwork execution through a mandatory field study of four to seven days
- Practical use of field equipment to generate quantitative geographic data sets
- Sampling designs, primary data collection and field note-taking
- Analytical processing and systematic interpretation of field data
- Spatial perception of geographical phenomena and environmental features
- Investigation of population-related and environmental problems within the study area
- Technical report writing, including the structuring and compilation of an independent fieldwork report
- A short practice field exercise within the host institution’s locality allows students to apply each technique before undertaking the more demanding fieldwork required in later years
- Basic field instruments and their use

- Ethical conduct and community relations during fieldwork
- Use of questionnaires and interviews in field data collection
- Presentation and defence of fieldwork findings

CATEGORY	DETAILS
Core Competencies	• Analytical Thinking • Scientific Reasoning • Data Interpretation • Spatial Awareness • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Scientific Integrity • Curiosity • Environmental Stewardship • Objectivity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Discussion • Problem-Based Learning • Fieldwork • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Topographical Maps • Field Equipment • Climate/Soil Data • Online Databases • GIS Software Tools

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Practical Reports • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Monkhouse, F.J. & Wilkinson, H.R. (1971). *Maps and Diagrams: Their Compilation and Construction (3rd ed.)*. London: Methuen.

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners (5th ed.)*. London: SAGE Publications.

Lenon, B.J. & Cleves, P.G. (2001). *Fieldwork Techniques and Projects in Geography (2nd ed.)*. Collins Educational.

GEO 125 Green Skills & Ecological Management

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course introduces the concept of Green Skills and their application in ecological management, covering ecosystem functions, biodiversity conservation, land degradation, carbon footprint reduction and climate-resilient practices. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Concept of Green Skills, ecosystem structure and services and biodiversity and conservation strategies, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Green Skills prepare teachers to model and teach environmentally responsible practices that support climate resilience and sustainable resource use in schools and communities. The course further introduces simple, classroom-transferable green skills projects that trainee teachers can later replicate with their own students. For a prospective Geography teacher, competence in green skills & ecological management strengthens the ability to

explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the concepts of Green Skills and ecological management.
2. Explain to students ecosystem structure and function.
3. Expose students to the causes and effects of land degradation.
4. Teach students methods of biodiversity conservation.
5. Guide students to apply strategies for reducing carbon footprints.
6. Coach students to design a simple green-skills project for a secondary school setting.
7. Explain to students the concept of a carbon footprint and simple ways to reduce it.

LEARNING OUTCOMES

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

1. Explain the concept and scope of Green Skills.
2. Describe how ecosystems function.
3. Identify causes of land degradation in local areas.
4. Apply conservation methods to protect biodiversity.
5. Propose measures to reduce carbon footprint.
6. Design a simple, school-based green-skills project.
7. Explain the concept of carbon footprint and outline ways to reduce it.

COURSE CONTENT

- The concept of Green Skills and ecological management
- Ecosystem structure, function and services
- Biodiversity and conservation strategies
- Causes and management of land degradation
- Carbon footprint and mitigation strategies
- Climate-resilient practices in schools and communities
- Waste management and recycling in the school environment

- Renewable energy options for community and institutional use
- Water conservation and rainwater harvesting techniques
- Environmental clubs and community outreach programmes
- Green entrepreneurship and eco-friendly livelihood options
- Monitoring and evaluation of ecological management projects
- Practical activities such as school tree-planting, composting and waste-sorting projects that make ecological management tangible and classroom-ready

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Binns, T., Dixon, A. & Nel, E. (2012). *Africa: Diversity and Development (2nd ed.)*. London: Routledge.

Strahler, A.H. & Strahler, A.N. (2005). *Physical Geography: Science and Systems of the Human Environment (3rd ed.)*. New York: John Wiley & Sons.

Botkin, D.B. & Keller, E.A. (2014). *Environmental Science: Earth as a Living Planet (9th ed.)*. Wiley.

GEO 126 Introduction to GIS

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course introduces the fundamentals of Remote Sensing and Geographic Information Systems (GIS), covering the physical principles of electromagnetic energy, aerial photograph and satellite image interpretation, spatial data types, data capture, and hands-on practice with entry-level GIS software. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Meaning, scope, history and applications of Remote Sensing in geography, Physical principles of electromagnetic energy and Remote Sensing

and Characteristics of aerial photographs and satellite imagery, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Foundational GIS competence prepares teachers to integrate modern geospatial technology into classroom instruction and everyday spatial problem-solving. The course also gives students hands-on exposure to a basic desktop or mobile GIS application to prepare them for the more advanced GIS and remote sensing courses later in the programme. For a prospective Geography teacher, competence in introduction to gis strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the concept and components of GIS.
2. Explain to students the types of spatial data, including vector and raster.
3. Demonstrate basic data entry and digitising skills to students.
4. Train students to create simple thematic maps using GIS software.
5. Expose students to applications of GIS in education and planning.
6. Acquaint students with the basic components and functions of a GIS software package.
7. Supervise students in a simple digitising and mapping exercise using GIS software.

LEARNING OUTCOMES

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

1. Explain what GIS is and how it works.
2. Distinguish between vector and raster data.
3. Perform basic digitising and data entry tasks.
4. Produce a simple thematic map.
5. Discuss real-world applications of GIS.
6. Describe the basic components of a GIS software package.
7. Perform a simple digitising and mapping exercise using GIS software.

COURSE CONTENT

- Meaning, scope, history and applications of Remote Sensing in geography
- Physical principles of electromagnetic energy and Remote Sensing
- Characteristics of aerial photographs and satellite imagery
- Visual and digital image interpretation techniques
- Meaning, history and core components of Geographic Information Systems
- Spatial data models: raster and vector data structures
- Spatial data acquisition, storage, query, analysis and cartographic presentation
- Applications of GIS and Remote Sensing in environmental management, agriculture, urban planning and disaster monitoring
- Simple exercises using freely available GIS software and Nigerian spatial data introduce students to digitising, symbolising and querying map layers
- The concept and components of GIS.
- Global Positioning System (GPS) principles and its integration with GIS.
- Digital elevation models and terrain analysis
- Web-based and mobile GIS applications for everyday spatial tasks

CATEGORY	DETAILS
Core Competencies	• Spatial Analysis • Technical Problem-Solving • Data Interpretation • Communication Skills • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Accuracy • Innovation • Objectivity • Diligence • Teamwork • Respect for Diversity

CATEGORY	DETAILS
Pedagogical Approaches	• Computer Laboratory Practice • Demonstration • Hands-on Exercises • Group Discussions • ICT-Integrated Instruction
Learning Resources	• GIS/Remote Sensing Software • Satellite Imagery • Computers • Sample Spatial Datasets • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Test • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Longley, P.A., Goodchild, M.F., Maguire, D.J. & Rhind, D.W. (2015). *Geographic Information Science and Systems (4th ed.)*. Hoboken, NJ: Wiley.

Burrough, P.A. & McDonnell, R.A. (2015). *Principles of Geographical Information Systems (2nd ed.)*. Oxford University Press.

Bolstad, P. (2016). *GIS Fundamentals: A First Text on Geographic Information Systems (5th ed.)*. XanEdu.

NCE 200 Level: First Semester

EDU 211 Classroom Management

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course provides an in-depth exploration of effective classroom management and organisational strategies that promote positive learning environments. Students will examine theories, principles and practical approaches to managing students' behaviour, establishing clear expectations and creating inclusive, respectful classrooms. Emphasis is placed on proactive management techniques, relationship-building, and culturally responsive practices that support diverse learners. By the end of the course, students will be able to design and implement comprehensive classroom management plans that foster academic success, social-emotional growth and a safe, well-organised learning environment.

RELEVANCE STATEMENT

The course Classroom Management is a core professional education course designed to equip prospective teachers in the Nigerian Colleges of Education system with the knowledge, skills, attitudes, and professional competencies required to establish and maintain productive, inclusive, and learner-centred classroom environments. It provides student-teachers with practical strategies for organising and managing classrooms in ways that promote effective teaching, meaningful learning, positive behaviour, and academic achievement. The course introduces students to the principles and practices of effective classroom organisation, instructional management, learner engagement, behaviour management, classroom communication, time management, conflict resolution, and the creation of safe and supportive learning environments. It enables prospective teachers to develop the competence to plan, organise, monitor, and evaluate classroom activities that enhance learners' participation and overall educational outcomes.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the concept of classroom management.
2. Expose students to effective behaviour management strategies.
3. Guide students to develop classroom rules, routines and procedures.

4. Equip students with strategies for managing diverse learners and challenging behaviours.
5. Train students in communication and motivation techniques for the classroom.
6. Acquaint students with the key components of effective classroom management.

LEARNING OUTCOMES

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

1. Define classroom management and explain its importance in creating a positive learning environment.
2. Identify key components of effective classroom management.
3. Establish clear expectations and classroom rules that promote respectful and productive behaviour.
4. Apply proactive strategies to prevent disruptive behaviour and support students' engagement.
5. Demonstrate effective communication techniques that encourage positive student-teacher relationships.
6. Implement appropriate behaviour management strategies, including positive reinforcement and corrective actions.

COURSE CONTENT

- **Introduction to Classroom Management:** Meaning and scope of classroom management, Importance of effective classroom management, Role of the teacher in classroom management
- **Create a Positive Learning Environment:** Classroom climate and culture, Building teacher-student relationships, Encouraging student engagement and participation).Classroom Organisation and Physical Arrangement (Classroom layout and seating arrangements, Organisation of materials and resources
- **Use and displays of learning aids:** Types of learning aids, Selection of learning aids, Importance of learning aids
- **Classroom Rules, Routines and Procedures:** Establishing classroom rules, Developing routines and procedures, and reinforcing expectations
- **Communication Skills in Classroom Management:** Verbal and non-verbal communication, Active listening and questioning techniques, Giving feedback and corrective guidance

- **Managing a Digital Classroom:** Meaning of a Digital classroom, Common Digital tools for teaching and learning, Assessment of learning in a digital classroom
- **Managing Student Behaviour:** Understanding student behaviour, Preventive strategies for behaviour management, Positive reinforcement and motivation, Handling misbehaviour and disruptions
- **Teachers' academic record and Documentation:** Attendance register, Result master sheet, Report card, Dossier (student cumulative record), Syllabus, Diary/log book, Scheme of work, Record of work

CATEGORY	DETAILS
Core Competencies	• Critical thinking and problem-solving skills • Communication and leadership skills • Collaboration, flexibility and emotional intelligence • Reflective thinking and self-awareness • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Respect, tolerance and inclusion • Integrity and responsibility • Perseverance and humility • Service and team spirit
Pedagogical Approaches	• Participatory Approach • Environmental Approach • Permissive Approach • Constructivist Approach. • Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching)
Learning Resources	• Online Articles and Teaching sites • Digital Tools and Apps. • Online Courses and Webinars • Professional Communities and Blogs. • National Curriculum for Basic Education

CATEGORY	DETAILS
Assessment Methods	• Observational Assessment • Case Studies and Scenario-based Assessment • Portfolios • Formal Assessment • Feedback from Students

REFERENCES AND FURTHER READING

Becker, J (2025). *Effective Classroom Management: The Essentials*.

Adefokun, S. I. (2024). *Classroom Behaviour Management Techniques*.

UBEC Training Manual (2024). *School Based Teacher Professional Development: Management and Practice*.

Adesina, S (2002). *Educational Management*.

EDU 212 Curriculum and Curriculum Delivery

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course explores the theory, development, implementation and evaluation of educational curricula across diverse learning contexts. Students will examine historical, philosophical, sociological and psychological perspectives that shape curriculum design and decision making. The course emphasises critical analysis of curriculum design and decision-making. The course emphasises critical analysis of curriculum models, instructional strategies and assessment practices to foster meaningful learning experiences. By the end of the course, students will be equipped with the knowledge and skills to design, evaluate and adapt curricula that meet the diverse needs of learners in various educational settings.

RELEVANCE STATEMENT

The course Curriculum and Curriculum Delivery is a core professional education course that equips prospective teachers in the Nigerian Colleges of Education system with the knowledge, skills, and competencies required to understand, interpret, implement, and evaluate curricula effectively. It provides student-teachers with a comprehensive understanding of curriculum concepts, principles, theories, models, and processes, enabling

them to deliver quality instruction that meets national educational goals and learners' developmental needs.

The course exposes students to the philosophical, psychological, sociological, and historical foundations of curriculum development, as well as the principles of curriculum planning, design, implementation, monitoring, and evaluation. It enables prospective teachers to appreciate the relationship between curriculum, teaching, learning, assessment, and educational policy within the Nigerian education system.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the meaning, scope and importance of curriculum and curriculum studies.
2. Take students through the historical development of curriculum and curriculum studies.
3. Acquaint students with different types and models of curriculum.
4. Guide students to apply principles of curriculum development in setting aims, goals and objectives.
5. Train students to design curriculum content and learning experiences that suit learners' needs.
6. Expose students to the processes of curriculum planning and development at various levels.
7. Explain to students the roles of teachers, administrators and other stakeholders in curriculum implementation.
8. Introduce students to the concept of curriculum innovation.
9. Teach students to evaluate a curriculum using appropriate methods and models.

LEARNING OUTCOMES

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

1. Define curriculum and curriculum studies using appropriate educational terminology.
2. Describe the historical development and evolution of curriculum in education.
3. Differentiate among various types of curriculum and curriculum models.
4. Develop clear and relevant curriculum aims, goals and objectives.
5. Select and organise curriculum content based on learners' needs and societal demands.

6. Plan appropriate learning experiences and instructional strategies for effective curriculum implementation.
7. Apply appropriate methods and models to evaluate curriculum effectiveness.
8. Identify innovative elements in the basic education curriculum
9. Interpret curriculum evaluation data to recommend improvements.

COURSE CONTENT

- **Introduction to Curriculum Studies:** Meaning and definitions of curriculum, Scope and importance of curriculum studies, Curriculum as a field of study
- **Historical Foundations of Curriculum:** Evolution of curriculum, Traditional vs modern curriculum, Contributions of early curriculum theorists
- **Major curriculum reforms and trends, Types of Curriculum:** Formal curriculum, Informal curriculum, Hidden curriculum, Core curriculum
- **Curriculum Development Process:** Needs assessment, Setting aims, goals and objectives, Selection and organisation of content, Selection of learning experiences and activities
- **Traditional Models of Curriculum Development:** Tyler's model, Wheeler's model, Taba's model
- **Contemporary Models of Curriculum Development:** Wiggins & McTighe's Backwards Design Model, Mishra & Koehler's TPACK Framework, Successive Approximation Model (SAM)
- **Curriculum Implementation:** Meaning of curriculum implementation, Role of teachers and administrators, Factors affecting curriculum implementation
- **Curriculum Innovation:** Meaning and purpose of curriculum innovation, Factors influencing curriculum innovation, Curriculum innovation process
- **Curriculum Evaluation:** Meaning and purpose of curriculum evaluation, using evaluation results for curriculum improvement

CATEGORY	DETAILS
Core Competencies	• Critical thinking and analytical skills • Communication • Reflective thinking • Collaboration, leadership and lifelong learning • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity, honesty and transparency • Responsibility and service • Respect, inclusion and flexibility • Perseverance and humility
Pedagogical Approaches	• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching) • Project-based learning • Expository Approach • Discussion-Based Approach • Experiential Learning Approach
Learning Resources	• Online Courses & MOOCs • Practical tools and Frameworks • Video and Lecture Resources • Communities and Discussion Platforms. • National Curriculum for Basic Education
Assessment Methods	• Formative Assessment • Summative Assessment • Performance-Based Assessment • Self-Assessment • Peer Assessment

REFERENCES AND FURTHER READING

Nzewi, U. M., & Kanno, T. N. (2025). *Issues in Nigerian Curriculum Development and Implementation*.

Mbachu, C. E. (2022). *Curriculum Development and Implementation*.

Ivowi, U. M. O. (2014). *Curriculum and Teaching in Nigeria*.

Iyamu, E. O. S. (2010). *Introduction to Curriculum Studies*.

EDU 213 Micro Teaching I:(Theory and Practice)

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 60

EDU 213 Micro Teaching I: (Theory and Practice)

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 60

COURSE OVERVIEW

This course introduces pre-service teachers to the principles and practices of micro-teaching within hybrid and blended learning environment. It emphasises lessons planning, instructional delivery, classroom communication and assessment using both face to face and digital modalities. Students develop foundational teaching skills through short, focused teaching sessions, peer feedback, self-reflection and the integration of educational technologies.

RELEVANCE STATEMENT

Micro Teaching Theory is a core professional education course that provides prospective teachers in the Nigerian Colleges of Education system with the theoretical knowledge and pedagogical foundation required for the development of effective teaching competencies. The course introduces student-teachers to the principles, concepts, models, and processes of microteaching as a systematic approach to teacher preparation, enabling them to acquire, practise, and refine essential teaching skills before participating in real classroom teaching. The course equips students with an understanding of the various components of effective instruction, including lesson planning, lesson presentation, questioning techniques, reinforcement, classroom communication, stimulus variation, explanation, use of instructional materials, learner engagement, classroom management, and lesson

evaluation. It enables prospective teachers to appreciate the theoretical basis of these instructional skills and their significance in promoting meaningful teaching and learning.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the meaning, scope and importance of micro-teaching in teacher education.
2. Guide students to compare the physical and hybrid modes of micro-teaching.
3. Demonstrate the application of hybrid and blended learning in micro-teaching.
4. Expose students to classroom management strategies for a blended learning environment.
5. Acquaint students with digital tools and resources for blended learning.
6. Explain to students the role of feedback in micro-teaching.
7. Train students to apply appropriate assessment strategies in hybrid/blended micro-teaching.
8. Guide students to practise structured reflection during micro-teaching.

LEARNING OUTCOMES

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

1. Explain the meaning, scope and importance of micro-teaching in teacher education.
2. Distinguish between the physical and hybrid modes of micro-teaching
3. Demonstrate the different applications of hybrid and blended learning in micro-teaching.
4. Employ different strategies for classroom management in a blended learning environment.
5. Utilise different digital tools and resources for blended learning.
6. Give and receive constructive feedback during micro-teaching sessions.
7. Engage in collaborative assessment during micro teaching.
8. Complete a structured self-reflection checklist after their micro-teaching activities

COURSE CONTENT

- **Introduction to Micro-teaching:**
  - Concept and purpose of micro-teaching
  - Characteristics and principles of micro-teaching

  - Importance of micro-teaching in teachers' education
  - Micro-teaching cycle: plan
  - Teach
  - And observe
  - Feedback
  - Re-teach
- **Physical and Hybrid Modes Compared:** Differences, Similarities
- **Foundations of hybrid and Blended Learning:**
  - Definitions and differences between hybrid and blended learning
  - Models of blended learning
  - Advantages and challenges of hybrid and blended learning
  - Role of the teacher in blended environments
- **Instructional Planning for Hybrid/Blended lessons:**
  - Designing learning objectives for hybrid lessons
  - Lesson planning for synchronous and asynchronous delivery
  - Integrating technology and instructional resources
  - Selecting appropriate teaching methods for blended learning
- **Teaching Skills in hybrid/Blended Micro-teaching:** Set induction and lesson introduction strategies, Stimulus variation and engagement techniques, Questioning techniques in dual mode classrooms,
- Reinforcement and feedback in hybrid lessons)
- **Classroom management in blended environments:**
  - Managing dual learning environments
  - Organising learning stations and virtual learning sessions
  - Maintaining learner engagement and participation
  - Managing instructional time between online and physical interaction
- **Digital Tools and Resources:** Learning Management Systems (Moodle, Canvas, and Google Classroom), Video conferencing platforms (Zoom, NS Teams and Google meet)
- **Observation and Feedback:** Peer and supervisor observation techniques, Structured checklist for evaluating micro-teaching, Giving and receiving constructive feedback

- **Assessment in Hybrid/Blended Micro-teaching:** Formative and summative assessment strategies, Evaluating learner engagement and participation
- **Reflective Practice and Professional Development:** Importance of self-reflection in teaching, Documenting teaching reflections and improvement plans

CATEGORY	DETAILS
Core Competencies	• Critical thinking and reflective thinking • Communication • Self-development • Leadership, collaboration, and teamwork • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity and honesty • Respect and inclusion • Perseverance and humility • Service and responsibility
Pedagogical Approaches	• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching) • Project-based learning
Learning Resources	• Foundational Micro-Teaching Literature • Online Courses and Modules • Video and Multi-Media Resources • Practical Tools and Workshops. • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment • Formative Assessment • Digital assessment (Blended/Online 5. Assessment) • Assessment Rubrics

REFERENCES AND FURTHER READING

Cavanaugh, S. (2022). *Micro-teaching: Theoretical Origins and Practice*.

El-Koumy, A. A. (2022). *Micro-teaching: A Technique for Effective Teaching*.

Jeremiah, S & Gabriel, J. (2011).Micro-teaching at a glance

Aguokogbuo, C. N. (2002). *Micro-teaching: Theory and Practice*.

Obi, T. E. C. (1999). *Theory and Practice of Micro-teaching in Teacher Education*.

GSE 211 General English II

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

The course builds on the foundation provided in GSE 111. It exposes students to the basics of English grammar and effective communication in English. It makes a deeper exploration of the various skills of language introduced in GSE 111. These include more practices on use of stress and intonation in English; practical reading comprehension; speech making practices; phrases and clauses; more on vocabulary as well as practice work on report writing and speech presentation. These topics and earlier one will definitely equip prospective teacher with the language skill required of them to be effective teachers after graduation.

RELEVANCE STATEMENT

This course is highly relevant to strengthening learners' communication, academic performance and overall literacy where proficiency in English is essential for success across all school subjects and in national life. By developing students' skills in reading, writing, speaking, listening, grammar and vocabulary, the course supports improved comprehension, critical thinking and effective expression in academic and real-life contexts.

COURSE OBJECTIVES

The course objectives are to:

1. Develop students' spoken English, with attention to stress and intonation patterns.
2. Teach students how words are used in different contexts.
3. Explain to students the appropriate use of English grammatical structures in different forms of writing.

4. Provide practice in reading and comprehending academic and non-academic discourse.
5. Train students to write and present reports.

LEARNING OUTCOMES

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

1. Pronounce English words, and articulate structures correctly dwelling on their knowledge of English phonetics.
2. Recognise and use correctly words belonging to the various parts of speech in English;
3. Demonstrate use of appropriate use of English grammatical structures in different forms of writing
4. Read and understand written and spoken discourses of academic and non-academic types, and demonstrate good skill in answering questions on given passages.
5. Write coherent reports and present them orally

COURSE CONTENT

- **Speech: More on word and sentence stress:** with emphasis on stress in polysyllabic words in word stress and emphatic stress in sentence stress
- **More drills on intonation on various sentence types deployed in class interactions:** questions, instructions, information, doubt etc. Techniques of speech delivery and practice in speech presentation for different occasions
- Reading Comprehension: Discuss different levels of comprehension
- Comprehension strategies and overcoming reading comprehension barriers
- Types of comprehension questions and how to answer them
- Grammar: Identification and usage of phrases and clauses
- Basic sentence patterns in English
- Direct and Indirect speech
- Ambiguity
- Mechanics of English and Dealing with Grammatical Errors
- Vocabulary: Figures of speech
- Colloquial expressions
- Word parts, Semantic mapping, Word Choice, and Vocabulary development activities
- **Registers:** Emphasis on students' subject areas

- **Writing: Report writing:** Technical and non-technical

CATEGORY	DETAILS
Core Competencies	• Communication • Critical thinking • Emotional intelligence • Lifelong Learning • Pedagogic knowledge • Problem-solving • Reflective thinking • Self-development • Social emotional learning • Time management • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Flexibility • Time management • Self-direction • Team spirit, etc.
Pedagogical Approaches	• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching) • Digital pedagogy • Self-study • Onsite learning • Pair and group work

CATEGORY	DETAILS
Learning Resources	• National Curriculum for Basic Education. • Achebe, C. Things Fall Apart • Raymond, M. English Grammar in Use • *Effective Communication Skills* • Swan, M. Practical English Usage. • *Longman Dictionary of Contemporary English* • *National Policy on Inclusive Education* • *National Education Policy* • *Online resources: OER repositories, e-libraries, MOOCs (e.g. Coursera, edX) and educational websites*
Assessment Methods	• Self-assessment • Pair assessment • Group assessment • Continuous assessment

REFERENCES AND FURTHER READING

Achebe, C. Things Fall Apart

Raymond, M. English Grammar in Use Effective Communication Skills

Swan, M. Practical English Usage.

Longman Dictionary of Contemporary English National Policy on Inclusive Education National Education Policy

GSE 212 Introduction to Foundational Literacy

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course equips basic education teachers with the knowledge and practical skills required to develop strong foundational literacy among learners in the early grades (Pre-Primary to Primary 3). It focuses on evidence-based approaches to teaching early reading and writing, including oral language development, phonological awareness, phonics, fluency, vocabulary, comprehension, and emergent writing. The course emphasises learner-centred, structured, and inclusive instructional strategies that support diverse

learners, including struggling readers and multilingual pupils. Teachers will also learn effective lesson planning, classroom literacy routines, use of low-cost instructional materials, and formative assessment techniques to monitor learner progress. Aligned with Nigeria's National Basic Education Curriculum and Foundational Learning priorities, the course strengthens teachers' capacity to improve reading outcomes and build a strong foundation for lifelong learning.

RELEVANCE STATEMENT

The Foundational Literacy course is highly relevant to Nigeria's urgent need to improve early grade reading outcomes, as many children currently progress through basic education without acquiring essential reading and writing skills. By strengthening teachers' capacity to deliver effective, evidence-based literacy instruction aligned with national education priorities, the course addresses learning poverty, supports inclusive and multilingual classrooms, and improves pupils' readiness for success across all subjects. It contributes directly to national goals of enhancing educational quality, reducing dropout rates, and building a literate, skilled, and productive population, making it a critical intervention for sustainable educational and socio-economic development in Nigeria.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the key components of foundational literacy and why they matter.
2. Train students to assess learners' reading skills and use the data to guide teaching.
3. Demonstrate how to plan and teach explicit lessons in phonics, vocabulary, fluency and comprehension.
4. Equip students with differentiation, multilingual and intervention strategies for supporting learners.
5. Show students how to monitor progress and engage parents/community in literacy at home and school.

LEARNING OUTCOMES

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

1. Explain the key concepts and components of foundational literacy.
2. Assess learners' reading levels and use results to plan lessons
3. Teach explicit lessons in phonics, vocabulary, fluency and comprehension.
4. Support diverse learners, including multilingual classrooms and struggling readers

5. Monitor learner progress and engage parents/community in literacy

COURSE CONTENT

- Concept of print
- Phonemic awareness/phonological awareness
- Phonics
- Fluency
- Writing
- Early language development
- Assessing writing
- Oral language development
- Reflective journals
- Comprehension
- Scaffolding
- Transition
- Vocabulary
- Assessments
- Assessing Early Grade Reading
- Second language acquisition
- **Literary issues in Nigeria:** Teacher, Tongue, Text, Time, Testing, and Curriculum (5Ts plus C)

CATEGORY	DETAILS
Core Competencies	• Communication • Critical thinking • Emotional intelligence • Lifelong Learning • Pedagogic knowledge • Problem-solving • Reflective thinking • Self-development • Social emotional learning • Time management • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Flexibility • Time management • Self-direction • Team spirit, etc.
Pedagogical Approaches	• Digital pedagogy • Self-study • Onsite learning • Pair and group work • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)
Learning Resources	• *National Policy on Inclusive Education* • *National Education Policy* • *Foundational Literacy and Numeracy Framework* • *National Reading Framework. National Curriculum for Basic Education* • *Online resources: OER repositories, e-libraries, MOOCs (e.g. Coursera, edX) and educational websites*

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Written Assessment • Group discussions • Debates • And presentations • Practical exercises

REFERENCES AND FURTHER READING

1) Federal Republic of Nigeria. (2013). *National policy on education (6th ed.)*. Nigerian Educational Research and Development Council (NERDC).
2) Federal Ministry of Education. (2022). *National language policy*. Federal Ministry of Education/Nigerian Educational Research and Development Council (NERDC).
3) Federal Ministry of Education. (2024). *National reading framework*. Federal Ministry of Education, Nigeria.
4) Federal Ministry of Education. (2022). *National foundational literacy and numeracy framework*. Federal Ministry of Education, Nigeria.
5) RTI International. (2016). *Early Grade Reading Assessment (EGRA) toolkit (2nd ed.)*. United States Agency for International Development (USAID).

GSE 213 Media and Information Literacy II

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course equips students with the essential skills to critically access, evaluate, and create media and information in diverse formats. Emphasis is placed on understanding the role of media in society, identifying misinformation, disinformation and malinformation; and applying ethical standards in educational contexts. Through a blend of theory and practical activities, learners will develop competencies to integrate media and information literacy skills into teaching and community engagement, thereby aligning with Nigeria's national education goals. This advanced phase of the course will focus on the application of the foundation knowledge acquired in GSE 123 (Media and Literacy I) in classroom and community settings.

RELEVANCE STATEMENT

This course moves beyond basic digital skills, empowering students to dismantle the threats of misinformation, disinformation, malinformation, hate speech and fake news that challenge social cohesion. By aligning with Nigeria's national education goals, the programme ensures that students are not just consumers of content, but ethical creators and critical thinkers capable of fostering a media literate society. This builds the essential ethical and concept required to transform classroom teaching and community engagement into pillars of informed citizenship.

COURSE OBJECTIVES

The objectives of this course are to:

1. Guide students to apply MIL principles in designing instructional materials that combine digital and traditional media.
2. Train students to use tools and platforms to locate, organise and cite information ethically.
3. Demonstrate how to integrate media-rich resources into lesson plans for diverse learning styles.
4. Guide students to examine the impact of media on cultural identity and national cohesion in Nigerian classrooms.
5. Encourage students to assess and reflect on their own MIL competencies for professional growth.
6. Facilitate peer collaboration in building a repository of credible Nigerian media sources for education.

LEARNING OUTCOMES

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

1. Reflect on personal MIL competencies and devise a plan for continuous professional growth.
2. Incorporate multimedia resources into lesson plans to cater to diverse learning styles.
3. Collaborate with peers to curate a repository of credible Nigerian media sources for educational purposes.
4. Analyse how media shapes cultural identity and national cohesion in Nigerian classrooms.
5. Design assessment tasks that require students to produce and critically evaluate media content.

6. Apply ethical guidelines to locate, organise and cite information for teaching.

COURSE CONTENT

- Media, Technology, and Society
- Socio-Cultural Dimensions of Media
- Representation and Meaning in Media
- Stereotypes in Media Content
- Public service announcement
- Advertising and regulation laws
- Audience and Media Interpretation
- Peace journalism
- Artificial Intelligence (AI) and Media Information Literacy (MIL)
- Media Information Literacy (MIL) for community development

CATEGORY	DETAILS
Core Competencies	• Information literacy • Critical thinking • Problem-solving • Communication • Reflective thinking • Self-awareness • Lifelong learning • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity • Honesty • Responsibility and transparency • Respect • Tolerance • And inclusion • Humility • Service

CATEGORY	DETAILS
Pedagogical Approaches	• Digital pedagogy • Self-study • Onsite learning • Pair and group work • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)
Learning Resources	• Core Textbooks and Reference materials • Websites and Online Resources • Educational videos and open educational resources (OERs) • UNESCO Media and Information Literacy online platform (https://www.unesco.org/en/media-information-literacy)https://www.unesco.org/en/media-information-literacy • *National Policy on Inclusive Education* • *National Education Policy.* • *National Curriculum for Basic Education*
Assessment Methods	• Continuous Assessment • Written Assessment • Group discussions • Debates • And presentations • Practical exercises

REFERENCES AND FURTHER READING

Federal Republic of Nigeria. (2013). *National policy on education (6th ed.)*. Nigerian Educational Research and Development Council (NERDC).

Federal Republic of Nigeria. (2016). *National policy on information and communication technologies (ICT) in education*. Federal Ministry of Education.

UNESCO. (2021). *Media and information literate citizens: Think critically, click wisely*! Media and information literacy curriculum for educators and learners. UNESCO.

UNESCO. (2023). *Guidelines for the governance of digital platforms: Safeguarding freedom of expression and access to information through a multistakeholder approach*. UNESCO.

UNESCO. (2024). *AI competency framework for teachers*. UNESCO.

GEO 211 Spatial Economic Systems

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the spatial organisation of economic activities, theories of location, and the geographic factors influencing agriculture, industry, trade and service provision. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Meaning, scope, evolution and modern approaches to Economic Geography, Classical theories of economic activity location: Von Thünen, Weber and Christaller and Spatial distribution, classification and utilisation of global natural resources, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Understanding spatial economic systems helps teachers explain why economic activities are located where they are, linking geography to livelihoods and national development. The course also equips trainee teachers to relate spatial-economic theory to industrial location patterns observed in Nigeria. For a prospective Geography teacher, competence in spatial economic systems strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the concept of spatial economic systems.
2. Explain to students the main theories of economic location.
3. Teach students the spatial pattern of agricultural production.
4. Guide students to analyse the location of industries and services.
5. Help students relate spatial economic patterns to development.

6. Guide students to apply spatial-economic models to the location of industries in Nigeria.
7. Explain to students the factors that influence the growth of market centres in a region.

LEARNING OUTCOMES

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

1. Explain key concepts in spatial economic geography.
2. Describe location theories, including von Thünen and Weber.
3. Explain spatial patterns of agriculture and industry.
4. Discuss factors of industrial and service location.
5. Relate economic geography to development planning.
6. Relate spatial-economic theory to a named Nigerian industrial cluster.
7. Explain factors influencing the growth of a regional market centre.

COURSE CONTENT

- Meaning, scope, evolution and modern approaches to Economic Geography
- Classical theories of economic activity location: Von Thünen, Weber and Christaller
- Spatial distribution, classification and utilisation of global natural resources
- Analysis of primary, secondary and tertiary economic sectors
- Agricultural systems, production regions and spatial organisation
- Factors governing industrial location, clusters and regional development
- Transportation networks, spatial interaction and international trade systems
- Energy resource distribution and its relationship with global economic development
- Globalisation and its socio-economic implications for developing economies
- Case studies of Nigerian industrial clusters and market centres are used to illustrate abstract spatial-economic models with familiar local examples
- Foreign direct investment and multinational corporate location decisions
- Informal sector economic activities and their spatial patterns
- Regional economic disparities and development planning strategies

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Mabogunje, A.L. (1968). *Urbanization in Nigeria*. London: University of London Press.

Binns, T., Dixon, A. & Nel, E. (2012). *Africa: Diversity and Development (2nd ed.)*. London: Routledge.

Dicken, P. (2015). *Global Shift: Mapping the Changing Contours of the World Economy (7th ed.)*. Sage.

GEO 213 Advanced Cartography & Surveying

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course builds on foundational map skills to cover advanced cartographic design, thematic mapping and basic land surveying techniques, including the use of surveying instruments for measurement and mapping. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Advanced practical map reading, cross-section drawing and morphometric analysis, Principles and field techniques of land surveying and Chain surveying, prismatic compass surveying and plane table surveying, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Advanced cartography and surveying skills strengthen teachers' technical competence in producing accurate maps and guiding practical fieldwork and mapping exercises. Students also gain further practice converting field survey data into finished maps suitable for classroom and project use. For a prospective Geography teacher, competence in advanced cartography & surveying strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the principles of cartographic design.
2. Train students to produce thematic maps with appropriate symbols and scales.
3. Demonstrate the use of basic surveying instruments for linear and angular measurement.
4. Supervise students in simple chain and compass surveys.
5. Guide students to apply cartographic and surveying skills to real mapping tasks.
6. Show students how to convert raw field survey data into a scaled, annotated map.
7. Guide students to check the accuracy of a finished survey map against field measurements.

LEARNING OUTCOMES

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

1. Apply principles of good cartographic design.
2. Produce accurate thematic maps.
3. Use surveying instruments correctly.
4. Conduct a simple field survey.
5. Present survey results as a map or plan.
6. Produce a scaled, annotated map from raw field survey data.
7. Evaluate the accuracy of a completed map against original field measurements.

COURSE CONTENT

- Advanced practical map reading, cross-section drawing and morphometric analysis
- Principles and field techniques of land surveying
- Chain surveying, prismatic compass surveying and plane table surveying
- Practical measurement of ground distance, horizontal direction, area and elevation
- Methods of collecting, recording and processing quantitative field survey measurements
- Preparation and construction of maps, thematic charts and statistical diagrams, manually and digitally
- Practical exercises in meteorological observation and weather station record-keeping
- Operation and care of simple geographical and surveying instruments
- Preparation and professional presentation of technical field survey reports

- A short practical exercise takes students from raw field survey measurements through to a completed, properly-scaled map, consolidating theory and practice
- Errors of closure and adjustment in traverse surveying
- Use of the theodolite and total station in advanced surveying
- Digital data capture and processing for cartographic output

CATEGORY	DETAILS
Core Competencies	• Analytical Thinking • Scientific Reasoning • Data Interpretation • Spatial Awareness • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Scientific Integrity • Curiosity • Environmental Stewardship • Objectivity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Discussion • Problem-Based Learning • Fieldwork • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Topographical Maps • Field Equipment • Climate/Soil Data • Online Databases • GIS Software Tools

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Practical Reports • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Monkhouse, F.J. & Wilkinson, H.R. (1971). *Maps and Diagrams: Their Compilation and Construction (3rd ed.)*. London: Methuen.

Longley, P.A., Goodchild, M.F., Maguire, D.J. & Rhind, D.W. (2015). *Geographic Information Science and Systems (4th ed.)*. Hoboken, NJ: Wiley.

Robinson, A.H., Morrison, J.L., Muehrcke, P.C., Kimerling, A.J. & Guptill, S.C. (1995). *Elements of Cartography (6th ed.)*. Wiley.

GEO 214 Hydro-Informatics & Blue Skills

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course introduces Blue Skills through the study of water resource systems, hydrological processes, water quality assessment, and the use of basic hydro-informatics tools for flood risk and watershed management. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Concept of Blue Skills and climate resilience, the hydrological cycle and surface and groundwater systems, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Blue Skills competence prepares teachers to address water-related challenges such as flooding and water scarcity, which are increasingly important in climate-resilience education. The course also introduces simple water-monitoring tools that trainee teachers can later demonstrate to secondary school learners. For a prospective Geography teacher, competence in hydro-informatics & blue skills strengthens the ability to explain

geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the concepts of Blue Skills and hydro-informatics.
2. Explain to students the hydrological cycle and water resource systems.
3. Demonstrate basic water quality testing techniques.
4. Teach students the principles of watershed and flood risk management.
5. Train students to use simple hydro-informatics tools for water data analysis.
6. Guide students in operating simple field instruments for water-quality or discharge measurement.
7. Explain to students how water-monitoring data supports water resource decisions.

LEARNING OUTCOMES

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

1. Explain the concept of Blue Skills.
2. Describe the hydrological cycle and its components.
3. Conduct basic water quality tests.
4. Explain flood risk and watershed management strategies.
5. Interpret simple hydrological data.
6. Operate a simple instrument to measure basic water quality or discharge.
7. Explain how water-monitoring data informs water resource decisions.

COURSE CONTENT

- The concept of Blue Skills and climate resilience
- The global hydrological cycle and its components
- Surface water and groundwater systems
- Water quality parameters and basic laboratory testing methods
- Flood risk mapping using ArcGIS/QGIS.
- Introduction to hydro-informatics tools, including HEC-RAS and HEC-HMS.
- Integrated watershed management principles

- Water resource assessment and monitoring techniques
- Climate change impacts on water availability and quality
- Water governance, policy and community participation in Nigeria
- Rainwater harvesting and small-scale water conservation techniques
- Data logging and remote sensing applications in hydro-informatics
- A short practical session on measuring stream discharge or water quality with simple field instruments, giving students a tangible sense of hydro-informatics in practice

CATEGORY	DETAILS
Core Competencies	• Analytical Thinking • Scientific Reasoning • Data Interpretation • Spatial Awareness • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Scientific Integrity • Curiosity • Environmental Stewardship • Objectivity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Discussion • Problem-Based Learning • Fieldwork • Group Discussions • ICT-Integrated Instruction

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • Topographical Maps • Field Equipment • Climate/Soil Data • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Reports • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Strahler, A.H. & Strahler, A.N. (2005). *Physical Geography: Science and Systems of the Human Environment (3rd ed.)*. New York: John Wiley & Sons.

Longley, P.A., Goodchild, M.F., Maguire, D.J. & Rhind, D.W. (2015). *Geographic Information Science and Systems (4th ed.)*. Hoboken, NJ: Wiley.

Ward, R.C. & Robinson, M. (2000). *Principles of Hydrology (4th ed.)*. McGraw-Hill.

GEO 212 Geographic Thoughts and Development of Geography in Nigeria

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course the historical development of geographic thought and, in particular, the growth of Geography as a discipline and school subject in Nigeria. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Historical development of geographic thought from antiquity through the classical, exploration, regional and quantitative periods to contemporary approaches, Introduction and growth of Geography as an academic discipline and school subject in Nigeria and Contributions of Nigerian and international

geographers to the discipline, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

A trainee Geography teacher who understands how the discipline and its school curriculum evolved in Nigeria is better placed to appreciate current curriculum debates and to argue for the subject's continued relevance. For a prospective Geography teacher, competence in geographic thoughts and development of geography in nigeria strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Take students through the development of geographic thought from classical to modern times.
2. Explain to students how Geography was introduced and grew as a school subject in Nigeria.
3. Introduce students to key Nigerian and international contributors to geographic thought.
4. Expose students to current debates about the relevance and scope of school Geography.
5. Guide students to examine major paradigm shifts, the quantitative revolution and methodological changes in geographic inquiry.

LEARNING OUTCOMES

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

1. Trace major stages in the historical development of geographic thought.
2. Describe how Geography developed as a school subject in Nigeria.
3. Identify a key contributor to geographic thought and summarise their contribution.
4. Discuss a current debate about the relevance of school Geography.
5. Apply foundational geographical concepts and historical methodologies to evaluate modern spatial issues

COURSE CONTENT

- Historical development of geographic thought from antiquity through the classical, exploration, regional and quantitative periods to contemporary approaches
- Introduction and growth of Geography as an academic discipline and school subject in Nigeria
- Contributions of Nigerian and international geographers to the discipline
- Contemporary debates on the scope, relevance and future direction of school Geography in Nigeria
- Trace the historical development of geographic thought from classical to modern times
- The introduction and growth of Geography as a school subject in Nigeria
- Key Nigerian and international contributors to geographic thought
- Current debates about the relevance and scope of school Geography
- Concept, scope and significance of geographic thoughts and development of geography in Nigeria
- Key concepts, principles and terminology
- Influence of positivism, humanism and structuralism on geographic thought
- The role of professional bodies, such as the Association of Nigerian Geographers, in shaping the discipline
- Emerging paradigms, including the quantitative revolution, behavioural geography and GIS-driven approaches

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy

CATEGORY	DETAILS
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Johnston, R. J., & Sidaway, J. D. (2016). *Geography and geographers: Anglo-American human geography since 1945 (7th ed.)*. Routledge.

Mabogunje, A. L. (1980). *The development of geography in Nigeria*. Nigerian Geographical Journal.

Udo, R.K. (1970). *Geographical Regions of Nigeria*. Heinemann.

GEO 215 Geopolitics & State Systems

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the geographic dimensions of political organisation, boundaries, state formation, and geopolitical relations, with attention to Nigeria's federal structure and international boundary issues. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Meaning, scope, development and major schools of thought in Political Geography, Historical evolution of states, nations and nation-states and Geographic concepts of state territory, core areas, capitals, boundaries and frontiers, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Geopolitical literacy helps teachers explain how geography shapes political power, national boundaries and international relations, supporting citizenship education. The course further examines how geopolitical theory helps explain Nigeria's federal structure and its relations with neighbouring states. For a prospective Geography teacher, competence in geopolitics & state systems strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the concept and scope of political geography.
2. Explain to students theories of state formation and boundaries.
3. Guide students to analyse Nigeria's federal and administrative structure.
4. Expose students to geopolitical issues affecting West Africa.
5. Explain to students the role of geography in international relations.

6. Guide students to relate geopolitical theory to Nigeria's federal structure and boundary relations.
7. Explain to students the significance of the federal character principle from a geopolitical standpoint.

LEARNING OUTCOMES

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

1. Explain key concepts in political geography.
2. Describe processes of state and boundary formation.
3. Discuss Nigeria's political and administrative geography.
4. Analyse regional geopolitical issues.
5. Relate geography to international relations.
6. Relate geopolitical theory to Nigeria's federal structure.
7. Explain the federal character principle from a geopolitical perspective.

COURSE CONTENT

- Meaning, scope, development and major schools of thought in Political Geography
- Historical evolution of states, nations and nation-states
- Geographic concepts of state territory, core areas, capitals, boundaries and frontiers
- Global geopolitics, geostrategy and their influence on international relations
- Introduction to electoral geography: spatial analysis of voting patterns and gerrymandering
- Internal political organisation, administrative structures and federalism
- Structure and roles of regional and global political organisations, including the African Union, the United Nations and the European Union
- Analysis of contemporary global and national political issues, territorial disputes and conflicts
- Nigeria's boundary disputes and federal character principle are used as running examples to connect geopolitical theory to national affairs
- The concept and scope of political geography
- Resource-based conflicts and their geopolitical implications
- Geopolitics of oil and its impact on Nigeria's foreign relations
- Cyber-geopolitics and the growing role of information technology in international relations

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Glassner, M.I. & Fahrer, C. (2003). *Political Geography (3rd ed.)*. New York: John Wiley & Sons.

Taylor, P.J. & Flint, C. (2007). *Political Geography: World-Economy, Nation-State and Locality (5th ed.)*. Prentice Hall.

Cohen, S.B. (2015). *Geopolitics: The Geography of International Relations (3rd ed.)*. Rowman & Littlefield.

GEO 217 Spatial Logistics & Transport Systems

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the geography of transportation and logistics, covering transport networks, modal analysis, accessibility, and the role of transport in regional and national development. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Meaning, scope and structural importance of Transport Geography, Modes of transportation: road, rail, water, air and pipeline systems and Physical, economic and political factors influencing transport network development, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Understanding transport geography enables teachers to explain how the movement of people and goods shapes settlement patterns, trade and economic development. The course also considers how transport network efficiency affects the distribution of goods and services across Nigerian regions. For a prospective Geography teacher, competence in spatial logistics & transport systems strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the concept and scope of transport geography.
2. Explain to students the characteristics of different transport modes.
3. Guide students to analyse transport networks and accessibility.
4. Explain to students the relationship between transport and development.
5. Expose students to transport challenges in Nigeria.
6. Engage students in evaluating the efficiency of a named Nigerian transport network.
7. Explain to students how transport logistics influence regional economic development.

LEARNING OUTCOMES

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

1. Explain key concepts in transport geography.
2. Describe major transport modes and their characteristics.
3. Analyse transport network patterns.
4. Relate transport systems to regional development.
5. Evaluate transport challenges and possible solutions.
6. Evaluate the efficiency of a named Nigerian transport network.
7. Explain how transport logistics shape regional economic opportunity.

COURSE CONTENT

- Meaning, scope and structural importance of Transport Geography
- Modes of transportation: road, rail, water, air and pipeline systems
- Physical, economic and political factors influencing transport network development
- Concepts of transport networks: connectivity, accessibility, nodes and linkages
- Role of transport infrastructure in regional and national economic development
- Urban transportation problems: traffic congestion, environmental impacts and mass transit shortfalls
- Principles of transportation planning, traffic management and infrastructure maintenance
- Contemporary issues in smart logistics, sustainable transport and deregulation
- Examples drawn from Nigeria's road, rail and port networks illustrate how transport logistics shape regional economic opportunity
- The concept and scope of transport geography
- Intermodal transport and containerisation in freight movement

- Port and airport development as nodes of economic growth
- Transport policy and regulation in Nigeria

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Rodrigue, J-P. (2020). *The Geography of Transport Systems (5th ed.)*. New York: Routledge.

Hoyle, B. & Knowles, R. (1998). *Modern Transport Geography (2nd ed.)*. Wiley.

Filani, M.O. (1993). *Transportation Systems in Nigeria*. NISER.

GEO 218 Climatology & Biogeography

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course provides advanced study of climate systems and their relationship with vegetation and ecosystem distribution, examining climate classification, climate change, and biogeographical patterns. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Composition and vertical structure of the atmosphere, Elements and factors of weather and climate: insolation, temperature, atmospheric pressure, wind and precipitation and Air masses, atmospheric moisture, condensation and types of precipitation, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Advanced knowledge of climatology and biogeography enables teachers to address climate change education and the link between climate and ecosystem distribution. The course additionally examines how climatic and vegetation zones jointly explain the distribution of major crops and farming systems across Nigeria. For a prospective Geography teacher, competence in climatology & biogeography strengthens the ability to

explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to advanced concepts in climatology.
2. Explain to students the global patterns of vegetation distribution.
3. Teach students the relationship between climate and vegetation.
4. Guide students to analyse the evidence and impacts of climate change.
5. Expose students to biogeographical regions and conservation.
6. Guide students to relate Nigeria's climatic zones to its vegetation belts and farming systems.
7. Explain to students the effect of climate change on the distribution of Nigeria's ecological zones.

LEARNING OUTCOMES

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

1. Explain advanced climate concepts and classification systems.
2. Describe global vegetation and biome distribution.
3. Relate climate patterns to vegetation types.
4. Discuss causes and impacts of climate change.
5. Explain biogeographical regions and conservation efforts.
6. Relate Nigeria's climatic zones to its vegetation belts and farming systems.
7. Explain how climate change is affecting the distribution of Nigeria's ecological zones.

COURSE CONTENT

- Composition and vertical structure of the atmosphere
- Elements and factors of weather and climate: insolation, temperature, atmospheric pressure, wind and precipitation
- Air masses, atmospheric moisture, condensation and types of precipitation
- Global wind systems and general atmospheric circulation

- Climate classification systems, with emphasis on the Köppen and Thornthwaite systems
- Meaning, scope and basic concepts of biogeography: ecosystems, the biosphere and trophic structure
- Soil formation, soil profiles, physical properties and classification
- Factors influencing the global distribution of plants and animals
- Characteristics of major world biomes and their modification by human activity
- Nigeria's ecological zones, from mangrove swamp to Sahel savanna, are used throughout as concrete illustrations of climate-vegetation relationships
- Local and micro-climates and their influence on human activity
- Climate change and shifting vegetation boundaries
- Conservation of biodiversity within Nigeria's ecological zones

CATEGORY	DETAILS
Core Competencies	• Analytical Thinking • Scientific Reasoning • Data Interpretation • Spatial Awareness • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Scientific Integrity • Curiosity • Environmental Stewardship • Objectivity • Teamwork • Respect for Diversity

CATEGORY	DETAILS
Pedagogical Approaches	• Lecture-Demonstration • Discussion • Problem-Based Learning • Fieldwork • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Topographical Maps • Field Equipment • Climate/Soil Data • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Reports • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Ayoade, J.O. (2004). *Introduction to Climatology for the Tropics (2nd ed.)*. Ibadan: Spectrum Books.

Strahler, A.H. & Strahler, A.N. (2005). *Physical Geography: Science and Systems of the Human Environment (3rd ed.)*. New York: John Wiley & Sons.

Barry, R.G. & Chorley, R.J. (2009). *Atmosphere, Weather and Climate (9th ed.)*. Routledge.

GEO 216 Regional Geography of Nigeria

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This alternative elective offers a systematic regional study of Nigeria, examining the physical, economic and human geography of its major zones and how these shape patterns

of development. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Physical regions of Nigeria: relief, drainage, climate and vegetation zones, Distribution of natural resources, population and economic activities across the regions and Comparative study of development patterns and challenges in the northern, western, eastern and Niger Delta regions, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

A sound regional grasp of Nigeria's own geography equips trainee teachers to teach the compulsory Nigerian regional-geography component of the secondary school syllabus with confidence and local detail. For a prospective Geography teacher, competence in regional geography of Nigeria strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the physical regions of Nigeria and their resource base.
2. Explain to students the distribution of population and economic activities across Nigeria's regions.
3. Guide students to compare development patterns and challenges across Nigerian regions.
4. Help students relate regional geographic patterns to national development planning.
5. Expose students to regional integration efforts, infrastructure networks and policy frameworks for balanced spatial development.

LEARNING OUTCOMES

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

1. Describe the physical regions of Nigeria and their main resources.
2. Explain how population and economic activities are distributed across Nigeria.
3. Compare the development patterns of two Nigerian regions.

4. Relate regional geographic patterns to national development planning.
5. Analyse spatial data to propose solutions for regional imbalance and sustainable spatial growth in Nigeria

COURSE CONTENT

- Physical regions of Nigeria: relief, drainage, climate and vegetation zones
- Distribution of natural resources, population and economic activities across the regions
- Comparative study of development patterns and challenges in the northern, western, eastern and Niger Delta regions
- Regional geography and national development planning in Nigeria
- The physical regions of Nigeria and their resource base
- The distribution of population and economic activities across Nigeria's regions
- Compare development patterns and challenges across two or more Nigerian regions
- Regional geographic patterns to national development planning
- Concept, scope and significance of regional geography of Nigeria
- Key concepts, principles and terminology
- Infrastructure development and its regional distribution across Nigeria
- Regional inequalities and strategies for balanced national development
- Case studies of resource-based conflicts in selected Nigerian regions

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy

CATEGORY	DETAILS
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Udo, R. K. (1970). *Geographical regions of Nigeria*. Heinemann.

Iloeje, N. P. (1976). *A new geography of Nigeria (Metricated ed.)*. Longman.

Ofomata, G.E.K. (1975). *Nigeria in Maps: Eastern States*. Ethiope Publishing House.

NCE 200 Level: Second Semester

EDU 221 Research Methods, Measurement and Evaluation

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 60

COURSE OVERVIEW

This course provides a comprehensive introduction to the principles and practices of research as well as measurement and evaluation. Students will explore the foundations of research methodology, including the formulation of research problems, development of hypotheses and design of studies. Students will learn to critically evaluate research findings and apply statistical and non-statistical techniques to analyse data. Students will explore the theoretical foundations of assessment, including reliability, validity and standardisation as well as the design and application of various measurement tools. Emphasis will be placed on developing the skills to construct, administer and interpret tests, quizzes, surveys and performance assessment.

RELEVANCE STATEMENT

The course Research Methods, Measurement and Evaluation is a core professional education course that equips prospective teachers in the Nigerian Colleges of Education system with the knowledge, skills, and competencies required to conduct educational research, assess learners effectively, and make evidence-based instructional decisions. It provides student-teachers with a solid foundation in research methodology, educational measurement, and evaluation practices that are essential for improving teaching effectiveness, learners' achievement, and the quality of education. The course introduces students to the principles and processes of educational research, including problem identification, literature review, research design, sampling techniques, instrument development and data collection, and data analysis, interpretation of findings, report writing, and research ethics. It enables prospective teachers to investigate educational problems systematically, generate reliable evidence, and apply research findings to improve classroom practice and educational outcomes.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the meaning and purpose of educational research.

2. Take students through the steps of the research process, including problem formulation, hypotheses and variables.
3. Expose students to different research designs and how to choose one for a given problem.
4. Acquaint students with primary and secondary data sources and data collection methods.
5. Explain to students the concepts of validity and reliability.
6. Explain to students the differences among measurement, assessment and evaluation.
7. Teach students descriptive statistical techniques for summarising and presenting data.
8. Guide students to organise and report research findings in acceptable academic formats and referencing styles.

LEARNING OUTCOMES

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

1. Define research concepts, measurement and evaluation.
2. Formulate clear research problems, questions, hypotheses, objectives, and classify variables correctly.
3. Design a small –scale educational research study using an appropriate research design and sampling method.
4. Collect data using suitable methods from both primary and secondary sources.
5. Explain validity and reliability and give an example of each for a classroom test.
6. Distinguish among measurement, assessment and evaluation using classroom examples.
7. Analyse data using descriptive statistics and present findings in frequency tables and graphical formats.
8. Write a structured research report/ project following academic conventions and apply correct referencing style.

COURSE CONTENT

- **Foundations of Research:**
  - Meaning
  - Nature and Purpose of Research
  - Types of Research (Basic, Applied, Action, Experimental, Survey, etc.)
  - Research Approaches (Qualitative, Quantitative, Mixed Methods)

  - Characteristics of Scientific Research
  - Ethics in Research (Consent)
  - Confidentiality
  - Plagiarism
  - Integrity
- **Research Process:** Steps in the Research Process, Problem Identification and Statement, Research Questions, Hypotheses, and Objectives, Variables and their classifications
- **Research Designs:** Descriptive, Correlational, Experimental & Quasi-Experimental
- **Sampling Techniques:** Probability & Non-probability
- **Research Reporting: Structure of Research Report/Project:** Preliminary Pages, Main body of the report, References and Appendices
- Methods of Data Collection
- **Data Collection Instruments:** Questionnaire, Interview, Observation, Tests, Rating scale, Checklists
- **Concept of Measurement and Evaluation:**
  - Meaning and scope of Measurement and Evaluation, Functions of Measurement and Evaluation for Teachers, Types of Measurement and Evaluation, Assessment of Non-cognitive domains).Scales/Levels of Measurement: (Nominal
  - Ordinal
  - Interval and Ratio
- Validity and Reliability of Evaluation Instruments
- **Test Construction:** Types of tests, Uses of Test, Stage of test construction, Common dimensions for classifying tests at basic education level
- **Data Analysis Techniques:** Descriptive Statistics, Graphical representation (Histogram, bar chart, pie chart, etc)
- Continuous Assessment
- Examination Ethics

CATEGORY	DETAILS
Core Competencies	• Critical thinking and analytical skills • Data literacy • Reflective thinking and self-development • Collaboration • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity and honesty • Responsibility and perseverance • Team spirit and service • Humility and transparency
Pedagogical Approaches	• Lecture-Based Approach • Collaborative /Cooperative Learning • Inquiry-Based Learning • Experiential Learning • Flipped Classroom • Case-Based Learning. • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching).
Learning Resources	• Online Courses and Tutorials • Software Tools • Practical Guides/Handbooks • Supplementary Learning Materials. • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment • Formative Assessment • Practical/Performance-Based Assessment • Project-Based Assessment

REFERENCES AND FURTHER READING

Ihedioha, C. E. (2025). *Fundamental Principles of Research Methods*.

Ogunboyede, M. (2024). *Tests, Measurement, Assessment, Evaluation and Research in Education*.

Creswell, J. W. (2022). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*.

Omachi, D. (2019). *Fundamental of Educational Measurement and Evaluation*.

EDU 222 Educational Administration, Planning and Supervision

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course provides an in-depth exploration of the principles, practices and challenges involved in administering educational institutions. It emphasises effective leadership, strategic planning and organisational management within schools and other educational settings. Students will examine key concepts in educational planning, including policy formulation, resource allocation, curriculum development and programme evaluation. The course also focuses on supervisory techniques for enhancing teacher performance, promoting professional development and ensuring quality instruction.

RELEVANCE STATEMENT

The course Educational Administration, Planning and Supervision is a core professional education course designed to equip prospective teachers in the Nigerian Colleges of Education system with the knowledge, skills, values, and competencies required for the effective management, planning, leadership, and supervision of educational institutions. It provides student-teachers with a comprehensive understanding of the principles, theories, and practices of educational administration and prepares them to contribute effectively to the achievement of educational goals at the classroom, school, and system levels.

The course introduces students to the concepts, functions, and theories of educational administration, educational leadership, planning, organisation, coordination, decision-making, communication, supervision, and quality assurance. It enables prospective teachers to understand the roles and responsibilities of school administrators, instructional supervisors, and other educational stakeholders in promoting effective teaching, learning, and institutional development.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the meaning, nature, scope and historical development of educational administration.
2. Explain to students the differences among administration, management and leadership in education.
3. Expose students to major administrative theories and models and their application to school systems.
4. Acquaint students with leadership styles and models used in school administration.
5. Explain to students the structure and governance of education, with reference to the Nigerian system.
6. Teach students the types, approaches and policy processes of educational planning.
7. Introduce students to the concept, models and practice of school supervision.
8. Guide students to examine quality assurance, school inspection and standards monitoring.
9. Teach students the principles of managing human, financial, material, time and information resources.
10. Expose students to communication channels, decision-making strategies and stakeholder collaboration in schools.
11. Equip students with strategies for managing conflict and crises in schools.
12. Acquaint students with staff appraisal methods and the use of supervision reports for professional development.

LEARNING OUTCOMES

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

1. Summarise the evolution and importance of educational administration in modern school systems.
2. Interpret scientific, bureaucratic, human relations, systems, and contingency theories within educational settings.
3. Identify characteristics of effective educational leaders and ethical practices in school governance.
4. Outline the organisational hierarchy and roles of principals, school boards, PTA, and community stakeholders.

5. Explain educational planning processes including needs assessment, situational analysis, policy formulation, and reforms.
6. Explain quality assurance mechanisms such as inspection, accreditation, and school effectiveness indicators.
7. Develop basic school plans using participatory and strategic planning approaches.
8. Prepare sample school budgets and resource allocation strategies.
9. Apply strategies for effective communication and participatory decision-making in school administration.
10. Design teacher performance appraisal tools for staff supervision and accountability.
11. Interpret supervision reports and recommend improvement strategies for school development.
12. Display proactive attitudes toward crisis prevention, school discipline, and emergency response.

COURSE CONTENT

- **Introduction to Educational Administration:** Meaning, nature and scope, Administration and management, Evolution of educational administration, Importance in modern educational systems
- **Theories and Models of Administration:** Scientific management theory (Taylor), Bureaucratic theory (Weber), Human relations theory (Mayo, Maslow)
- **Educational Leadership:**
  - Concept and characteristics of leadership
  - Leadership styles: (autocratic, democratic, laissez-faire, transformational, transactional) Instructional and distributed leadership
  - Ethical leadership in schools
  - Gender and cultural perspectives in leadership
- **Administrative Structure of Education:**
  - Federal
  - State and local education administration (focus adaptable to Nigeria system)
  - School governance and organisational hierarchy
  - Roles of principals
  - Administrators and stakeholders
  - School board

  - PTA and community participation
- **Educational Planning:**
  - Meaning and scope of planning
  - Types of educational planning (short-term, medium-term, long-term, strategic, operational)
  - Planning approaches (corporate, participatory, perspective planning)
  - Needs assessment and situational analysis
  - Education policy formulation and implementation
  - Planning for educational reforms
- **School Supervision:**
  - Meaning
  - Scope and objectives of supervision
  - Historical development of supervision
  - Types of supervision (clinical, instructional, internal, external), Supervisory models and practices, Roles of supervisors in school improvement).Quality Assurance and Standards Monitoring (Concept of quality assurance in education
  - School inspection and accreditation
  - Performance standards and indicators
  - School effectiveness and improvement strategies
- **Administration of Educational Resources:**
  - Human resource management (recruitment, training, motivation, staff appraisal)
  - Financial resource management and school budgeting
  - Material resources and facilities management
  - Time and information management in schools
- **Communication and Decision-Making in School Administration:**
  - Channels of communication in education organisations
  - Barriers to effective communication
  - Strategies for improving communication
  - Participatory decision-making and consensus building
- **Conflict and Crisis Management:** Sources and types of conflicts in schools, Conflict resolution strategies, managing school crises, discipline issues, and emergencies, Negotiation and mediation in school settings

- **Staff Supervision, Evaluation and Appraisal:** Teacher performance appraisal methods, Staff monitoring and accountability, Evaluation for professional development, Use of supervision reports for improvement

CATEGORY	DETAILS
Core Competencies	• Critical thinking and analytical skills • Communication and reflective thinking • Leadership, collaboration, and problem-solving • Lifelong learning • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity, honesty, and transparency • Responsibility and service • Perseverance, humility, and team spirit • Respect, inclusion, and tolerance
Pedagogical Approaches	• Direct Teaching Approach • Collaborative/Cooperative Approach • Problem-Based Learning • Reflective Practice Approach • Experiential Approach • Blended Learning Approach. • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching).
Learning Resources	• Online Courses and Curriculum Materials • Supplementary Guides and Study Tools. • National Curriculum for Basic Education
Assessment Methods	• Formative Assessment • Summative Assessment • Practical/Performance-Based Assessment. • Project-Based Assessment • Continuous Assessment.

REFERENCES AND FURTHER READING

Ndidi, O. M.; Chika, O. E., Nwachukwu, M. C. & Oko-Jaja, C. C. (2025). *Educational Management, Leadership and Supervision: Contemporary Perspectives*.

Peretomode, V. F. (2020). *Introduction to Educational Administration, Planning and Supervision*.

Adegbemile, O.,& Tijjani, A. K. (2015). *Basic Concepts, Theories and Principles in Educational Administration and Planning*.

Ololube, N. P. (2013). *Educational Management, Planning and Supervision: Model for Effective Implementation*.

EDU 223 Introduction to Educational Technology

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course introduces students to the fundamental concepts, theories, principles and practices of educational technology as applied to teaching and learning. It examines the meaning, scope, historical development and relevance of educational technology in modern education systems. The course exposes students to instructional media, learning resources and technologies used to enhance effective teaching, learning and evaluation. Emphasis is placed on the selection, production, utilisation and evaluation of instructional materials, including traditional and modern media.

RELEVANCE STATEMENT

The course Introduction to Educational Technology is a core professional education course that equips prospective teachers in the Nigerian Colleges of Education system with the knowledge, skills, and competencies required to integrate technology effectively into teaching, learning, assessment, and educational management. It provides student-teachers with a sound understanding of the concepts, principles, historical development, scope, and applications of educational technology in improving the quality and effectiveness of education. The course introduces students to the theories and practices of educational technology, instructional technology, media selection, instructional systems design, and the effective utilisation of teaching and learning resources. It enables prospective teachers to appreciate the role of technology in facilitating learner-centred instruction, enhancing classroom interaction, promoting active learning, and improving learners' academic achievement.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the meaning, nature, scope, goals and components of Educational Technology.
2. Explain to students the differences among Educational Technology, Instructional Technology and Technology in Education.
3. Take students through the historical development of Educational Technology globally, in Africa and in Nigeria.
4. Acquaint students with types of instructional media and the criteria for selecting them.
5. Introduce students to technology-integration frameworks such as SAMR, TPACK and the Technology Integration Matrix.
6. Train students to produce physical and digital instructional materials.
7. Guide students in using physical and digital instructional materials in teaching.
8. Expose students to the role of technology in assessment, including online testing, learning analytics and digital feedback.
9. Acquaint students with computer-based, web-based, mobile and ubiquitous learning approaches (CAI, e-learning, m-learning, LMS, OER, MOOCs).
10. Introduce students to ICT tools, internet-based resources and the digital literacy competencies teachers need.

LEARNING OUTCOMES

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

1. Define Educational Technology and describe its core components and functions.
2. Summarise the historical development of educational technology globally, in Africa, and in Nigeria.
3. Compare instructional media types and explain their characteristics and selection principles.
4. Produce physical and digital instructional materials for teaching and learning.
5. Utilise physical and digital instructional materials for teaching and learning.
6. Select appropriate media and digital learning resources based on instructional objectives and learner needs.
7. Use digital tools for assessment, feedback, and data interpretation (e.g. learning analytics concepts).

8. Navigate online learning platforms including LMS, OER repositories, MOOCs, and collaborative communication systems.
9. Integrate technology into teaching scenarios using the SAMR and TPACK frameworks.
10. Apply communication technologies (e.g. video conferencing, forums, blogs, social media, email) to create or support online learning communities.

COURSE CONTENT

- **Introduction to Educational Technology:**
  - Meaning and definitions
  - Nature
  - Scope
  - And components
  - Goals and objectives of educational technology
  - Importance of educational technology in teaching and learning
  - Differences between Educational Technology
  - Instructional Technology and Technology in Education
- **Historical Development:** Evolution globally, Growth and development in Africa and Nigeria
- **Instructional Media and Learning Resources:**
  - Print and non-print media, Audio, visual, audio-visual materials, Multimedia and interactive media, Characteristics and selection of media for instruction).Technology Integration in Education (Meaning and models of technology integration
  - SAMR model (Substitution, Augmentation, Modification, Redefinition)
  - TPACK framework (Technological, Pedagogical and Content Knowledge)
  - Barriers and enablers of technology integration
  - TIM (Technology Integration Matrix)
- **Production and Utilisation of Physical Instructional Materials:** Steps in producing instructional materials, Improvisation of local materials, Utilisation of instructional materials, Storage of instructional resources
- **Production and Utilisation of Digital Instructional Materials:** Steps in producing instructional materials, Utilisation of instructional materials, Storage of instructional resources, updating digital instructional materials

- **Educational Technology in Evaluation and Assessment:** Technology tools for assessment, Online testing platforms, Use of data and learning analytics, Feedback mechanisms using technology
- **Computer-Based and Web-Based Learning:**
  - Computer-Assisted Instruction (CAI)
  - E- Learning
  - M-Learning
  - U-Learning
  - Learning Management Systems (LMS)
  - Open Educational Resources (OER)
  - MOOCs (Massive Open Online Courses) and online learning platforms
- **ICT in Education:** Meaning and components of ICT, Uses of ICT tools in education, Internet resources for learning, Digital literacy for teachers and learners
- **Communication Technologies in Education:** Classroom communication systems, Teleconferencing and videoconferencing, Social media for collaborative learning, Email, forums, blogs and online learning communities

CATEGORY	DETAILS
Core Competencies	• Technology integration • Critical thinking and analytical skills • Reflective thinking • Collaboration and leadership • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity and honesty • Perseverance and responsibility • Respect, inclusion, and flexibility • Team spirit and service

CATEGORY	DETAILS
Pedagogical Approaches	• Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching) • Collaborative /Cooperative Learning • Flipped Classroom Approach • Inquiry-Based Learning • Personalised/Adaptive Learning • Project-Based Learning • Blended Learning
Learning Resources	• Communities and Professional Networks • Hands-on-Projects and Practice. • Skill-Based and Tool Specific Learning • National Curriculum for Basic Education • Online resources: OER repositories, e-libraries, MOOCs (e.g. Coursera, edX) and educational websites
Assessment Methods	• Formative Assessment • Summative Assessment • Self-Assessment • Tools for Assessment

REFERENCES AND FURTHER READING

Artois, M (2018). *Teaching with Technology: Perspectives, Challenges and Future Directions*.

Inyang-Abia, M. E. (2015). *Essentials of Educational Technology: A Handbook for Teachers and Media Practitioners*.

Adewoyin, J. A. (2007). *Fundamentals of Educational Technology*.

Agun, I. & Imogie, A. I. (1988). *Fundamentals of Educational Technology*.

EDU 224 Micro Teaching II (Practicum)

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

Micro teaching II (Practicum) is a supervised, practice-based course designed to develop essential teaching skills through focused, short-duration teaching experiences. The course provides pre service teachers with opportunities to plan, teach, observe and reflect on mini-lessons in a controlled and supportive environment. Emphasis is placed on lesson planning, instructional strategies, classroom communication, questioning techniques, use of instructional materials and assessment of student learning. By the end of the course, students gain confidence and competence in delivering effective instruction and are better prepared for full-scale classroom teaching and teaching internships.

RELEVANCE STATEMENT

The course Micro Teaching Practicum is a core professional education course designed to provide prospective teachers in the Nigerian Colleges of Education system with practical opportunities to develop, demonstrate, and refine essential teaching competencies in a controlled and supportive learning environment. It serves as the practical component of teacher preparation by enabling student-teachers to apply the theories, principles, and methods of teaching acquired in previous professional education courses before proceeding to full-scale teaching practice.

The course equips student-teachers with practical skills in lesson planning, lesson presentation, classroom communication, questioning techniques, explanation, reinforcement, stimulus variation, and learner engagement, and classroom management, use of instructional materials, continuous assessment, and lesson evaluation. Through repeated practice, observation, and constructive feedback, students develop confidence, competence, and professionalism in the delivery of classroom instruction.

COURSE OBJECTIVES

The course objectives are to:

1. Take students through the key steps of lesson study in micro-teaching.
2. Demonstrate learner-centred models such as Jigsaw and Problem-Based Learning in technology-enhanced lessons.
3. Train students to use digital tools, LMS platforms and conferencing systems for blended lessons using the TPACK model.

4. Guide students to prepare lesson plans that combine online and face-to-face components.
5. Demonstrate assessment techniques for blended learning environments.
6. Guide students to reflect on micro-teaching by documenting feedback, challenges and improvement strategies.

LEARNING OUTCOMES

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

1. Carry out the key steps of lesson study in a micro-teaching cycle.
2. Apply instructional models and learner-centred approaches in technology-enhanced lessons.
3. Utilise appropriate digital tools, LMS platforms, conferencing systems, and interactive learning applications for blended lesson delivery, using the TPACK Model
4. Prepare lesson plans that effectively integrate online and face-to-face learning components.
5. Demonstrate effective assessment techniques in dual learning environments.
6. Reflect on micro-teaching practice by documenting feedback, challenges, and professional improvement strategies.

COURSE CONTENT

- General Introduction to Micro-Teaching (Lesson Study):(Goal Setting, Considering and developing a lesson plan, Conduct the research lesson, Conduct the post-lesson discussion, Reflection: You Plan, Do, and See)
- **Instructional Design for Blended and Hybrid Lessons:**
  - Setting lesson objectives and learning outcomes
  - Designing learning activities for online and face-to-face integration
  - Structuring lesson plans for blended delivery
  - Selecting appropriate digital tools and platforms
  - Creating engaging instructional content (videos)
  - Slides
  - LMS materials
- **Application of Student-Centred Teaching Strategies:**
  - Flipped classroom technique
  - Collaborative online learning methods

  - Asynchronous vs synchronous teaching strategies
  - Differentiated instruction in blended classrooms
  - Student-centred learning approaches: Jigsaw (Collaborative learning Strategy)
- Problem-Based Learning (PBL)
- **Application of Technological Tools and Platforms:**
  - TPACK model for technology-integrated instruction
  - Learning Management Systems (LMS): Google Classroom
  - Moodle
  - Canvas
  - Video conferencing tools: Zoom
  - Google Meet
  - Microsoft Teams
  - Content creation tools: Canva
  - PowerPoint
  - Google Slides
  - OBS
  - Camtasia
  - Interactive learning tools: Kahoot
  - Quizizz
  - Padlet
  - Mentimeter
  - Jamboard
  - Assessment tools: Google Forms
  - Testmoz
  - Socrative
  - EdPuzzle
- **Practical Micro-Teaching Sessions/Suggested Practicum Output:**
  - Preparation of hybrid/blended lesson plans by students
  - Simulated teaching practice (online + face-to-face integration)
  - Peer review and feedback sessions
  - Instructor evaluation and scoring

- **Assessment and Evaluation in Hybrid/Blended Learning:**
  - Formative vs summative assessment strategies
  - Online quizzes and classroom-based assessment integration
  - Rubric design for blended learning evaluation
  - Peer assessment and self-evaluation techniques
  - Analysing feedback and improving lesson delivery
- **Reflective practice and improvement strategies:**
  - Common challenges in blended and hybrid micro-teaching
  - Infrastructure and connectivity issues
  - Learner motivation and digital literacy gaps
  - Teacher readiness and instructional adaptation
  - Best practices and strategies for overcoming barriers

CATEGORY	DETAILS
Core Competencies	• Technology integration • Critical thinking and reflective thinking • Collaboration and problem-solving • Time-management and self-development • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity and honesty • Perseverance and responsibility • Respect, inclusion, and team spirit • Humility and service
Pedagogical Approaches	• Demonstration Method • Inquiry-Based Approach • Collaborative /Cooperative Learning • Problem-solving Approach • Use of Teaching Aids and Technology • Four in one model (TPACK, Jigsaw, Problem: based learning and micro teaching)

CATEGORY	DETAILS
Learning Resources	• Online Recourses • Teaching Aids and Tools • Peer and Mentor Resources • Self-reflection Resources • National Curriculum for Basic Education
Assessment Methods	• Observation by Teacher Educator • Written Lesson Plan Assessment • Interaction and Questioning Evaluation • Feedback from Mentor • Peer Assessment

REFERENCES AND FURTHER READING

Mcgarvey, B.& Swallow, D. (2025). *Micro-Teaching in Teacher Education and Training*.

Okeke, C.; Olusola, A; Mncanca, M.& Ugwuanyi, C. (2023). *Managing the Micro-Teaching Process: A Practical Guide to Teaching Practice Preparation.*

Afolabi, A.O (2010). *Micro-Teaching for Teachers in Training: New Approach with Practicum*.

Ike, G. A. (2017). *Essential Elements of Micro-Teaching Theory and Practice*.

Akhuonye, K. A. (2007). *Micro-Teaching: A Practice on Teaching Skills*.

GSE 221 Introduction to Foundational Numeracy

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course is designed to strengthen students' foundational understanding of basic numeracy concepts required for effective teaching and everyday problem-solving. It focuses on number concepts, arithmetic operations, elementary algebra, geometry, measurement, and basic statistics, with emphasis on real-life applications. The course aims to demystify mathematics, builds confidence, and promotes logical reasoning among trainee teachers. The course integrates Universal Design for Learning (UDL) to ensure accessibility for learners with diverse abilities and learning styles.

RELEVANCE STATEMENT

Through practical activities, problem-solving tasks, and collaborative learning, students will learn how numeracy supports decision-making in daily life, teaching practice, and national development. It will also promote Social Emotional Learning (SEL) by fostering persistence, cooperation, self-confidence, and responsible problem-solving attitudes. By the end of the course, students will appreciate numeracy as a useful, inclusive, and essential tool for personal growth and professional teaching practice.

COURSE OBJECTIVES

The course objectives are to:

1. Teach students basic number concepts involving whole numbers, fractions and decimals.
2. Train students to perform arithmetic operations accurately with whole and fractional numbers.
3. Guide students to solve practical problems involving ratios, percentages and simple interest.
4. Teach students to use appropriate units of measurement in everyday and classroom situations.
5. Introduce students to basic algebraic expressions and simple linear equations.
6. Train students to solve word problems through logical and systematic reasoning.
7. Teach students how to calculate areas and volumes of common 2D and 3D shapes.
8. Explain to students basic geometric concepts of points, lines and angles.
9. Guide students to classify two-dimensional shapes by their properties.
10. Teach students to collect, organise and represent data with basic statistical tools.
11. Encourage persistence, collaboration and confidence in solving mathematical problems (SEL).
12. Train students to apply UDL principles in designing mathematics activities for diverse learners.

LEARNING OUTCOMES

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

1. Demonstrate clear understanding of basic number concepts involving whole numbers, fractions, and decimals through correct computations.

2. Perform addition, subtraction, multiplication, and division of whole and fractional numbers with accuracy and appropriate methods.
3. Solve real-life problems involving ratios, percentages, and simple interest, and explain the steps involved.
4. Apply correct units of measurement (length, mass, time, capacity) in practical situations and teaching contexts.
5. Use basic algebraic expressions and solve simple linear equations correctly.
6. Solve simple word problems logically and explain their reasoning clearly.
7. Calculate areas and volumes of common 2D and 3D shapes and relate them to real-life examples.
8. Identify and explain basic geometric concepts involving points, lines, angles, and shapes.
9. Collect simple data and represent it using tables, bar charts, and simple graphs.
10. Demonstrate SEL competencies such as perseverance, cooperation, and responsible decision-making during mathematical tasks.
11. Apply UDL principles by creating or adapting a basic mathematics activity that supports learners with different abilities and learning needs.

COURSE CONTENT

- Whole numbers, Fractions, decimals, and approximations
- Basic operations on fractions and whole numbers
- Ratios, percentages, simple and compound interests
- **Units of measurement:** for time, money, length, mass, weight, area and volumes
- Simple algebraic expressions, equations and solutions of some linear equations
- Simple word problems
- **Point, lines and their types:** horizontal, vertical, oblique, zig zag, intersecting, parallel and perpendicular lines
- **Angles and their types:** Acute, obtuse, right, straight and reflex angles
- 2-Dimensional shapes their Properties and classification
- Simple Calculations of areas and volumes of some 2 and 3 dimensional shapes e.g. triangle, squares, rectangles circle, cube, cuboid and cylinder.
- Data collection methods
- Representation of data: Pictogram, Bar and Pie charts

CATEGORY	DETAILS
Core Competencies	• Critical thinking • Number sense • Problem-solving • Reflective thinking • Self-development • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity • Honesty • Stewardship • Peaceful co-existence etc.
Pedagogical Approaches	• Learner-centred instruction • Collaborative and cooperative learning • Inquiry-based problem solving • Experiential and hands-on activities • Blended learning (face-to-face and digital tools) • Guided discussion and mathematical dialogue • Project-based learning using real-life problems • UDL- and SEL-informed mathematics teaching • Reflective practices and self-assessment • Edutainment and mathematics games • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)
Learning Resources	• Core Textbooks and Reference Materials • Stroud, K. A. Engineering Mathematics (Basic sections). • New general mathematics for West Africa for JSS • Digital and Online Learning Platforms • Khan Academy (Basic Mathematics) • BBC Bitesize Mathematics • GeoGebra (for geometry and algebra visualisation) • Classroom & Practical Instructional Materials • Number charts, fraction strips, measuring instruments

CATEGORY	DETAILS
	• Graph papers, geometric shapes, real-life objects • Community-Based Resources • Market surveys for data collection • Household measurement activities • National Policy on Inclusive Education • National Education Policy • Foundational Literacy and Numeracy Framework • National Reading Framework. • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment (quizzes, assignments) • Formative Assessment (class exercises, feedback) • Performance-Based Assessment (practical tasks) • Project work (real-life mathematical applications) • Digital/online assessment (Blended/Online Assessment) • Summative Assessment (end-of-semester examination)

REFERENCES AND FURTHER READING

Federal Republic of Nigeria. (2013). *National policy on education (6th ed.)*. Nigerian Educational Research and Development Council (NERDC).

Federal Ministry of Education. (2023). *National policy on inclusive education in Nigeria*. Federal Ministry of Education.

Federal Ministry of Education. (2022). *National foundational literacy and numeracy framework*. Federal Ministry of Education, Nigeria.

Nigerian Educational Research and Development Council (NERDC). National basic education curriculum: Mathematics curriculum for primary and junior secondary education. NERDC.

UNESCO Institute for Statistics. (2017). *More than one-half of children and adolescents are not learning worldwide (Fact Sheet No. 46)*. UNESCO Institute for Statistics.

GSE 222 Entrepreneurship and Green Skills

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

The course aims to equip learners with foundational knowledge and practical competencies in entrepreneurship and green (sustainable) skills necessary for personal enterprise development, sustainable practices, and meaningful contributions to Nigeria's socio-economic transformation. It integrates practices of entrepreneurship with principles of sustainability and environmental stewardship. Students will be exposed to the fundamentals of entrepreneurship, green business models, eco-innovation, and sustainable resource utilisation. Emphasis is placed on developing competencies to identify opportunities, create business plans, adopt green technologies, and implement sustainable practices within educational and community contexts.

RELEVANCE STATEMENT

In the face of global climate change and the need for economic diversification, the intersection of innovation and environmental stewardship has become the new frontier for professional success. This course is highly relevant as it prepares students to move beyond traditional job-seeking to sustainable job creation. Students will gain the tools to build viable enterprises and master eco-innovation and sustainable resource utilisation competencies that are increasingly demanded by global markets and national development policies.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain to students how entrepreneurship and green skills contribute to sustainable development.
2. Expose students to business opportunities in Nigeria's emerging green economy.
3. Guide students to develop a sustainable business model using digital tools and green principles.
4. Teach students financial and feasibility frameworks for assessing green ventures.
5. Acquaint students with Nigerian policies and regulations relevant to sustainable enterprises.
6. Coach students to communicate business ideas through structured pitch presentations.

LEARNING OUTCOMES

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

1. Define entrepreneurship and green skills in the context of sustainable development.
2. Describe the role of entrepreneurship in poverty reduction, job creation, and economic growth in Nigeria.
3. Explain green business models, sustainable value chains, and eco-innovation principles.
4. Prepare a basic entrepreneurship business plan with integrated green practices.
5. Exhibit ethical behaviour, environmental responsibility, and community-oriented decision making.
6. Explain, with examples, how innovation supports national and global sustainability.

COURSE CONTENT

- Foundations of Entrepreneurship & Green Skills
- Entrepreneurial Mindset & Opportunity Recognition
- Green Business Models & Circular Economy
- Green Technologies & Digital Tools for Enterprise
- Green Value Chains & Sustainable Resource Management
- Business Planning & Feasibility for Sustainable Ventures
- Funding, Finance & Investment for Startups
- SMEs
- Policy, Regulation & Market Access in Nigeria
- Identity, branding and marketing
- Pitching & Presentation of Green Enterprise Projects

CATEGORY	DETAILS
Core Competencies	• Critical evaluation • Critical thinking • Problem-solving • Reflective thinking • Self-development • Entrepreneurial skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Ethical innovation • Honesty • Stewardship etc.
Pedagogical Approaches	• Digital pedagogy • Self-study • Onsite learning • Pair and group work • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)
Learning Resources	• National Policy on Inclusive Education • National Education Policy. • National Curriculum for Basic Education • Online resources: OER repositories, e-libraries, MOOCs (e.g. Coursera, edX) and educational websites
Assessment Methods	• Self-assessment • Pair assessment • Group assessment • Continuous assessment

REFERENCES AND FURTHER READING

Federal Republic of Nigeria. (2013). *National policy on education (6th ed.)*. Nigerian Educational Research and Development Council (NERDC).

Federal Republic of Nigeria. (2021). *National policy on climate change*. Federal Ministry of Environment.

Federal Republic of Nigeria. (2021). *Nigeria's nationally determined contribution: 2021 update*. Federal Ministry of Environment.

International Labour Organization. (2019). *Skills for a greener future: A global view*. International Labour Organization.

United Nations Environment Programme. (2011). *Towards a green economy: Pathways to sustainable development and poverty eradication*. UNEP.

GEO 221 AI Applications in Spatial Analytics

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course introduces the application of artificial intelligence and machine learning techniques in spatial analysis, including basic geospatial data processing, pattern recognition, and predictive mapping tools. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Concept of AI and spatial analytics, overview of machine learning in geography and AI-assisted geospatial tools, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

This course introduces the application of artificial intelligence and machine learning techniques in spatial analysis, including basic geospatial data processing, pattern recognition, and predictive mapping tools. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Concept of AI and spatial analytics, overview of machine learning in geography and AI-assisted geospatial tools, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to AI applications in spatial analytics.
2. Explain to students basic machine learning concepts relevant to geography.
3. Demonstrate AI-assisted tools for spatial data processing.
4. Guide students to apply pattern recognition techniques to simple spatial datasets.
5. Lead discussion of ethical issues in the use of AI for spatial analysis.
6. Acquaint students with free or low-cost AI-based spatial tools suitable for school use.
7. Guide students to critically evaluate the outputs of AI-based spatial tools.

LEARNING OUTCOMES

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

1. Explain how AI is applied in spatial analytics.
2. Describe basic machine learning concepts.
3. Use AI-assisted tools for simple spatial tasks.
4. Identify spatial patterns using digital tools.
5. Discuss ethical issues in AI-driven geospatial work.
6. Identify a free or low-cost AI-based spatial analysis tool suitable for school use.
7. Critically evaluate the output of an AI-based spatial analysis exercise.

COURSE CONTENT

- Concept of AI and spatial analytics
- Overview of machine learning in geography
- AI-assisted geospatial tools
- Pattern recognition and predictive mapping
- Ethical and data privacy considerations
- Case studies of AI in spatial planning
- Hands-on exercises using accessible AI-assisted mapping tools show students how artificial intelligence is changing everyday spatial analysis
- The concept of AI applications in spatial analytics
- Basic machine learning concepts relevant to geography
- The use of AI-assisted tools for spatial data processing

- Big data and its role in modern spatial decision-making
- Automation of map production and spatial data processing
- Limitations and future prospects of artificial intelligence in geography

CATEGORY	DETAILS
Core Competencies	• Spatial Analysis • Technical Problem-Solving • Data Interpretation • Communication Skills • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Accuracy • Innovation • Objectivity • Diligence • Teamwork • Respect for Diversity
Pedagogical Approaches	• Computer Laboratory Practice • Demonstration • Hands-on Exercises • Group Discussions • ICT-Integrated Instruction
Learning Resources	• GIS/Remote Sensing Software • Satellite Imagery • Computers • Sample Spatial Datasets • Online Databases • GIS Software Tools

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Practical Test • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Longley, P.A., Goodchild, M.F., Maguire, D.J. & Rhind, D.W. (2015). *Geographic Information Science and Systems (4th ed.)*. Hoboken, NJ: Wiley.

Bolstad, P. (2016). *GIS Fundamentals: A First Text on Geographic Information Systems (5th ed.)*. XanEdu.

Openshaw, S. & Openshaw, C. (1997). *Artificial Intelligence in Geography*. John Wiley & Sons.

GEO 222 Contemporary Geography of Africa

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines contemporary physical, human and economic geographic issues across Africa, including urbanisation, resource management, migration, and regional development challenges. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Physical environment of the African continent: structural relief, major drainage systems, climate zones, soil types and vegetation characteristics, Population distribution, demographic composition and growth characteristics and Settlement patterns, rural-urban migration and rapid urbanisation, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

A continental perspective equips teachers to situate Nigeria's geography within the wider African context, deepening learners' understanding of shared challenges and opportunities. The course further situates Nigeria within continental development trends and African

Union initiatives on trade and infrastructure. For a prospective Geography teacher, competence in contemporary geography of africa strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the physical and human geography of Africa.
2. Explain to students patterns of urbanisation across the continent.
3. Guide students to analyse resource distribution and management in Africa.
4. Lead discussion of migration patterns in Africa and their causes.
5. Engage students in evaluating contemporary development challenges in Africa.
6. Guide students to relate Nigeria's development position to continental trends.
7. Explain to students the significance of continental initiatives such as AfCFTA.

LEARNING OUTCOMES

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

1. Describe major physical and human features of Africa.
2. Explain urbanisation trends and their drivers.
3. Relate resource distribution to development.
4. Discuss patterns and causes of migration.
5. Evaluate development challenges and prospects for Africa.
6. Relate Nigeria's development to broader continental trends.
7. Explain the significance of a current continental development initiative.

COURSE CONTENT

- Physical environment of the African continent: structural relief, major drainage systems, climate zones, soil types and vegetation characteristics
- Population distribution, demographic composition and growth characteristics
- Settlement patterns, rural-urban migration and rapid urbanisation
- Agricultural systems: subsistence farming, commercial crops, forestry, fishing and livestock production

- Spatial distribution of mineral and energy resources
- Development, structure and challenges of manufacturing industries
- Transportation networks, regional connectivity and communication systems
- Intra-African trade and regional economic blocs, including ECOWAS, SADC, EAC and AfCFTA.
- Analysis of environmental problems, including desertification and deforestation, and sustainable development initiatives
- Current continental initiatives such as the African Continental Free Trade Area (AfCFTA) are used to connect the course to ongoing developments across Africa
- Urbanisation trends and the growth of megacities across Africa
- Conflict, migration and refugee movements within the continent
- Africa's position in global geopolitics and international trade relations

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity

CATEGORY	DETAILS
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Binns, T., Dixon, A. & Nel, E. (2023). *Africa: Diversity and Development (2nd ed.)*. London: Routledge.

Iloeje, N. P. (1976). *A new geography of Nigeria (Metricated ed.)*. Longman.

Aryeetey, E., Devarajan, S., Kanbur, R. & Kasekende, L. (Eds.). (2012). *The Oxford Companion to the Economics of Africa*. Oxford University Press.

GEO 224 Research Design & Methodology

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course introduces the principles of geographic research, covering research problem formulation, research design, data collection instruments, sampling techniques, and basic report writing in preparation for the independent research project. The course moves from

foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Definition, philosophy and paradigm shifts in geographic research, Identification and formulation of researchable geographic problems and Literature review techniques: sourcing, organising and citing academic references, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Research skills enable teachers to investigate geographic and educational problems systematically, supporting evidence-based practice and lifelong learning. The course also gives students early practice drafting a simple research proposal that they can build on in later research-focused courses. For a prospective Geography teacher, competence in research design & methodology strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the nature and scope of geographic research.
2. Train students to formulate research problems and objectives.
3. Explain to students research designs and sampling techniques.
4. Guide students to design data collection instruments.
5. Teach students how to write a structured research proposal.
6. Supervise students in drafting a one-page geographic research proposal.
7. Guide students to match research designs to specific geographic research questions.

LEARNING OUTCOMES

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

1. Explain the research process in geography.
2. Formulate a clear research problem and objectives.
3. Select an appropriate research design and sample.
4. Design valid data collection instruments.

5. Produce a research proposal.
6. Draft a simple one-page research proposal on a geographic topic.
7. Select an appropriate research design for a stated research question.

COURSE CONTENT

- Definition, philosophy and paradigm shifts in geographic research
- Identification and formulation of researchable geographic problems
- Literature review techniques: sourcing, organising and citing academic references
- Formulation of clear research objectives, hypotheses and research questions
- Research design types: experimental, survey, ex-post facto and longitudinal designs
- Design of data collection instruments: questionnaires, interview guides and observation checklists
- Methods of secondary data collection: archival sourcing, institutional data and online repositories
- Ethical considerations in human and physical geography research
- Structuring and writing a formal research proposal and thesis in Geography
- Sampling techniques and determination of sample size
- Validity and reliability of research instruments
- Use of statistical software packages for data analysis
- Referencing styles and avoidance of plagiarism in academic writing

CATEGORY	DETAILS
Core Competencies	• Numerical Reasoning • Data Analysis • Statistical Interpretation • Attention to Detail • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy

CATEGORY	DETAILS
Core Values	• Objectivity • Accuracy • Intellectual Honesty • Rigour • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Computer Laboratory Practice • Problem-Solving Exercises • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Software • Sample Datasets • Calculators • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Test • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners (5th ed.)*. London: SAGE Publications.

Creswell, J.W. & Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.)*. Sage Publications.

Cohen, L., Manion, L. & Morrison, K. (2018). *Research Methods in Education (8th ed.)*. Routledge.

GEO 226 Pedagogy of School Geography

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course focuses on the methods, strategies and instructional resources for teaching Geography at the basic and post-basic levels, including lesson planning, use of instructional materials, and inclusive teaching approaches. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Planning to teach Geography within the scope of the national curriculum, Formulation of instructional objectives across the cognitive, affective and psychomotor domains and Identification, fabrication and utilisation of geographic teaching apparatus and audiovisual materials, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Pedagogical competence in Geography enables teachers to translate subject knowledge into effective, inclusive and engaging classroom instruction. The course further compares pedagogical approaches to teaching difficult Geography topics identified by classroom teachers and examiners. For a prospective Geography teacher, competence in pedagogy of school geography strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the aims and objectives of teaching Geography in schools.
2. Train students to plan lessons using appropriate instructional strategies.
3. Guide students to select and use instructional materials for teaching Geography.
4. Demonstrate inclusive teaching strategies for Geography classrooms.
5. Teach students methods of assessing learner achievement in Geography.

6. Expose students to commonly reported difficult topics in the SSCE Geography syllabus.
7. Coach students to design a teaching strategy for one identified difficult topic.

LEARNING OUTCOMES

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

1. Explain the goals of school Geography teaching.
2. Produce well-structured lesson plans.
3. Select and use appropriate teaching materials.
4. Apply inclusive strategies to reach diverse learners.
5. Design assessment tools for Geography lessons.
6. Identify a commonly reported difficult topic in the Geography syllabus.
7. Design a pedagogical strategy for teaching that difficult topic.

COURSE CONTENT

- Planning to teach Geography within the scope of the national curriculum
- Formulation of instructional objectives across the cognitive, affective and psychomotor domains
- Identification, fabrication and utilisation of geographic teaching apparatus and audiovisual materials
- Preparation of schemes of work, lesson plans and lesson notes
- Design of long-range curriculum plans and single-period lesson blueprints
- Practical micro-teaching sessions: peer teaching, skill isolation and evaluation feedback
- Educational evaluation in Geography: purposes, types, essay and objective test construction
- Analysis of external evaluation standards set by WAEC, NECO and NABTEB.
- Grading and continuous assessment strategies
- Nationally reported ‘difficult topics’ in the Senior School Certificate Geography syllabus are used as case studies for developing targeted pedagogical strategies
- Use of Information and Communication Technology in Geography instruction
- Differentiated instruction for learners with diverse abilities
- Classroom management strategies for practical and fieldwork-based lessons

CATEGORY	DETAILS
Core Competencies	• Communication Skills • Pedagogical Reasoning • Reflective Practice • Professional Ethics • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity • Empathy • Fairness • Commitment • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Demonstration • Micro-teaching • Peer Review • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • National Policy on Education • Sample Lesson Plans • Video Recordings • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practicum Assessment • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Federal Republic of Nigeria (2013). *National Policy on Education (6th ed.)*. Abuja: NERDC Press.

Roberts, M. (2013). *Geography Through Enquiry: Approaches to Teaching and Learning in the Secondary School*. Geographical Association.

Lambert, D. & Balderstone, D. (2010). *Learning to Teach Geography in the Secondary School (3rd ed.)*. Routledge.

NCE 300 Level: First Semester

EDU 311 Teaching Practice (TP)

LEVEL 300 Level | **SEMESTER** First Semester | **CREDIT UNITS** 6 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 270

COURSE OVERVIEW

This course provides aspiring educators with practical, hands-on experience in real classroom settings. Students will observe, plan and deliver lessons under the guidance of experienced mentors, integrating educational theory with effective teaching strategies. Emphasis is placed on classroom management, instructional techniques, lesson planning, assessment and reflective practice. By the end of the course, students will have developed the professional skills, confidence and adaptability required to create engaging, inclusive and effective learning environments.

RELEVANCE STATEMENT

The course Teaching Practice is the culminating professional education experience in the Nigerian Colleges of Education system. It provides prospective teachers with supervised, school-based practical experience that enables them to apply the knowledge, skills, values, and professional competencies acquired throughout their teacher education programme in real classroom settings. The course serves as the critical bridge between theory and practice, preparing student-teachers for effective professional service in basic and secondary education. The course enables student-teachers to plan, implement, and evaluate instructional activities using appropriate teaching methods, learner-centred pedagogies, instructional materials, educational technologies, and assessment strategies. It provides opportunities to demonstrate competence in lesson planning, classroom communication, classroom management, continuous assessment, record keeping, learner motivation, and the effective management of diverse learning environments.

COURSE OBJECTIVES

The objectives of this course are to:

1. Provide students with supervised opportunities to apply educational theory in planning and delivering lessons.
2. Guide students to prepare and use lesson plans, schemes of work and teaching aids.
3. Support students in using a variety of teaching methods to meet diverse learner needs.
4. Mentor students in managing classrooms as safe, inclusive and supportive learning environments.
5. Create opportunities for students to collaborate with mentors, supervisors and colleagues in school activities.

LEARNING OUTCOMES

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

1. Design and implement lesson plans that align with curriculum standards.
2. Apply a variety of teaching methods to address diverse learning needs.
3. Demonstrate effective classroom management and student engagement strategies.
4. Evaluate and reflect on their teaching practices to support continuous improvement.
5. Collaborate with peers and mentors to enhance professional development.

COURSE CONTENT

Lesson Study, 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

CATEGORY	DETAILS
Core Competencies	• Critical thinking and reflective thinking • Instructional planning • Collaboration, communication, and leadership • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity and honesty • Responsibility and perseverance • Respect, inclusion, and team spirit • Humility and service
Pedagogical Approaches	• Learner-Centred Approach • Collaborative /Cooperative Learning • Problem-Based Learning • Blended Approach • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)
Learning Resources	• Digital Resources • Audio-visual Resources • Feedback Tools • National Curriculum for Basic Education • Online resources: OER repositories, e-libraries, MOOCs (e.g. Coursera, edX) and educational websites
Assessment Methods	• Direct Observation • Student Feedback • Portfolio Assessment • Performance-Based Assessment • Supervisor or Mentor Evaluation

REFERENCES AND FURTHER READING

Cirocki, A.; Farrelly, R.& Sapp, T. (2024). *Developing Materials for Innovative Teaching and Sustainable Learning*.

Spiro, J., & Paran, A. (2023). *Becoming a Reading Teacher: Connecting Research and Practise*.

Robinson, A. (2022). *Principles and Practice of Teaching*.

Iwu, A. O. (n.d). Teaching Practice: An Integrated Approach.

Teaching Practice Manuals for Nigerian Universities

NCE 300 Level: Second Semester

EDU 321 Research Project

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 135

COURSE OVERVIEW

This course provides students with the opportunity to design, conduct and present an independent or guided research project in a chosen field of study. Students will develop research questions, review relevant literature, apply appropriate research methods, collect and analyse data and communicate findings in written and oral formats. Emphasis is placed on critical thinking, ethical research practices, problem solving and academic writing.

RELEVANCE STATEMENT

The Research Project is a capstone course in the Nigerian Colleges of Education system that provides prospective teachers with the opportunity to apply the knowledge, skills, and competencies acquired in research methodology, educational measurement, and professional education to investigate real-life educational problems. The course is designed to develop student-teachers' capacity for systematic inquiry, critical analysis, evidence-based decision-making, and the generation of practical solutions to challenges within educational settings. The course enables students to identify relevant educational issues, formulate researchable problems, review related literature, design appropriate research methodologies, collect and analyse data, interpret findings, and communicate research results in accordance with accepted academic and professional standards. It equips prospective teachers with the competencies required to conduct ethical and rigorous educational

research that contributes to the improvement of teaching, learning, assessment, counselling, school administration, curriculum implementation, and educational policy.

COURSE OBJECTIVES

The objectives of this course are to:

1. Guide students to identify and refine a focused, relevant research topic.
2. Train students to formulate clear research questions or hypotheses.
3. Instil ethical research practices in students.
4. Develop students' ability to analyse and interpret research findings critically.
5. Guide students to organise and present results in a clear academic report.
6. Prepare students to communicate research outcomes through oral or visual presentations.
7. Encourage students to reflect on the strengths and limitations of their studies.

LEARNING OUTCOMES

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

1. Define a clear and researchable topic relevant to their field of study.
2. Develop appropriate research questions, objectives and hypotheses.
3. Select and apply suitable research methodologies and tools.
4. Collect, organise and analyse data accurately and ethically.
5. Interpret research findings and draw logical, evidence-based conclusions.
6. Demonstrate academic integrity through correct citation and referencing.
7. Present research finding findings clearly using oral, written or visual formats.

COURSE CONTENT

- 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

CATEGORY	DETAILS
Core Competencies	• Critical thinking and analytical skills • Information literacy • Reflective thinking and self-development • Collaboration and communication skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity and honesty • Responsibility and perseverance • Humility and team spirit • Service and transparency
Pedagogical Approaches	• Collaborative /Cooperative Learning • Inquiry-Based Learning • Project-Based Learning • Problem-Based Learning. • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)
Learning Resources	• Digital and online Resources • Audio-visual Resources • Experiential and Hands-on-Resources. • National Curriculum for Basic Education
Assessment Methods	• Formative Assessment • Summative Assessment • Alternative Assessment

REFERENCES AND FURTHER READING

Ihedioha, C. E. (2025). *Fundamental Principles of Research Methods*.

Ighomereho, S. (2024). *Fundamentals of Research Project Writing in Management and Social Sciences*.

Kwakye, D. O. & Kayii, E. (2024). *Research Methods for University Scholars*.

Isaac, M. & Ogbonna, K (2023). *Research Writing and Technique*.

Okechukwu, O. (2017). *Introduction to Research Methodology and Report Writing*.

EDU 322 Theory and Practice of Guidance and Counselling

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course introduces learners to the fundamental theories, principles and practical skills of guidance and counselling. It explores the historical development, goals and ethical foundations of guidance and counselling, with emphasis on their application in educational, personal, social and career contexts. Students will examine major counselling theories and approaches, develop basic counselling skills such as communication, empathy, assessment and problem solving, and learn how to apply these skills to real-life situations.

RELEVANCE STATEMENT

The course Theory and Practice of Guidance and Counselling is a core professional education course in the Nigerian Colleges of Education system that equips prospective teachers with the knowledge, skills, values, and professional competencies required to provide effective guidance and counselling services within educational settings. The course introduces student-teachers to the philosophical, psychological, and sociological foundations of guidance and counselling, enabling them to understand the developmental, educational, vocational, personal, and social needs of learners across different stages of growth and development. The course provides students with a comprehensive understanding of the principles, theories, models, and techniques of guidance and counselling, including individual and group counselling, appraisal services, information services, consultation, referral, orientation, placement, follow-up, and evaluation. It equips prospective teachers with practical skills for identifying learners' needs, facilitating

personal growth, promoting positive behaviour, and supporting informed educational and career decision-making.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the meaning, nature and scope of guidance and counselling.
2. Explain to students the difference between guidance and counselling.
3. Acquaint students with major counselling theories and their key principles.
4. Explain to students the roles and responsibilities of guidance counsellors in school and community settings.
5. Train students in basic counselling skills such as listening, attending, questioning and rapport-building.
6. Teach students when and how to refer clients beyond their competence.
7. Instil confidentiality and ethical awareness in handling counselling cases.

LEARNING OUTCOMES

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

1. Define guidance and counselling.
2. Describe the major theories of counselling.
3. Explain the roles and responsibilities of a guidance counsellor.
4. Explain ethical principles in guidance and counselling.
5. Demonstrate basic counselling skills.
6. Identify when and how to refer clients to other professionals.
7. Apply counselling theories to simple real-life or case-study situations.

COURSE CONTENT

- **Introduction to Guidance and Counselling:**
  - Concept of guidance and counselling
  - Historical development of guidance and counselling
  - Nature
  - Scope
  - And objectives of guidance and counselling
  - Guidance versus counselling

    - Importance of guidance and counselling in education and society
- **Guidance and Counselling Services in Schools:**
    - Organisation and administration of guidance and counselling
    - Orientation services
    - Appraisal and assessment services
    - Counselling services
    - Information and placement services
    - Follow-up and evaluation services
    - Referral services
- **Counselling Process and Techniques:** Stages of the counselling process, Individual counselling techniques, and Group counselling techniques
- **Principles and Ethics of Guidance and Counselling:**
    - Basic principles of guidance and counselling
    - Ethical standards and professional conduct
    - Confidentiality and its limits
    - Counsellor – client relationship
    - Roles and responsibilities of guidance counsellors
- **Assessment and Evaluation in Counselling:** Psychological tests in guidance and counselling, Uses of psychological tests in guidance and counselling
- **Theoretical Foundations of Counselling:** Rational Emotive Behavioural Therapy (REBT) – Albert Ellis, Eclectic/ integrative Approaches, Psychoanalytic Theory (Sigmund Freud), Trait and factor theory
- **Contemporary Issues in Guidance and Counselling:**
    - Academic stress and examination pressure
    - Health Counselling and Rehabilitation
    - E.g. AIDS
    - Drug Abuse
    - Alcoholism
    - Smoking
    - Rehabilitation etc.
    - Family and relationship issues (Divorce, Domestic Violence)
    - Assertiveness

- **Essential skills in Guidance and Counselling:** Active listening, Questioning, Paraphrasing, Summarising
- **Career education and Development:** Career awareness: Meaning and importance of careers, Types of careers and occupations, Career planning and Development, Factors to be considered in choosing a career
- **Study Skills:** Note-taking, Time management, Concentration and focus, Reading and comprehension strategies

CATEGORY	DETAILS
Core Competencies	• Critical thinking and analytical skills • Communication and interpersonal skills • Reflective thinking and professional judgement • Collaboration and service orientation • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity, confidentially and honesty • Respect, tolerance and empathy • Responsibility and professionalism • Humility and perseverance
Pedagogical Approaches	• Humanistic Approach • Group Guidance and Counselling Approach • Eclectic Approach. • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)
Learning Resources	• Online Courses and Platforms • Websites and Online Resources. • National Curriculum for Basic Education
Assessment Methods	• Continuous Assessment • Written Assessment • Skill-Based Assessment • Project-Based Assessment • Portfolio Assessment

REFERENCES AND FURTHER READING

Alaku, A. A. and Afolabi, F. A. (2025). *An Introduction to Theory and Practice of Guidance and Counselling*.

Egbo, A. C. (2022). *Guidance and Counselling Theory and Practical Perspectives*.

Sambo, S. (2019). *Understanding Guidance and Counselling*.

GSE 321 Global Citizenship Education and Political Economy

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course examines the intertwined nature of global and Nigerian citizenship, highlighting the roles and responsibilities of citizens within local and global contexts. Similarly, the course provides an analysis of the interplay between politics and economics in Nigeria, exploring how governmental structures, policies, and historical contexts shape economic development and vice versa.

RELEVANCE STATEMENT

This course situates Nigerian citizenship within a global context, the course empowers students to navigate their roles as informed contributors to a global community. It bridges the gap between governance and the economic realities of Nigeria. By analysing the interplay between politics and economics, students gain the critical lens necessary to understand how policy decisions directly influence national development and individual opportunity.

COURSE OBJECTIVES

The course objectives are to:

1. Expose students to the values of citizenship in Nigerian and global contexts.
2. Guide students to analyse the relationship between citizens, government and society in Nigeria.
3. Create awareness of global issues and the role of local action in addressing them.
4. Introduce students to the fundamental concepts of political economy as they apply to Nigeria.
5. Take students through the historical evolution of Nigeria’s political and economic systems.

6. Guide students to examine how governance and political institutions shape economic policy.
7. Engage students in evaluating the challenges and prospects for economic development in Nigeria.

LEARNING OUTCOMES

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

1. Explain key concepts of political economy, citizenship and their significance in Nigerian and global contexts.
2. Assess the rights and obligations of Nigerian citizens and the role of government.
3. Advocate for social justice and sustainability through informed citizenship practices.
4. Analyse the historical and contemporary political factors affecting Nigeria's economy.
5. Critically assess the impact of government policies on economic growth and development.
6. Discuss the socio-economic issues affecting various sectors in Nigeria.
7. Propose one local action that addresses a global issue such as climate change or migration.

COURSE CONTENT

- Introduction to Citizenship
- National Identity and Heritage
- Human Rights Education
- Global Challenges and Local Responses
- Social Justice and Advocacy
- Community Engagement and Service Learning
- Introduction to Political Economy
- The Structure of Government in Nigeria
- The Role of Institutions
- Gender and Socio-Economic Issues
- Future of Nigerian Political Economy

CATEGORY	DETAILS
Core Competencies	• Systemic analysis • Civic literacy • Economic and political awareness • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity • Accountability • Social justice etc.
Pedagogical Approaches	• Digital pedagogy • Self-study • Onsite learning • Pair and group work • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)
Learning Resources	• *National Policy on Inclusive Education* • *National Education Policy.* • *National Curriculum for Basic Education* • *Online resources: OER repositories, e-libraries, MOOCs (e.g. Coursera, edX) and educational websites*
Assessment Methods	• Self-assessment • Pair assessment • Group assessment • Continuous assessment

REFERENCES AND FURTHER READING

Federal Republic of Nigeria. (2013). *National policy on education (6th ed.)*. Nigerian Educational Research and Development Council (NERDC).

Federal Republic of Nigeria. (1999). *Constitution of the Federal Republic of Nigeria 1999 (as amended)*.

UNESCO. (2015). *Global citizenship education: Topics and learning objectives*. UNESCO.

United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. United Nations.

Central Bank of Nigeria. (2023). *Statistical bulletin*. Central Bank of Nigeria.

GEO 322 Independent Research Project

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 0 | **PRACTICAL HOURS** 90

COURSE OVERVIEW

This course requires students to independently plan, conduct and report a small-scale geographic research study under academic supervision, applying the research skills acquired in GEO 224 to a topic relevant to Geography Education. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Independent selection and conceptual-isation of an empirical research topic within an approved sub-field of Geography, under staff supervision, Formulation of a clear statement of the research problem and Structured review of related literature and theoretical frameworks, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

The independent project consolidates students' research competence and produces original, locally relevant knowledge that strengthens their readiness for advanced study and professional practice. For a prospective Geography teacher, competence in independent research project strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Guide students to select and justify a researchable topic in Geography Education.
2. Supervise students in applying an appropriate research design and methodology.
3. Support students in collecting and analysing primary or secondary data.
4. Guide students to present findings in a structured research report.
5. Prepare students to defend their research before an academic panel.
6. Supervise the collection and organisation of primary geographic data for each student's topic.
7. Guide students to report preliminary findings in a short written report.

LEARNING OUTCOMES

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

1. Produce a well-defined research topic and proposal.
2. Apply suitable research methods to collect data.
3. Analyse and interpret research findings.
4. Write a complete research report.
5. Present and defend the research project.
6. Collect and organise primary geographic data for a chosen topic.
7. Present preliminary findings in a short written report.

COURSE CONTENT

- Independent selection and conceptualisation of an empirical research topic within an approved sub-field of Geography, under staff supervision
- Formulation of a clear statement of the research problem
- Structured review of related literature and theoretical frameworks
- Methodological design: selection of study area, sampling framework and data-generation targets
- Fieldwork or secondary data sourcing to collect relevant geographic information
- Application of statistical operations, spatial analysis and cartographic representation to interpret data
- Presentation of findings, validation of hypotheses and discussion of patterns
- Conclusions and policy recommendations based on findings

- Submission of a properly bound project report and successful defence before an examination panel
- A short, supervised data-collection exercise linked to the chosen topic gives students firsthand experience of the practical demands of geographic fieldwork and analysis
- Time management and project scheduling for independent research
- Ethical considerations in data collection and reporting
- Referencing and avoidance of plagiarism in project writing

CATEGORY	DETAILS
Core Competencies	• Numerical Reasoning • Data Analysis • Statistical Interpretation • Attention to Detail • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Accuracy • Intellectual Honesty • Rigour • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Computer Laboratory Practice • Problem-Solving Exercises • Group Discussions • ICT-Integrated Instruction

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • Statistical Software • Sample Datasets • Calculators • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Test • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners (5th ed.)*. London: SAGE Publications.

Creswell, J.W. & Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.)*. Sage Publications.

Cohen, L., Manion, L. & Morrison, K. (2018). *Research Methods in Education (8th ed.)*. Routledge.

GEO 324 Environmental Degradation & Management Systems

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the causes, forms and consequences of environmental degradation, and explores management strategies and policy frameworks for environmental protection and sustainable development in Nigeria. The course moves from foundational concepts to practical application, enabling students to interpret geographic evidence, explain spatial relationships and apply relevant knowledge to real situations in Nigeria and beyond. Particular attention is given to Meaning, core concepts and multidisciplinary scope of environmental management, Mechanisms of environmental degradation: soil erosion, desertification, deforestation and flooding and Types, sources, distribution and

consequences of environmental pollution: air, water, soil and noise, with opportunities to connect these areas to classroom learning, field observation, problem-solving and professional practice.

RELEVANCE STATEMENT

Understanding environmental degradation and management equips teachers to promote environmental responsibility and prepare learners to address the sustainability challenges facing their communities. The course further examines specific Nigerian environmental degradation case studies, such as gully erosion in the south-east and desertification in the far north. For a prospective Geography teacher, competence in environmental degradation & management systems strengthens the ability to explain geographic ideas accurately, select appropriate learning activities and connect classroom knowledge with observable realities. It also contributes to the analytical, practical and problem-solving capabilities expected of graduates who may work in schools, community settings or other geography-related fields.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the causes and forms of environmental degradation.
2. Guide students to assess the consequences of environmental degradation on society.
3. Explain to students environmental management strategies and policies.
4. Guide students to examine Nigeria's environmental policy framework.
5. Encourage students to propose measures for environmental restoration and protection.
6. Take students through a named Nigerian case of environmental degradation and the management response.
7. Coach students to develop realistic management strategies for a local degradation problem.

LEARNING OUTCOMES

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

1. Explain causes and types of environmental degradation.
2. Assess the socio-economic and ecological consequences of degradation.
3. Describe environmental management approaches.
4. Discuss Nigeria's environmental policies and institutions.
5. Propose practical measures for environmental restoration.

6. Analyse a named Nigerian environmental degradation case study.
7. Propose a realistic management strategy for a local environmental problem.

COURSE CONTENT

- Meaning, core concepts and multidisciplinary scope of environmental management
- Mechanisms of environmental degradation: soil erosion, desertification, deforestation and flooding
- Types, sources, distribution and consequences of environmental pollution: air, water, soil and noise
- Principles of natural resource conservation, habitat protection and biodiversity management
- Theory, legislative framework and practical steps of Environmental Impact Assessment
- Solid, liquid and hazardous waste management: generation, collection, recycling and disposal
- Science of climate change: evidence, greenhouse gases, global warming and mitigation strategies
- Sustainable development concepts, international conventions and the Sustainable Development Goals
- Review of environmental policies, regulatory institutions and national legislation in Nigeria
- Strategies for community participation, environmental education and grassroots management
- Case studies of gully erosion in Nigeria
- Institutional and international frameworks for environmental governance
- Green technology and innovation in environmental management

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Binns, T., Dixon, A. & Nel, E. (2012). *Africa: Diversity and Development (2nd ed.)*. London: Routledge.

Strahler, A.H. & Strahler, A.N. (2005). *Physical Geography: Science and Systems of the Human Environment (3rd ed.)*. New York: John Wiley & Sons.

Glasson, J., Therivel, R. & Chadwick, A. (2019). *Introduction to Environmental Impact Assessment (5th ed.)*. Routledge.

Degree Course Descriptions (400–500 Level)

Degree 400 Level: First Semester

GSE 412 Peace and Conflict Resolution

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course introduces students to the fundamental concepts, theories and practices of peace, conflict, security and conflict resolution, with particular attention to Nigeria and the wider African context. It examines the nature, types, dynamics and root causes of conflicts, including ethnic, religious, economic, political, boundary, land and resource-related conflicts, as well as insurgency and terrorism. The course explores major theories of conflict and their application to selected Nigerian conflict situations. It further examines approaches to peacebuilding, conflict management and security, including mediation, negotiation, arbitration, dialogue, collaboration, community policing and other forms of Alternative Dispute Resolution (ADR). Attention is also given to social justice and the Nigerian legal framework, peacekeeping, post-conflict management, refugees and internally displaced persons (IDPs), and the roles of government, communities, religious and traditional institutions, the media, NGOs and international organisations such as the United Nations (UN), African Union (AU) and Economic Community of West African States (ECOWAS) in promoting sustainable peace and security.

RELEVANCE STATEMENT

Peace and Conflict Resolution is particularly relevant in preparing graduates to understand and respond constructively to the complex social, ethnic, religious, political, economic and security challenges affecting Nigeria, Africa and the wider world. The course develops students' capacity for critical analysis, tolerance, dialogue, peaceful coexistence and non-violent management of disagreements, while equipping them with practical skills in mediation, negotiation, conflict prevention and peacebuilding. For prospective educators and other professionals, these competencies are important for creating safe and inclusive environments, managing interpersonal and community conflicts, promoting social justice and responsible citizenship, and contributing to national integration, sustainable development and a culture of peace.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the concepts and principles of peace, conflict, conflict resolution, conflict transformation and security.
2. Explain to students the nature, forms and types of conflict and violence at individual, community, national and international levels.
3. Guide students to analyse the root causes and consequences of conflict and violence.
4. Explain to students the links among conflict, violence, insecurity, terrorism and development.
5. Guide students to distinguish conflict from terrorism and examine the implications of each.
6. Acquaint students with conflict prevention, management, resolution, transformation and peacebuilding.
7. Expose students to negotiation, mediation, arbitration, dialogue and reconciliation as conflict-resolution mechanisms.
8. Develop students' skills in peaceful communication, negotiation, problem-solving and tolerance.
9. Explain to students the roles of government, international bodies, civil society, the media and traditional institutions in peacebuilding.
10. Guide students to examine how human rights, social justice, good governance and inclusion promote sustainable peace.
11. Engage students in applying peacebuilding strategies to selected conflict situations in Nigeria and elsewhere.
12. Model and promote attitudes of peaceful coexistence, mutual respect, tolerance and responsible citizenship.

LEARNING OUTCOMES

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

1. Define and explain the concepts and principles of peace, conflict, conflict resolution, conflict transformation, peacebuilding and security, and distinguish their major features and applications.
2. Identify and classify the nature, characteristics, forms and types of conflict and violence at individual, interpersonal, community, national and international levels.

3. Identify, explain and analyse the major causes, dynamics and consequences of conflict and violence in different societies.
4. Explain and analyse the relationships among conflict, violence, insecurity, terrorism and socio-economic development.
5. Differentiate conflict from terrorism and assess their implications for individuals, communities, national security and socio-economic development.
6. Describe and distinguish the processes of conflict prevention, conflict management, conflict resolution, conflict transformation and peacebuilding.
7. Demonstrate the ability to apply appropriate conflict prevention and resolution strategies, including negotiation, mediation, arbitration, dialogue and reconciliation, to selected conflict situations.
8. Demonstrate effective skills in peaceful communication, negotiation, problem-solving, tolerance and constructive management of interpersonal and group disagreements.
9. Analyse and evaluate the roles of government, international organisations, civil society organisations, the media and traditional institutions in conflict prevention, management and peacebuilding.
10. Explain and evaluate the contributions of human rights, social justice, good governance, equity, inclusion and participatory decision-making to sustainable peace and security.
11. Apply appropriate peacebuilding and conflict-resolution strategies to selected conflict situations in Nigeria and other societies, taking into consideration their specific social, cultural, political and economic contexts.
12. Demonstrate attitudes and behaviours that promote peaceful coexistence, mutual respect, tolerance, cooperation, non-violence and responsible citizenship.

COURSE CONTENT

- Concepts of Peace, Conflict and Security in a multi-ethnic nation
- Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts
- Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory
- Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon
- Boundaries/boarder disputes
- Political disputes
- Ethnic disputes and rivalries

- Economic Inequalities
- Social disputes
- Nationalist Movements and Agitations
- **Selected Conflict Case Studies:** Tiv-Junkun
- Zango Kartaf, Chieftaincy and Land disputes
- Peace Building, Management of Conflicts and Security: Peace & Human Development
- **Approaches to Peace & Conflict Management:** Religious, Government, Community Leaders and others
- Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive
- Justice and Legal framework: Concepts of Social Justice
- The Nigeria Legal System
- Insurgency and Terrorism
- Peace Mediation and Peace Keeping
- Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives
- Alternative Dispute Resolution, ADR.
- Dialogue b)
- Arbitration, c)
- Negotiation d)
- Collaboration
- Roles of International Organisations in Conflict Resolution
- The United Nations, UN and its Conflict Resolution Organs
- The African

CATEGORY	DETAILS
Core Competencies	• Critical thinking • Conflict analysis • Problem-solving • Communication • Negotiation • Mediation • Collaboration • Decision-making • Information and media literacy • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Peace • Tolerance • Empathy • Respect • Justice • Equity • Fairness • Responsibility • Integrity • Cooperation • Respect for diversity • Non-violence

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive lecture • Case study • Problem-based learning • Group discussion • Role-play • Simulation • Debate • Collaborative learning inquiry-based learning • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)
Learning Resources	• Course texts, Nigerian Constitution, case studies, maps, newspapers, documentaries, multimedia resources, UN/AU/ECOWAS resources, conflict scenarios, relevant legal and policy documents, National Curriculum for Basic Education • Online resources: OER repositories, e-libraries, MOOCs (e.g. Coursera, edX) and educational websites
Assessment Methods	• Self-assessment • Peer assessment • Group assessment • Quizzes • Case-study analysis • Presentations • Role-play/performance tasks • Assignments • Continuous assessment

REFERENCES AND FURTHER READING

Albert, I.O (2014) *Research Methods in Peace and Conflict Studies.*

Sylvester, V (2023). *Readings in Peace and Conflict Resolution (Shimtex Press).*

Best, S. G (2006) *Introduction to Peace and Conflict Studies in West Africa (Spectrum Books).*

Contemporary Security and Peace building in Africa (2021) *Edited by Reuben Lewis and Kwesi Aning.*

UN Peace maker Resource Library materials.

Conflict Resolution Trainers' Manual (Open Educational Resource).

Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/ Crisis

GEO 401 Introduction to Geomorphology and Soil Geography

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course introduces key concepts and elements in geomorphology and soil geography, examining why different landforms exist and how soils form and vary. Students study rock types and their origins, the processes responsible for second-order relief forms of the continents, and structural landforms, building a systematic understanding of how the Earth's surface has been shaped over time. The course then turns to soil geography, covering the factors of soil formation and the classification of zonal, azonal and intrazonal soils. Practical and field-based exercises give students hands-on experience identifying landforms and soils in their own communities, and the course closes by relating this physical knowledge to its importance for agriculture, settlement and human development.

RELEVANCE STATEMENT

Geomorphology and soil geography give trainee teachers the scientific grounding needed to explain landform origins and soil-related problems, such as erosion and declining soil fertility, that learners encounter in their own communities. This foundational course also prepares students for more advanced physical geography courses later in the programme, such as soil conservation and hydrology, by establishing the vocabulary and field techniques those courses build on. Because land and soil quality directly affect farming

livelihoods across Nigeria, this competence allows graduates to connect classroom Geography to issues their students and communities face daily.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the meaning and scope of geomorphology.
2. Explain to students why different landforms exist and the processes responsible.
3. Guide students to characterise landforms and relate them to their origin.
4. Introduce students to soil geography and the factors of soil formation.
5. Explain to students the importance of landforms and soils to human development.

LEARNING OUTCOMES

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

1. Define the meaning, scope and why different landforms exist.
2. Identify and characterise various landforms in the student's own community.
3. Explain the importance of landforms to human development.
4. Describe factors of soil formation and classify major soil types.
5. Explain the importance of soils to agriculture and settlement.

COURSE CONTENT

- The meaning and scope of geomorphology
- Rock types, their origins and characteristics
- Nature and origin of second order relief forms of the continents
- Structural landforms
- Weathering processes and their role in landform and soil development
- The meaning and scope of soil geography
- Factors of soil formation
- Zonal, azonal and intrazonal soils
- Importance of landforms and soils to human development, agriculture and settlement
- Fieldwork and practical exercises in landform and soil identification
- Slope processes and mass movement
- Soil classification systems and their application in land-use planning
- Land degradation and soil conservation measures in Nigeria

CATEGORY	DETAILS
Core Competencies	• Analytical Thinking • Scientific Reasoning • Data Interpretation • Spatial Awareness • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Scientific Integrity • Curiosity • Environmental Stewardship • Objectivity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Discussion • Problem-Based Learning • Fieldwork • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Topographical Maps • Field Equipment • Climate/Soil Data • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Reports • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Thornbury, W. D. (1969). *Principles of geomorphology (2nd ed.)*. Wiley.

Ofomata, G. E. K. (1975). *Nigeria in maps: Eastern states*. Ethiope Publishing House.

Summerfield, M.A. (1991). *Global Geomorphology*. Longman.

GEO 411 Remote Sensing and Geographic Information System

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course introduces the fundamental principles of remote sensing and geographic information systems (GIS) and their integration in geographic research and problem-solving. Students trace the history and evolution of remote sensing technology, examine the electromagnetic spectrum and how different sensors and platforms capture imagery, and learn the process of image acquisition, restoration, enhancement, processing and interpretation. On the GIS side, students work with core concepts of spatial data, raster and vector data models, and the entry, analysis and modelling of geographic information. Hands-on computer laboratory practice throughout the course builds practical competence in applying both technologies to real problems in agriculture, urban planning and environmental resource monitoring.

RELEVANCE STATEMENT

Remote sensing and GIS are now central to how geographic information is gathered and analysed; a Geography teacher grounded in these tools can teach mapping, land use and environmental monitoring topics with real technical depth. These skills are also increasingly demanded outside the classroom, in planning agencies, environmental consultancies and research institutions, giving graduates a marketable technical competency alongside their teaching qualification. As satellite data and digital mapping tools become more accessible in Nigeria, this course positions graduates to use and teach with genuinely current technology rather than outdated manual methods alone.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the history and fundamental principles of remote sensing.

2. Demonstrate applications of remote sensing in agriculture, urban planning and resource monitoring.
3. Explain to students the history and basic principles of geographic information systems.
4. Show students how remote sensing and GIS link together.
5. Train students to interpret satellite images and apply GIS to problem-solving.

LEARNING OUTCOMES

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

1. Explain the history of remote sensing and its fundamental principles.
2. Apply remote sensing techniques to a practical problem.
3. Explain the history and principles of geographic information systems.
4. Illustrate the linkage between remote sensing and GIS.
5. Interpret a satellite image and apply GIS tools to a spatial problem.

COURSE CONTENT

- Fundamentals of remote sensing: definition, history, components, electromagnetic radiation
- History and evolution of remote sensing technology and platforms
- Types of sensors and satellite/airborne imaging systems
- Remote sensing process, imageries across the spectrum, image acquisition, restoration, enhancement, processing and interpretation
- Digital image classification and change detection techniques
- Relationship between remote sensing and GIS.
- Applications in agriculture, environmental resource management, monitoring and change detection, and urban planning
- Basic GIS concepts: spatial data, raster and vector data, data entry, analysis and modelling
- Spatial data models and database structures in GIS.
- GIS-based spatial analysis and overlay operations
- Geo-referencing and coordinate transformation in GIS.
- Spatial interpolation and terrain modelling techniques
- Integration of remote sensing and GIS for disaster monitoring and management

CATEGORY	DETAILS
Core Competencies	• Spatial Analysis • Technical Problem-Solving • Data Interpretation • Communication Skills • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Accuracy • Innovation • Objectivity • Diligence • Teamwork • Respect for Diversity
Pedagogical Approaches	• Computer Laboratory Practice • Demonstration • Hands-on Exercises • Group Discussions • ICT-Integrated Instruction
Learning Resources	• GIS/Remote Sensing Software • Satellite Imagery • Computers • Sample Spatial Datasets • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Test • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Lillesand, T. M., Kiefer, R. W., & Chipman, J. W. (2015). *Remote sensing and image interpretation (7th ed.)*. Wiley.

Burrough, P. A., & McDonnell, R. A. (2015). *Principles of geographical information systems (2nd ed.)*. Oxford University Press.

Bolstad, P. (2016). *GIS Fundamentals: A First Text on Geographic Information Systems (5th ed.)*. XanEdu.

GEO 412 Science of Climate Change

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the science of weather and climate, the classification of the world's climates, and the causes, effects and global response to climate change. Students study physical climatology, including solar radiation, atmospheric temperature and moisture, air masses, fronts, storms and global air circulation, before applying this foundation to regional climatology and recognised climate classification systems. The course then addresses both the science and the politics of climate change, covering adaptation and mitigation strategies and the roles of major global institutions such as the UNFCCC, WMO, UNEP and IPCC. Particular attention is given to Nigeria's own response to climate change, including its Nationally Determined Contributions, so students leave the course able to connect global climate science to national policy.

RELEVANCE STATEMENT

Climate change is one of the most examined and socially urgent topics in the secondary school Geography syllabus; this course gives trainee teachers a rigorous scientific grounding to teach it with confidence and nuance. As flooding, desertification and shifting rainfall patterns increasingly affect Nigerian communities, teachers equipped with accurate climate science are better placed to counter misinformation and prepare learners for informed civic engagement on climate issues. The course's attention to institutional and policy responses also gives graduates a foundation for any future involvement in climate advocacy, environmental planning or policy-related work.

COURSE OBJECTIVES

The objectives of the course are to:

1. Explain to students the science of weather and climate.
2. Teach students how the world's climates are classified.
3. Guide students to examine the causes and effects of climate change.
4. Expose students to global responses to climate change, including adaptation and mitigation.
5. Guide students to examine Nigeria's policy response to climate change, including its Nationally Determined Contributions.

LEARNING OUTCOMES

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

1. Explain the science of weather and climate.
2. Classify different world climates using a recognised classification system.
3. Identify causes and effects of climate change.
4. Characterise global and Nigerian responses to climate change.
5. Evaluate Nigeria's Nationally Determined Contributions and other national climate policy responses.

COURSE CONTENT

- Subject-matter and scope of climatology
- Physical climatology: solar radiation, atmospheric temperature and moisture, air masses, fronts, storms and global air circulation
- Regional climatology and classification of climates
- The science and politics of climate change
- Adaptation and mitigation strategies
- Climate variability and extreme weather events
- Climate data collection, analysis and interpretation
- Global institutions: UNFCCC, WMO, UNEP and IPCC.
- Nigeria's response to climate change, including its Nationally Determined Contributions (NDC)
- Practical and field-based climate observation exercises
- Greenhouse gas emissions and their sources
- Climate modelling and future climate projections
- Renewable energy as a climate mitigation strategy

CATEGORY	DETAILS
Core Competencies	• Analytical Thinking • Scientific Reasoning • Data Interpretation • Spatial Awareness • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Scientific Integrity • Curiosity • Environmental Stewardship • Objectivity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Discussion • Problem-Based Learning • Fieldwork • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Topographical Maps • Field Equipment • Climate/Soil Data • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Reports • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Ayoade, J. O. (2004). *Introduction to climatology for the tropics (2nd ed.)*. Spectrum Books.

IPCC (2021). *Climate change 2021: The physical science basis.*

Houghton, J. (2015). *Global Warming: The Complete Briefing (5th ed.)*. Cambridge University Press.

GEO 413 Soil Geomorphology and Soil Conservation

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the relationships among geological materials, landforms, soils, geomorphological processes and human land use. It focuses on the processes through which landscapes are formed and modified and how these processes influence soil development, land productivity and environmental sustainability. Students investigate weathering, slope processes, fluvial action, erosion, sediment transport and other processes responsible for changes in the Earth's surface. The course also examines the influence of agriculture, settlement expansion, mining, deforestation and infrastructure development on land systems. A major component of the course focuses on land degradation and conservation. Students examine soil erosion, gully formation, desertification, mass movement and other forms of land deterioration. Field and practical activities develop competence in land observation, erosion assessment, landform interpretation and the identification of appropriate conservation measures.

RELEVANCE STATEMENT

Land is a fundamental environmental resource that supports agriculture, settlements, transportation and other forms of economic activity. However, inappropriate land use, deforestation, erosion and other environmental pressures continue to reduce the quality and productivity of land in many parts of Nigeria. This course is relevant because it enables students to understand the physical processes affecting landscapes and to apply this knowledge to land management and environmental conservation. For Geography educators, the course provides the scientific and practical foundation required to explain land degradation and sustainable land use. It also develops the capacity to analyse environmental problems and promote responsible land-management practices. As land pressure intensifies across Nigeria's farming and peri-urban communities, this competence also

enables graduates to advise on practical, low-cost conservation measures suited to smallholder conditions.

COURSE OBJECTIVES

The objectives of the course are to:

1. Explain to students the relationships among geological materials, landforms, soils and geomorphological processes.
2. Guide students to analyse the processes of weathering, erosion, transportation and deposition.
3. Expose students to the causes and consequences of land degradation in different environments.
4. Guide students to assess the effects of human activities on soils and landforms.
5. Train students in field methods for investigating soil and land conditions.
6. Engage students in evaluating land-conservation and land-restoration strategies.
7. Encourage students to propose sustainable approaches to managing degraded land.
8. Demonstrate digital soil-mapping and GIS techniques for land-conservation planning.

LEARNING OUTCOMES

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

1. Interpret the relationship between soil development and landscape characteristics;
2. Identify and explain major geomorphological processes affecting land surfaces;
3. Recognise different forms and indicators of land degradation;
4. Conduct basic field assessments of erosion and land conditions;
5. Analyse the environmental effects of unsustainable land-use practices;
6. Recommend appropriate soil and land-conservation measures;
7. Prepare reports on local land-degradation and conservation issues; and
8. Use digital soil maps and GIS layers to identify areas requiring conservation intervention.

COURSE CONTENT

- Relationships among rocks, weathering, landforms and soil development
- Physical, chemical and biological weathering
- Slope development and slope processes
- Mass wasting and landscape change

- Fluvial erosion, transportation and deposition
- Soil-landscape relationships
- Soil properties and soil development
- Tropical soils and environmental conditions
- Human influence on soil and landscape systems
- Land degradation
- Soil erosion
- Sheet, rill and gully erosion
- Sedimentation
- Desertification
- Deforestation and land degradation
- Mining and quarrying impacts
- Urban expansion and landscape modification
- Land assessment and field techniques
- Erosion measurement and mapping
- Land-condition indicators
- Soil and land conservation
- Contour farming, terracing, afforestation, controlled grazing and watershed protection
- Land restoration and rehabilitation
- Sustainable land-use planning and Nigerian case studies
- Digital soil mapping and the use of GIS in identifying erosion-prone and degraded land
- Community-based approaches to land conservation and soil-fertility restoration

CATEGORY	DETAILS
Core Competencies	• Analytical Thinking • Scientific Reasoning • Data Interpretation • Spatial Awareness • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Scientific Integrity • Curiosity • Environmental Stewardship • Objectivity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Discussion • Problem-Based Learning • Fieldwork • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Topographical Maps • Field Equipment • Climate/Soil Data • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Reports • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Strahler, A. H., & Strahler, A. (2019). *Introducing physical geography*. Wiley.

Morgan, R. P. C. (1986). *Soil erosion and conservation*. Blackwell.

Summerfield, M.A. (1991). *Global Geomorphology*. Longman.

GEO 414 Cartography

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course develops advanced cartographic design and production skills, building on the map-reading foundation laid in earlier courses to prepare thematic and reference maps to professional standard. Students study the principles of map generalisation, symbolisation and layout, and learn to construct thematic maps using choropleth, isopleth, dot and flow-map techniques. The course covers map projections and their appropriate uses, coordinate systems and georeferencing, and gives students hands-on experience with both manual and digital cartographic production, including basic use of cartographic and GIS software. Students finish the course able to evaluate the accuracy, clarity and design quality of a finished map and understand the standards involved in map reproduction and printing.

RELEVANCE STATEMENT

Beyond reading maps, a well-rounded Geography teacher should be able to design clear, accurate maps for lessons, projects and community use; this course develops that specialised design capability. It complements the technical GIS skills built in GEO 411, giving graduates the ability to move from raw spatial data to a polished, communicable map product. This combination of analytical and design competence is valuable well beyond the classroom, in any setting where clear visual communication of spatial information is needed.

COURSE OBJECTIVES

The objectives of the course are to:

1. Teach students the principles of map design and generalisation.
2. Train students to construct thematic maps, including choropleth, isopleth and dot maps.
3. Explain to students map projections and how to match them to mapping purposes.

4. Demonstrate manual and digital cartographic techniques for producing a finished map.
5. Guide students to evaluate the accuracy, clarity and design quality of maps.

LEARNING OUTCOMES

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

1. Explain the principles of map design and generalisation.
2. Construct a thematic map using an appropriate technique (choropleth, isopleth or dot).
3. Select a map projection appropriate to a stated mapping purpose.
4. Produce a finished map using manual or digital cartographic techniques.
5. Evaluate the accuracy and design quality of a finished map.

COURSE CONTENT

- Principles of map design: generalisation, symbolisation and layout
- History and evolution of cartographic practice
- Thematic mapping techniques: choropleth, isopleth, dot and flow maps
- Colour theory and visual hierarchy in map design
- Map projections and their appropriate uses
- Scale, coordinate systems and georeferencing
- Manual and digital cartographic production, including basic use of cartographic and GIS software
- Map reproduction and printing
- Cartographic ethics and accuracy standards
- Quality control and evaluation of finished maps
- Atlas design and multi-sheet map series
- Digital cartography and geovisualisation techniques
- Cartographic communication and map user perception

CATEGORY	DETAILS
Core Competencies	• Spatial Analysis • Technical Problem-Solving • Data Interpretation • Communication Skills • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Accuracy • Innovation • Objectivity • Diligence • Teamwork • Respect for Diversity
Pedagogical Approaches	• Computer Laboratory Practice • Demonstration • Hands-on Exercises • Group Discussions • ICT-Integrated Instruction
Learning Resources	• GIS/Remote Sensing Software • Satellite Imagery • Computers • Sample Spatial Datasets • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Test • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Robinson, A. H., et al. (1995). *Elements of cartography (6th ed.)*. Wiley.

Slocum, T. A., et al. (2022). *Thematic cartography and geovisualization (4th ed.)*. CRC Press.

Kraak, M.J. & Ormeling, F. (2020). *Cartography: Visualization of Geospatial Data (4th ed.)*. CRC Press.

GEO 415 Transportation Development and Planning

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the development, patterns and planning of transportation systems, with attention to how transport networks shape regional and national development in Nigeria. Students trace the historical development of road, rail, water and air transport, and analyse transport networks in terms of connectivity, accessibility and growth. The course covers core principles of transport planning and policy, distinctive urban and rural transport challenges, and the economic considerations involved in evaluating transport investment. Case studies of transport infrastructure projects in Nigeria ground these concepts in real, locally relevant examples throughout.

RELEVANCE STATEMENT

Transport geography connects directly to real development challenges Nigerian learners observe daily, from traffic congestion to poor rural road access; this course equips teachers to address these issues with sound planning concepts. Understanding transport network growth and connectivity also gives graduates a practical framework for evaluating infrastructure announcements and development plans they encounter in the news, supporting more informed civic participation. As Nigeria continues to invest heavily in transport infrastructure, this competence positions graduates to engage meaningfully with the resulting development debates.

COURSE OBJECTIVES

The objectives of the course are to:

1. Take students through the historical development of transportation systems in Nigeria.
2. Explain to students the classification and comparative advantages of transport modes.
3. Guide students to analyse patterns of transport network growth and connectivity.

4. Introduce students to the principles of transport planning and policy.
5. Engage students in evaluating the impact of transportation on regional and national development.

LEARNING OUTCOMES

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

1. Explain the historical development of transportation in Nigeria.
2. Classify transport modes and describe their comparative advantages.
3. Analyse the growth and connectivity of a named transport network.
4. Explain a basic principle of transport planning and policy.
5. Evaluate the impact of transportation on the development of a named region.

COURSE CONTENT

- Historical development of transportation systems in Nigeria: road, rail, water and air transport
- Transport network analysis: connectivity, accessibility and network growth
- Transport economics and cost-benefit considerations
- Principles of transport planning and policy
- Urban and rural transport challenges
- Public transportation systems and mass transit planning
- Environmental impacts of transportation infrastructure
- Emerging transport technologies and innovations
- The role of transportation in regional and national development
- Case studies of transport infrastructure projects in Nigeria
- Transport safety and accident analysis
- Non-motorised transport and its role in urban mobility
- Integration of transport planning with land-use planning

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Hoyle, B., & Knowles, R. (1998). *Modern transport geography (2nd ed.)*. Wiley.

Filani, M. O. (1993). *Transportation systems in Nigeria*. NISER.

Rodrigue, J-P. (2020). *The Geography of Transport Systems (5th ed.)*. Routledge.

GEO 416 Principles of Hydrology

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course provides an advanced study of water resources and their sustainable management. It examines the occurrence, movement, distribution, quality and utilisation of water in relation to human societies and natural ecosystems. The course focuses on watersheds as important geographical units for analysing water systems. Students examine rainfall, runoff, infiltration, groundwater recharge, river systems and the effects of land use on water availability and quality. The course also addresses contemporary challenges such as water scarcity, pollution, flooding, competing demands and climate-related changes in water systems. Practical activities enable students to apply geographical approaches to watershed assessment, water-resource planning and sustainable management.

RELEVANCE STATEMENT

Water is essential for domestic use, agriculture, industry, energy production and ecosystem functioning. Increasing population, urbanisation, pollution and climate variability have created significant pressures on water resources. This course is relevant because it develops the ability to understand and manage water resources from an integrated geographical perspective. It prepares students to analyse water-related environmental problems and explain the importance of watershed conservation. The course is particularly relevant to Nigeria, where flooding, pollution, inadequate water supply and unequal access to water remain major development challenges. Because access to reliable water supply is a recurring source of tension between communities, farms and industries, this course also prepares graduates to contribute to fair, evidence-based water-allocation decisions.

COURSE OBJECTIVES

The objectives of the course are to:

1. Explain to students the major components and processes of the hydrological system.

2. Guide students to analyse the distribution and availability of surface and groundwater resources.
3. Introduce students to the characteristics and functioning of watersheds.
4. Expose students to the human and environmental pressures on water resources.
5. Train students in basic techniques for investigating water and watershed conditions.
6. Acquaint students with integrated water-resource management approaches.
7. Encourage students to propose sustainable solutions to watershed-management problems.
8. Guide students to examine strategies for equitable allocation of water among competing users.

LEARNING OUTCOMES

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

1. Explain major hydrological processes and their environmental significance;
2. Analyse relationships between land use and watershed behaviour;
3. Identify major causes of water scarcity, pollution and flooding;
4. Conduct basic watershed and water-resource assessments;
5. Interpret information relating to water availability and demand;
6. Evaluate alternative approaches to water-resource management;
7. Develop informed recommendations for sustainable watershed management; and
8. Assess trade-offs in water allocation across agricultural, domestic and industrial demands.

COURSE CONTENT

- The global hydrological cycle
- Precipitation, interception, infiltration, evaporation and transpiration
- Runoff and streamflow
- Surface water and groundwater systems
- Groundwater recharge and depletion
- Watershed concepts and characteristics
- Drainage basins and catchment systems
- Land use and watershed behaviour
- Watershed degradation and restoration

- Water demand and competing uses
- Domestic, agricultural, industrial and environmental water requirements
- Water scarcity and water stress
- Water quality and pollution
- Flooding and drought
- Integrated water-resource management
- Watershed conservation
- Community participation in water management
- Water governance and policy
- Flood management and adaptation
- Climate variability and water resources
- Practical watershed investigation and Nigerian case studies
- Water allocation and conflict resolution among competing users
- River basin development authorities and their role in water governance in Nigeria

CATEGORY	DETAILS
Core Competencies	• Analytical Thinking • Scientific Reasoning • Data Interpretation • Spatial Awareness • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Scientific Integrity • Curiosity • Environmental Stewardship • Objectivity • Teamwork • Respect for Diversity

CATEGORY	DETAILS
Pedagogical Approaches	• Lecture-Demonstration • Discussion • Problem-Based Learning • Fieldwork • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Topographical Maps • Field Equipment • Climate/Soil Data • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Reports • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Ward, R. C., & Robinson, M. (2000). *Principles of hydrology*. McGraw-Hill.

Newson, M. (2009). *Land, water and development: Sustainable and adaptive management of rivers*. Routledge.

Dingman, S.L. (2014). *Physical Hydrology (3rd ed.)*. Waveland Press.

GRP 403 Methods of Teaching Methods in Geography

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course develops geography-specific pedagogical skills, covering classroom communication, teaching strategies for physical and human geography topics, and practicum in map reading and practical Geography instruction. Students examine the components of

effective classroom communication specific to Geography, differentiate teaching modes and strategies suited to physical versus human geography topics, and trace evolutionary trends in the Geography curriculum. The course builds practical competence in preparing lesson plans and schemes of work directly from the Geography syllabus, identifying suitable teaching resources, and using instructional materials such as scales, atlases and globes to teach map reading and practical Geography. Video-mediated micro-teaching and peer teaching on Geography sub-concepts drawn from the WAEC/NECO syllabus give students structured, reflective practice before their teaching practicum.

RELEVANCE STATEMENT

This course brings together the general teaching-methods principles covered earlier in the programme and applies them specifically to the demands of teaching Geography, giving trainees subject-specific pedagogical tools they cannot get from generic education courses alone. Because Geography spans both physical and human topics, and combines conceptual and practical/map-based content, it requires distinct teaching strategies that general pedagogy courses do not address in depth. Direct alignment with the WAEC/NECO syllabus also ensures that trainees leave the course able to teach confidently toward the actual examinations their future students will sit.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the components of effective classroom communication in Geography.
2. Expose students to modes, methods and strategies for teaching physical and human geography topics.
3. Demonstrate methods for teaching map reading and practical Geography.
4. Train students to write lesson plans and prepare schemes of work from the Geography syllabus.
5. Supervise students in micro-teaching selected Geography sub-concepts.

LEARNING OUTCOMES

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

1. Identify and explain components of effective classroom communication in Geography.
2. Differentiate modes and strategies for teaching physical and human geography topics.
3. Demonstrate a method for teaching map reading and practical Geography.

4. Prepare a scheme of work from a section of the Geography syllabus.
5. Demonstrate micro-teaching skills on a selected Geography sub-concept.

COURSE CONTENT

- Introduction to basic concepts in classroom communication for Geography teaching
- Teaching modes, methods and strategies for physical and human geography topics
- Evolutionary trends in the Geography curriculum
- Assessment strategies specific to Geography instruction
- Practicum in lesson plan and scheme of work preparation
- Sources and resources for teaching Geography
- Use of technology and multimedia in Geography teaching
- Instructional materials and strategies for teaching map reading and practical Geography, including scales, atlases and globes
- Video-mediated micro-teaching and peer teaching on Geography sub-concepts drawn from the WAEC/NECO syllabus
- Reflective practice and peer feedback in micro-teaching
- Differentiated instructional strategies for diverse Geography classrooms
- Development and use of low-cost teaching aids in Geography
- Evaluation and improvement of teaching effectiveness through peer observation

CATEGORY	DETAILS
Core Competencies	• Communication Skills • Pedagogical Reasoning • Reflective Practice • Professional Ethics • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy

CATEGORY	DETAILS
Core Values	• Integrity • Empathy • Fairness • Commitment • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Demonstration • Micro-teaching • Peer Review • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • National Policy on Education • Sample Lesson Plans • Video Recordings • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practicum Assessment • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Nzewi, U. M. (2010). *Methodology in science and geography teaching*. Nsukka: Fulladu Publishing Company.

West African Examinations Council (2023). *Geography syllabus for senior school certificate examination.*

Lambert, D. & Balderstone, D. (2010). *Learning to Teach Geography in the Secondary School (3rd ed.)*. Routledge.

Degree 400 Level: Second Semester

EDU 402 Educational Measurements, Tests, Research Methods and Statistics

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

EDU 402 introduces students to the fundamental concepts, principles and applications of educational measurement, testing, research methods and statistics. The course focuses on the measurement and assessment of learning outcomes, identification of the domains of learning, and development and use of appropriate assessment instruments. It also introduces students to the nature, purposes, types, processes and applications of educational research. The course examines different types of educational data and the statistical techniques appropriate for analysing them. Students are introduced to hypothesis testing, critical values, errors of inference and interpretation of statistical results. Practical application of statistical packages, particularly IBM-SPSS, is emphasised to develop students' competence in data analysis and interpretation. The course also develops students' communication, research reporting and ethical decision-making skills necessary for conducting and presenting educational research.

RELEVANCE STATEMENT

This course is relevant to teacher education because effective teaching, learning and educational decision-making depend on accurate assessment, systematic research and appropriate interpretation of data. It equips students with the knowledge and practical skills required to measure learning outcomes, construct and use appropriate assessment instruments, analyse educational data and make evidence-based decisions. The research component prepares students to identify educational problems, conduct systematic investigations, communicate research findings and apply appropriate ethical standards. Competence in statistical analysis and the use of IBM-SPSS further enhances students' ability to conduct quantitative educational research and interpret research findings accurately. The course therefore provides an essential foundation for evidence-based teaching, educational evaluation, research and professional practice.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the concepts, principles and purposes of measurement, testing, assessment and evaluation.
2. Expose students to techniques for measuring and assessing learning outcomes.
3. Explain to students the domains of learning and suitable instruments for assessing each.
4. Train students to construct, administer, score and interpret assessment instruments.
5. Acquaint students with types and sources of educational data and matching statistical techniques.
6. Explain to students the meaning, purpose, types and processes of educational research.
7. Guide students to apply research methods to educational problems.
8. Train students to formulate research questions, objectives and hypotheses.
9. Teach students descriptive and inferential statistical techniques.
10. Guide students through hypothesis testing, levels of significance and Type I/Type II errors.
11. Train students to use IBM-SPSS and other statistical software for data analysis.
12. Develop students' skills in reporting research findings.
13. Guide students to draw conclusions and make evidence-based decisions from research and assessment results.
14. Expose students to ethical issues in educational research and responsible research practice.
15. Help students integrate measurement, research and statistics in solving educational problems.

LEARNING OUTCOMES

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

1. Explain and distinguish the concepts, principles, purposes and applications of educational measurement, testing, assessment and evaluation.
2. Apply appropriate measurement and assessment techniques to determine and evaluate students' learning outcomes.
3. Identify and differentiate the major domains of learning and select or develop suitable assessment instruments for measuring learning in each domain.
4. Construct, administer, score and interpret appropriate educational assessment instruments using established principles and procedures.

5. Identify and classify different types and sources of educational data and select appropriate statistical techniques for analysing them.
6. Explain the meaning, purpose, characteristics, types and processes of educational research and distinguish among major research approaches and designs.
7. Apply appropriate research methods and procedures to investigate and provide evidence-based solutions to identified educational problems.
8. Formulate clear and appropriate research questions, objectives and hypotheses based on identified educational research problems.
9. Apply descriptive and inferential statistical techniques to analyse, summarise and interpret educational research data appropriately.
10. Conduct and interpret hypothesis tests using appropriate statistical procedures, levels of significance and critical values, while identifying possible Type I and Type II errors.
11. Use IBM-SPSS and other relevant statistical software packages to enter, organise, process, analyse and interpret educational data.
12. Communicate and report educational research findings effectively using appropriate academic, statistical and research-reporting conventions.
13. Draw valid conclusions, make appropriate inferences and take evidence-based decisions from educational research, measurement and assessment results.
14. Identify and critically evaluate ethical issues in educational research and demonstrate responsible, professional and ethical research practices.
15. Integrate knowledge and skills in measurement, assessment, research and statistics to identify, investigate and solve educational problems and improve professional practice.

COURSE CONTENT

- Types of educational measurements
- Types of tests, development of tests, test blueprint, item analysis, reliability and validity of instruments
- Domains of learning and taxonomy of cognitive outcomes
- Meaning of research, types of research with focus on descriptive and experimental research
- The research process
- Writing a research proposal

- Research designs
- Theoretical/conceptual framework and review of literature
- Sample and sampling techniques
- Types of data, data gathering, data processing, data analysis and interpretation
- Probability, critical values and error and their place in inferences
- Ethical considerations (political, economic religious and cultural) in research
- Data analysis using IBM-SPSS in educational data analysis
- Reporting educational research

CATEGORY	DETAILS
Core Competencies	• Critical thinking and analytical skills • Data literacy • Reflective thinking and self-development • Collaboration • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity and honesty • Responsibility and perseverance • Team spirit and service • Humility and transparency
Pedagogical Approaches	• Lecture-Based Approach • Collaborative /Cooperative Learning • Inquiry-Based Learning • Experiential Learning, Flipped Classroom • Case-Based Learning • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)
Learning Resources	• Online Courses and Tutorials • Software Tools • Practical Guides/Handbooks • Supplementary Learning Materials • National Curriculum for Basic Education

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Formative Assessment • Practical/Performance-Based Assessment • Project-Based Assessment

REFERENCES AND FURTHER READING

Ihedioha, C. E. (2025). *Fundamental Principles of Research Methods*.

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ENT 412 Venture Creation

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course provides students with the knowledge, practical skills and entrepreneurial competencies required to identify viable business opportunities, develop innovative business ideas, create new ventures and manage micro and small enterprises successfully. It covers opportunity identification, environmental scanning, market research, business planning, entrepreneurial finance, marketing, e-commerce, small and family business management, negotiation and business communication. Through practical activities such as brainstorming, business idea generation, pitching and business plan development, students are exposed to the processes involved in transforming problems and unmet needs into viable entrepreneurial opportunities. The course also introduces emerging technologies, including Artificial Intelligence (AI), Virtual and Mixed Reality, Internet of Things (IoT), blockchain, cloud computing and renewable energy, and explores their applications in creating innovative products, services and digital businesses.

RELEVANCE STATEMENT

Venture Creation is relevant to preparing graduates to become entrepreneurial, innovative and self-reliant in response to changing labour-market conditions and socio-economic challenges in Nigeria. The course enables students to recognise opportunities within local and wider markets, transform innovative ideas into viable enterprises, mobilise resources, use digital technologies and e-commerce, and develop the financial, marketing, communication and management competencies required for business sustainability. By combining entrepreneurial knowledge with practical venture-development experiences, the course promotes creativity, problem-solving, responsible risk-taking and job creation, thereby preparing graduates not only to seek employment but also to create enterprises, generate employment and contribute to sustainable economic and community development.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce students to the concepts, principles and processes of venture creation and entrepreneurship.
2. Guide students to identify and evaluate opportunities arising from problems, trends and market gaps.
3. Stimulate students to generate original business ideas through creativity and innovation.
4. Explain to students how entrepreneurial ideas become viable business concepts.
5. Train students in basic market, customer and competitor analysis.
6. Coach students to develop a business concept suitable for incubation or pitching.
7. Acquaint students with sources of finance for micro and small enterprises.
8. Explain to students the procedures for establishing and managing micro and small enterprises.
9. Teach students entrepreneurial marketing principles and strategies.
10. Demonstrate the use of e-commerce and digital platforms for business.
11. Expose students to emerging technologies that improve business processes and performance.

LEARNING OUTCOMES

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

1. Explain and distinguish the concepts, principles and processes of venture creation and entrepreneurship.

2. Identify, assess and evaluate entrepreneurial opportunities arising from problems, emerging trends, market gaps and high-potential sectors.
3. Generate and develop original business ideas, products, services and concepts using creativity, innovation and problem-solving skills.
4. Explain and apply the processes involved in transforming entrepreneurial ideas into feasible and viable business concepts.
5. Conduct and interpret basic market, customer and competitor analyses to determine the feasibility and potential of prospective ventures.
6. Develop and present a preliminary business concept suitable for incubation, business pitching and consideration by potential investors or funding institutions.
7. Identify, compare and evaluate various sources of entrepreneurial finance available to micro and small enterprises and determine their suitability for different business needs.
8. Explain and apply the basic requirements and procedures for establishing, operating and managing micro and small enterprises.
9. Apply appropriate entrepreneurial marketing principles and strategies to promote products and services and reach target customers effectively.
10. Demonstrate the use of e-commerce platforms and digital technologies to support entrepreneurial activities, customer engagement and business development.
11. Apply emerging technologies and digital solutions to improve entrepreneurial processes, products and services.

COURSE CONTENT

- **Opportunity Identification:**
  - Sources of business opportunities in Nigeria
  - Environmental scanning
  - Demand and supply gap/unmet needs/market gaps/Market Research
  - Unutilized resources
  - Social and climate conditions and Technology adoption gap
- **New business development:** business planning, market research
- **Entrepreneurial Finance:** Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organisations and Business plan competition
- **Entrepreneurial marketing and e-commerce:**
  - Principles of marketing

  - Customer Acquisition & Retention
  - B2B
  - C2C and B2C models of e-commerce
  - First Mover Advantage
  - E-commerce business models and Successful E-Commerce Companies
- Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model
- **Negotiation and Business communication:** Strategy and tactics of negotiation/ bargaining, Traditional and modern business communication methods
- **Opportunity Discovery Demonstrations:** Business idea generation presentations, Business idea Contest, brainstorming sessions, Idea pitching
- **Technological Solutions:**
  - The Concept of Market/Customer Solution
  - Customer Solution and Emerging Technologies
  - Business Applications of New Technologies – Artificial Intelligence (AI)
  - Virtual/Mixed Reality (VR)
  - Internet of Things (IoTs)
  - Blockchain
  - Cloud Computing
  - Renewable Energy and others. Digital Business and E-Commerce Strategies

CATEGORY	DETAILS
Core Competencies	• Opportunity identification • Critical thinking • Problem-solving • Entrepreneurial thinking • Financial literacy • Market research • Business planning • Communication • Negotiation • Marketing • Teamwork • Decision-making

CATEGORY	DETAILS
	• Technological competence • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Creativity • Innovation • Integrity • Accountability • Resilience • Self-reliance • Responsibility • Perseverance • Adaptability • Customer orientation • Ethical entrepreneurship
Pedagogical Approaches	• Case study • Practical demonstration • Experiential learning • Project-based learning • Problem-based learning • Brainstorming • Group work • Market research • Business simulation • Idea pitching • Digital pedagogy • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)

CATEGORY	DETAILS
Learning Resources	• Business Model Canvas, sample business plans, market research tools, financial records/templates, case studies, digital devices, internet resources, e-commerce platforms, multimedia resources • AI and other emerging technology tools, National Curriculum for Basic Education. • Online resources: OER repositories, e-libraries, MOOCs (e.g. Coursera, edX) and educational websites
Assessment Methods	• Self-assessment • Peer assessment • Group assessment • Business idea presentation • Pitching • Market research project • Business plan/project • Practical tasks • Quizzes • Assignments • Continuous assessment

REFERENCES AND FURTHER READING

Udukeke, F.O (2023). *Venture Creation: Entrepreneurship Guide*.

Entrepreneurship and Venture Creation: Theory and Practice by Association of Business Specialists and Entrepreneurs of Nigeria. (ABSEN)

Olannye, P.O et al. (2018) *Basic Entrepreneurship: Small Business Management & Venture Creation.*

MIT Open Course ware: New Enterprises.

The Startup Owner's Manual Resource Repository.

GEO 402 Rural Environment and Sustainability

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines environmental sustainability in rural and urban settings, giving students a comparative understanding of how settlement type shapes environmental risk and opportunity. It explores how population growth, land-use change, economic activities and infrastructure development affect environmental quality and resource availability, and equips students to move beyond description toward practical assessment and intervention. Students compare the environmental challenges and opportunities of rural communities and urban areas, examining rural livelihoods, urban growth, housing, transportation, waste, energy and infrastructure through the lens of sustainability. The course places particular emphasis on green infrastructure and nature-based solutions, such as wetland restoration and urban greening, giving students practical tools for recommending affordable, ecologically sound interventions in both rural and urban Nigerian contexts.

RELEVANCE STATEMENT

Rapid urbanisation and changes in rural land use are transforming environments across Nigeria and other developing countries, making sustainability literacy an increasingly urgent professional competence. Both rural and urban communities face pressing challenges involving resource use, environmental degradation and the pursuit of sustainable development, and teachers who understand these dynamics are better placed to prepare students for informed civic and environmental participation. The course is directly relevant because it develops the knowledge required to analyse environmental challenges across different settlement systems and to identify practical, locally grounded approaches to sustainability. As Nigerian cities and rural districts search for affordable ways to manage flooding, heat and pollution, nature-based approaches offer graduates practical, lower-cost tools to recommend alongside conventional infrastructure, positioning them as informed contributors to local environmental planning and community sustainability initiatives.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the principles and indicators of environmental sustainability in rural areas.

2. Guide students to compare environmental challenges in rural and urban areas.
3. Explain to students the effects of land-use change and settlement growth on rural environments.
4. Guide students to assess environmental pressures from rural livelihoods and infrastructure.
5. Expose students to approaches to sustainable rural planning.
6. Train students to carry out basic sustainability assessments in rural communities.
7. Encourage students to propose practical strategies for rural environmental sustainability.
8. Demonstrate nature-based solutions for rural environmental problems.

LEARNING OUTCOMES

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

1. Explain major dimensions of rural and urban sustainability;
2. Analyse environmental pressures associated with settlement development;
3. Compare environmental problems across rural and urban communities;
4. Conduct basic local environmental assessments;
5. Evaluate sustainability policies and planning strategies;
6. Identify appropriate solutions to local environmental problems;
7. Communicate sustainability recommendations to relevant stakeholders; and
8. Propose nature-based solutions, such as green corridors and wetland restoration, for local sustainability challenges.

COURSE CONTENT

- Concepts and principles of sustainability
- Environmental indicators
- Rural livelihoods and resource use
- Agricultural land use and environmental change
- Urbanisation and environmental pressure
- Housing and infrastructure
- Urban transportation
- Energy use
- Waste generation

- Urban pollution
- Sustainable settlements
- Green infrastructure
- Sustainable transportation
- Community participation
- Environmental planning
- Local sustainability assessment
- Rural and urban case studies
- Nigerian environmental challenges and planning responses
- Green infrastructure and nature-based solutions
- Wetland restoration, urban greening and their role in sustainable settlement planning

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Mabogunje, A. L. (1968). *Urbanization in Nigeria*. University of London Press.

Pickett, S. T. A., Cadenasso, M. L., & McGrath, B. (Eds.). (2013). *Resilience in ecology and urban design: Linking theory and practice for sustainable cities*. Springer.

Chambers, R. (1983). *Rural Development: Putting the Last First*. Longman.

GEO 403 Spatial Organization of Society

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines how human populations, economic activities and settlements are organised across geographic space, and how that organisation shapes patterns of interaction, movement and land use. Students learn to classify spatially distributed phenomena, including population, production, settlements and transport, and to apply established models and theories, such as central place theory and gravity/interaction models, to explain why activities cluster, disperse or connect the way they do. The course moves from basic classificatory concepts to the analysis of land-use patterns, settlement hierarchies and transport networks at a societal and national scale, using Nigerian and comparative examples throughout. Practical exercises in mapping and pattern interpret-

ation give students hands-on experience applying spatial-organisation theory to real settlement systems.

RELEVANCE STATEMENT

This course revisits and deepens the introductory treatment of spatial organisation given at 200 level (GEO 211/213), applying the concepts at a more advanced, whole-society scale relevant to national planning. Understanding how population, production and settlements are spatially arranged is central to teaching Geography effectively, since spatial organisation underpins major topics in the secondary school curriculum, such as settlement patterns, transportation and regional development. Beyond the classroom, this competence equips trainee teachers to interpret the land-use and settlement changes taking place around them, and to guide students in reading maps, census data and development plans critically. These skills are increasingly valued as Nigeria's population growth and infrastructure expansion reshape both rural and urban space.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to basic concepts of spatial organisation.
2. Guide students to classify spatially dispersed phenomena such as population and production.
3. Teach students to interpret land-use patterns and interactions at a societal scale.
4. Guide students to analyse the location, spacing and growth of settlements.
5. Explain to students models such as central place theory and gravity/interaction models.
6. Guide students to examine the role of transport networks in spatial interaction.

LEARNING OUTCOMES

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

1. Define basic concepts of spatial organisation.
2. Classify a spatially dispersed phenomenon, such as population or production.
3. Interpret a land-use pattern and its underlying spatial interactions.
4. Analyse the growth and spacing of settlements within a named spatial system.
5. Apply a relevant model or theory, such as central place theory, to explain a real-world settlement or activity pattern.

6. Assess how a transport network influences movement and interaction within a spatial system.

COURSE CONTENT

- Basic concepts of spatial organisation: principles of classification of geographical phenomena
- Growth and spatial distribution of population
- Production systems: typology and distribution
- Location, spacing and growth of settlements
- Settlement hierarchy and central place systems
- Models and theories of spatial organisation: central place theory, gravity and interaction models
- Spatial interaction and diffusion processes
- Movements over space and transport networks
- Land use: typology, patterns and interaction
- Regional planning and spatial organisation policy
- Mapping and analytical techniques for spatial data
- Application to Nigerian and comparative case studies
- Urban hierarchy and rank-size distribution of settlements

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy

CATEGORY	DETAILS
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Haggett, P. (2001). *Geography: A global synthesis*. Prentice Hall.

Knox, P.L. & Marston, S.A. (2016). *Human Geography: Places and Regions in Global Context (7th ed.)*. Pearson.

Johnston, R.J. & Sidaway, J.D. (2016). *Geography and Geographers: Anglo-American Human Geography since 1945 (7th ed.)*. Routledge.

GEO 404 Environmental Hazards

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the nature, causes, classification and management of environmental hazards, with emphasis on hazards commonly experienced in Nigeria, such as flooding, erosion and drought. Students study the geophysical, hydro-meteorological and human-induced origins of these hazards, and learn to assess the vulnerability of communities and regions exposed to them. The course builds practical skills in vulnerability and risk assessment, and examines the frameworks and institutional structures, including the National Emergency Management Agency, through which hazard mitigation, preparedness and disaster risk reduction are coordinated in Nigeria. Through case studies of actual hazard events and management responses, students gain a grounded, applied understanding of how hazard science translates into real-world disaster risk reduction and community resilience.

RELEVANCE STATEMENT

Environmental hazards feature heavily in the secondary school Geography syllabus and in Nigeria's current affairs; a teacher with solid grounding in hazard science and management can teach these topics with authority and practical relevance. As flooding, erosion, drought and other hazards continue to affect communities across Nigeria with increasing frequency and severity, graduates equipped with hazard-assessment and risk-reduction knowledge are positioned to contribute meaningfully to community awareness, disaster preparedness education and local resilience planning. This course also strengthens students' ability to interpret institutional and policy responses to hazard events, a skill valuable not only in classroom teaching but also in any future engagement with emergency management, environmental planning or community development work.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the concept and classification of environmental hazards.
2. Guide students to analyse the causes and distribution of major hazards in Nigeria.
3. Guide students to assess the social, economic and environmental impacts of selected hazards.

4. Teach students the principles of hazard mitigation, preparedness and disaster risk reduction.
5. Engage students in evaluating a named hazard-management intervention in Nigeria.
6. Acquaint students with the role of agencies such as NEMA in coordinating disaster response.

LEARNING OUTCOMES

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

1. Explain the concept and classification of environmental hazards.
2. Analyse the causes and distribution of a hazard affecting a Nigerian region.
3. Assess the impact of a selected hazard on a community or region.
4. Explain principles of hazard mitigation and disaster risk reduction.
5. Evaluate a named hazard-management intervention in Nigeria.

COURSE CONTENT

- Concept and classification of environmental hazards: geophysical, hydro-meteorological and human-induced
- Causes and distribution of flooding, erosion, drought, landslides and other hazards in Nigeria
- Vulnerability and risk assessment
- Hazard mitigation, preparedness and disaster risk reduction frameworks
- Institutional responses: National Emergency Management Agency (NEMA) and related bodies
- Case studies of hazard events and management responses in Nigeria
- Earthquake and volcanic hazard assessment
- Coastal and marine hazards, including erosion and storm surges
- Industrial and technological hazards
- Community-based disaster risk management approaches
- Early warning systems and hazard forecasting
- Insurance and financial mechanisms for disaster risk transfer
- Post-disaster recovery and reconstruction planning

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Smith, K., & Petley, D. N. (2009). *Environmental hazards: Assessing risk and reducing disaster (5th ed.)*. Routledge.

National Emergency Management Agency (2021). *Nigeria disaster risk profile*.

Alexander, D.E. (2000). *Confronting Catastrophe: New Perspectives on Natural Disasters*. Oxford University Press.

GEO 406 Population, Resource and Environment

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the complex relationships among population processes, resource use and environmental change. It explores how population growth, distribution, migration, urbanisation and changing patterns of consumption influence the use of land, water, energy and other environmental resources. The course introduces major debates concerning population pressure, carrying capacity, resource scarcity and sustainable development. Students examine how technological change, economic development and social inequalities influence resource demand and environmental outcomes. Particular attention is given to Nigeria and other developing societies where population growth, rapid urbanisation and pressure on natural resources create significant environmental and development challenges.

RELEVANCE STATEMENT

Population dynamics have important consequences for the environment and for national development. Changes in population size and distribution can affect housing, food production, water demand, waste generation and the use of other natural resources. This course is relevant because it enables students to understand the geographical links between people, resources and environmental change. It provides an important foundation for analysing contemporary challenges such as urban growth, food insecurity, environmental degradation and climate vulnerability. Displacement linked to conflict, flooding and desertification is reshaping settlement patterns across Nigeria’s Middle Belt and northern states, making this understanding directly applicable to current humanitarian and environmental-planning challenges.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to concepts and theories linking population, resources and environmental change.
2. Guide students to analyse the effects of population growth and distribution on resource demand.
3. Explain to students the environmental implications of migration and urbanisation.
4. Guide students to assess links between consumption patterns and environmental pressure.
5. Explain to students carrying capacity, resource scarcity and sustainability.
6. Expose students to population-related environmental challenges in Nigeria and other developing societies.
7. Encourage students to propose sustainable approaches to population and resource management.
8. Guide students to examine how migration and displacement add pressure on environmental resources.

LEARNING OUTCOMES

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

1. Explain how demographic processes influence environmental change;
2. Analyse population and resource relationships using relevant geographical evidence;
3. Assess the environmental implications of migration and urbanisation;
4. Identify areas where population pressure affects environmental resources;
5. Evaluate competing perspectives on population growth and resource scarcity;
6. Relate demographic trends to sustainable development challenges;
7. Develop informed recommendations for sustainable population and resource management; and
8. Explain how forced and voluntary migration alters demand for land, water and food resources in receiving areas.

COURSE CONTENT

- Population concepts and demographic change
- Population growth, distribution and density
- Population theories and contemporary debates

- Demographic transition
- Population and natural resources
- Land, water, food and energy demand
- Carrying capacity and ecological limits
- Resource scarcity and resource security
- Migration and environmental change
- Urbanisation and resource demand
- Population concentration and environmental pressure
- Consumption patterns and environmental sustainability
- Population policy
- Family welfare and development
- Sustainable resource management
- Population, poverty and inequality
- Population and climate change
- Nigerian and global case studies
- Migration, displacement and their environmental consequences
- Refugee and internally displaced persons' settlements and resource pressure in Nigeria

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity

CATEGORY	DETAILS
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Ehrlich, P. R., & Ehrlich, A. H. (1990). *The population explosion*. Simon & Schuster.

Cohen, J. E. (1995). *How many people can the Earth support*? W. W. Norton.

Weeks, J.R. (2020). *Population: An Introduction to Concepts and Issues (13th ed.)*. Cengage.

GEO 408 African Environment and Development

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course provides a geographical analysis of Africa's environmental systems and development processes. It examines the continent's physical diversity, resource endowment, population dynamics and major development challenges. Students explore the

relationship between environmental opportunities and constraints, including climate variability, natural resources, agricultural systems and environmental degradation. The course also considers poverty, inequality, urbanisation, regional integration and sustainable development.

RELEVANCE STATEMENT

Africa's development challenges are closely connected to its environmental systems and resources. Understanding these relationships is important for analysing issues such as food security, climate vulnerability, resource governance and economic transformation. This course is relevant because it enables students to understand Africa from an integrated geographical perspective and to place Nigeria's development experience within wider continental processes. As African states increasingly coordinate climate and development policy through continental and regional institutions, understanding this cooperation helps graduates situate Nigeria's development challenges within a wider institutional context.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the major physical and environmental regions of Africa.
2. Guide students to examine the relationship between natural resources and development.
3. Expose students to major environmental challenges facing African societies.
4. Guide students to analyse population, urbanisation and economic development patterns in Africa.
5. Explain to students climate vulnerability and environmental change across Africa.
6. Engage students in evaluating development strategies and regional cooperation initiatives.
7. Encourage students to propose sustainable approaches to selected African development challenges.
8. Explain to students the role of regional economic communities in Africa's environment and development agenda.

LEARNING OUTCOMES

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

1. Describe major African environmental regions;
2. Analyse relationships between environmental resources and development;

3. Explain major environmental challenges facing African countries;
4. Compare development patterns across different African regions;
5. Assess the effects of climate and environmental change;
6. Evaluate selected development and regional integration strategies;
7. Apply African geographical perspectives to contemporary development issues; and
8. Assess how regional economic communities, such as ECOWAS and the African Union, coordinate environmental and development policy.

COURSE CONTENT

- Africa's location and regional structure
- Relief, climate, vegetation and environmental regions
- Natural resources and their distribution
- Population and settlement
- Urbanisation
- Agricultural systems and food security
- Energy and mineral resources
- Climate change and environmental vulnerability
- Desertification
- Deforestation
- Water stress and environmental degradation
- Poverty and inequality
- Regional development
- Resource governance
- African development strategies
- Regional integration and sustainable development
- Regional economic communities and continental institutions
- The African Union, ECOWAS and their role in coordinating environmental and development policy

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Binns, T., Dixon, A., & Nel, E. (2012). *Africa: Diversity and development*. Routledge.

Aryeetey, E., Devarajan, S., Kanbur, R., & Kasekende, L. (Eds.). (2012). *The Oxford companion to the economics of Africa*. Oxford University Press.

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GEO 417 Field Work and Quantitative Techniques in Geography

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 0 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course develops advanced competence in quantitative and spatial analysis for geographical research. It builds students' ability to select appropriate analytical techniques, interpret statistical results and communicate findings accurately. Students examine advanced descriptive and inferential procedures, relationships between geographical variables and selected spatial statistical methods.

RELEVANCE STATEMENT

Modern Geography increasingly depends on the analysis of numerical and spatial data. Researchers and professionals must be able to interpret patterns, relationships and trends using appropriate analytical methods. This course is relevant because it strengthens students' ability to conduct rigorous geographical research and use quantitative evidence for environmental and development decision-making. Local spatial models reveal variation that global statistics conceal, giving graduates a sharper analytical tool for identifying where relationships between variables genuinely differ across a study area. The course pairs this quantitative grounding with a structured fieldwork component, so that students collect their own data before applying the analytical techniques covered.

COURSE OBJECTIVES

The objectives of the course are to:

1. Guide students to choose quantitative methods suited to different geographical research problems.
2. Teach students advanced descriptive and inferential statistical procedures.
3. Guide students to analyse relationships among geographical variables.
4. Train students to interpret correlation, regression and selected multivariate results.

5. Introduce students to the principles of spatial statistical analysis.
6. Demonstrate software for quantitative and spatial analysis.
7. Develop students' ability to communicate statistical findings accurately.
8. Introduce students to geographically weighted regression and other local spatial models.
9. Supervise students in designing and conducting a short structured field data-collection exercise.
10. Guide students to analyse field-collected data with an appropriate quantitative technique.

LEARNING OUTCOMES

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

1. Select suitable statistical procedures for geographical datasets;
2. Conduct advanced descriptive and inferential analyses;
3. Interpret relationships between geographical variables;
4. Perform and interpret correlation and regression analyses;
5. Apply selected spatial statistical procedures;
6. Present statistical results in appropriate formats;
7. Draw defensible conclusions from quantitative and spatial evidence; and
8. Interpret the results of geographically weighted regression and other local spatial models.
9. Design and conduct a short field data-collection exercise.
10. Analyse the resulting field data using an appropriate quantitative technique.

COURSE CONTENT

- Advanced descriptive statistics
- Probability and statistical inference
- Hypothesis testing
- Correlation analysis
- Regression analysis
- Multivariate techniques
- Spatial data and spatial relationships
- Spatial autocorrelation

- Basic spatial statistical procedures
- Use of statistical and GIS software
- Interpretation and communication of results
- Applied geographical data-analysis exercises
- Geographically weighted regression and other local spatial models
- Comparing global and local approaches to spatial statistical analysis
- A short supervised field exercise gives students first-hand data to analyse, linking abstract statistical procedures to a concrete fieldwork experience

CATEGORY	DETAILS
Core Competencies	• Numerical Reasoning • Data Analysis • Statistical Interpretation • Attention to Detail • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Accuracy • Intellectual Honesty • Rigour • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Computer Laboratory Practice • Problem-Solving Exercises • Group Discussions • ICT-Integrated Instruction

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • Statistical Software • Sample Datasets • Calculators • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Test • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Fotheringham, A. S., Brunsdon, C., & Charlton, M. (2002). *Geographically weighted regression: The analysis of spatially varying relationships*. Wiley.

O'Sullivan, D., & Unwin, D. J. (2010). *Geographic information analysis*. Wiley.

Ebdon, D. (1985). *Statistics in Geography (2nd ed.)*. Basil Blackwell.

GEO 418 Urban Development and Sustainability

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines urban growth and environmental sustainability, focusing specifically on how population growth, land-use change, economic activity and infrastructure development affect the quality of life and environmental conditions in cities. Students study the drivers and patterns of urbanisation, and examine housing, transportation, waste management, energy use and infrastructure provision as core dimensions of urban environmental pressure. The course places particular emphasis on sustainable settlement design, green infrastructure and nature-based solutions, such as urban greening and wetland restoration, and grounds these concepts in Nigerian urban case studies, including cities facing rapid, often unplanned growth.

RELEVANCE STATEMENT

Nigeria's cities are growing faster than their infrastructure and services can keep pace with, producing challenges such as housing shortages, traffic congestion, flooding and waste management failures that graduates must be equipped to understand and address. This course gives trainee teachers the knowledge required to analyse these urban-specific challenges and to identify practical, affordable sustainability interventions suited to Nigerian cities. It complements the rural focus of GEO 402 by giving dedicated attention to the distinct pressures and opportunities of urban environments, preparing graduates to engage with Nigeria's ongoing urban transformation.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the concepts of urbanisation, urban growth and urban sustainability.
2. Explain to students the stages and patterns of urban development in Nigeria and other developing countries.
3. Guide students to analyse the effects of urban land-use change and urban sprawl.
4. Expose students to urban environmental problems such as housing deficits, congestion, flooding and waste.
5. Acquaint students with urban planning approaches, including master plans and smart-city concepts.
6. Train students to carry out basic sustainability assessments of urban neighbourhoods.
7. Encourage students to propose practical strategies for sustainable urban living.
8. Demonstrate green infrastructure and nature-based solutions for urban environmental problems.

LEARNING OUTCOMES

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

1. Explain the concepts of urbanisation, urban growth and urban sustainability;
2. Describe the stages and patterns of urban development in a named Nigerian city;
3. Analyse the effects of urban sprawl and land-use change using maps or satellite images;
4. Identify major urban environmental problems such as housing deficits, congestion, flooding and waste;

5. Evaluate an urban plan or policy for its sustainability;
6. Conduct a basic sustainability assessment of an urban neighbourhood;
7. Propose practical strategies for sustainable urban living; and
8. Propose green infrastructure solutions, such as green belts and drainage corridors, for a local urban problem.

COURSE CONTENT

- Concepts and principles of sustainability
- Environmental indicators
- Rural livelihoods and resource use
- Agricultural land use and environmental change
- Urbanisation and environmental pressure
- Housing and infrastructure
- Urban transportation
- Energy use
- Waste generation
- Urban pollution
- Sustainable settlements
- Green infrastructure
- Sustainable transportation
- Community participation
- Environmental planning
- Local sustainability assessment
- Rural and urban case studies
- Nigerian environmental challenges and planning responses
- Green infrastructure and nature-based solutions
- Wetland restoration, urban greening and their role in sustainable settlement planning

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Mabogunje, A. L. (1968). *Urbanization in Nigeria*. University of London Press.

Pickett, S. T. A., Cadenasso, M. L., & McGrath, B. (Eds.). (2013). *Resilience in ecology and urban design: Linking theory and practice for sustainable cities*. Springer.

Hall, P. & Pfeiffer, U. (2000). *Urban Future 21: A Global Agenda for Twenty-First Century Cities*. E & FN Spon.

GEO 419 Geographic Instructional Resource Design

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the classification, selection and use of geographic instructional resources, and develops skills for designing, producing and improvising materials for teaching Geography. Students study the utilitarian value of different categories of instructional resources and learn to apply the ASSURE model to select and use materials appropriate to a given Geography topic. The course also covers virtual and physical field trips as teaching tools, and gives students a structured framework for assessing and ranking Geography textbooks. A practicum component has students design, produce and improvise their own instructional materials, particularly for map reading and practical Geography topics, using low-cost and locally available resources.

RELEVANCE STATEMENT

A Geography teacher who can design and improvise instructional resources, from simple relief models to weather charts, can teach effectively even in schools with limited equipment, an important practical reality across much of Nigeria. This course builds a resourcefulness and adaptability that many newly qualified teachers lack, allowing graduates to deliver engaging lessons regardless of their school's resource level. It also complements GRP 403 by giving trainees the specific materials-design skills needed to bring the teaching strategies covered there into a real, often under-resourced classroom.

COURSE OBJECTIVES

The objectives of the course are to:

1. Explain to students the practical value of geographic instructional resources.
2. Guide students to classify geographic instructional resources using practical examples.
3. Introduce students to virtual and physical field trips in Geography teaching.

4. Demonstrate the ASSURE model for selecting and using geographic instructional materials.
5. Guide students to assess Geography textbooks and build an assessment matrix for ranking them.

LEARNING OUTCOMES

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

1. Classify a geographic instructional resource using a practical example.
2. Explain the difference between virtual and physical field trips and their value in teaching.
3. Apply the ASSURE model to select an instructional resource for a Geography topic.
4. Design, produce or improvise a geographic instructional material.
5. Assess and rank a set of Geography textbooks using a simple assessment matrix.

COURSE CONTENT

- Basic concepts in geographic materials and resources
- Classification of geographic instructional resources
- Cost-effective and locally sourced materials for instructional resource production
- Approaches to instructional material and resource utilisation in Geography
- The ASSURE model applied to instructional resources within and around the school
- Virtual and physical field trips in the teaching of Geography
- Digital and multimedia instructional resources in Geography teaching
- Assessment and selection of Geography textbooks
- Evaluation criteria for judging the effectiveness of instructional resources
- Teaching practicum on improvisation, design, production and utilisation of instructional materials in map reading and practical Geography topics
- Budgeting and resource management for instructional material production
- Storage, maintenance and inventory of geographic teaching resources
- Adapting instructional resources for learners with special needs

CATEGORY	DETAILS
Core Competencies	• Communication Skills • Pedagogical Reasoning • Reflective Practice • Professional Ethics • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity • Empathy • Fairness • Commitment • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Demonstration • Micro-teaching • Peer Review • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • National Policy on Education • Sample Lesson Plans • Video Recordings • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practicum Assessment • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Agun, I. E., & Imogie, A. I. (Eds.). (1988). *Fundamentals of educational technology*. Y-Books.

Lambert, D. & Balderstone, D. (2010). *Learning to Teach Geography in the Secondary School (3rd ed.)*. Routledge.

Roberts, M. (2013). *Geography Through Enquiry: Approaches to Teaching and Learning in the Secondary School*. Geographical Association.

Degree 500 Level: First Semester

EDU 501 Teaching Practicum

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 6 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 0 | **PRACTICAL HOURS** 90

COURSE OVERVIEW

Teaching Practice is an advanced practical professional course designed to provide student teachers with extended opportunities to apply and consolidate their subject-matter knowledge, pedagogical skills and professional competencies in authentic classroom settings. The course builds on the experiences acquired during Teaching Practice I and focuses on more independent and effective teaching practice. Students are expected to plan and deliver lessons, employ appropriate teaching methods and strategies, use instructional facilities effectively, assess learners' progress and manage classroom activities efficiently. The course also emphasises the application of child psychology and knowledge of individual differences to address learners' diverse academic, social, emotional and developmental needs. Through supervised teaching, observation, feedback, reflective practice and professional engagement, students develop greater confidence, competence, responsibility and positive attitudes required for effective teaching.

RELEVANCE STATEMENT

Teaching Practice is relevant because it provides student teachers with an opportunity to consolidate and demonstrate the professional knowledge, skills and attitudes required for effective classroom practice. It bridges the gap between educational theory and professional teaching by enabling students to independently apply subject knowledge, pedagogical principles, child psychology and classroom management techniques. The course prepares prospective teachers to respond effectively to individual differences and diverse learning needs, select and use appropriate instructional facilities, and create

conducive learning environments. It also promotes professional responsibility, reflective practice, effective communication and continuous improvement. Successful completion of the course equips student teachers with practical competencies necessary for effective and responsible teaching in schools.

COURSE OBJECTIVES

The objectives of this course are to:

1. Provide supervised opportunities for students to apply subject-matter knowledge in classroom teaching.
2. Guide students to plan, organise and deliver well-structured lessons using appropriate pedagogy.
3. Develop students' classroom communication and interaction skills.
4. Help students apply principles of child psychology to learners' behaviour and development.
5. Guide students to recognise and respond to individual differences among learners.
6. Mentor students in adapting methods and materials for learners with diverse needs.
7. Support students in selecting, preparing and using instructional facilities, materials and technologies.
8. Instil positive professional attitudes, values and ethical conduct towards teaching and learners.
9. Mentor students in classroom management strategies that keep the learning environment safe and orderly.
10. Equip students with strategies for managing learners' behaviour and promoting participation.
11. Guide students to use assessment techniques that monitor learners' progress.
12. Provide structured feedback from supervisors and mentors to improve students' teaching.
13. Encourage reflective practice through evaluation of teaching experiences.
14. Build students' confidence, initiative and responsibility in performing teaching duties.
15. Help students integrate subject knowledge, pedagogy, psychology, resources and classroom management in practice.

LEARNING OUTCOMES

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

1. Demonstrate accurate and effective application of subject-matter knowledge in planning and delivering classroom lessons.
2. Plan, organise and deliver well-structured lessons using appropriate pedagogical approaches, teaching methods and instructional strategies.
3. Demonstrate effective verbal and non-verbal communication and interaction skills that promote meaningful teaching and learning in the classroom.
4. Apply principles of child psychology to explain and respond appropriately to learners' behaviour, developmental characteristics and learning needs.
5. Identify and respond appropriately to individual differences in learners' abilities, interests, backgrounds and learning needs in classroom situations.
6. Adapt teaching methods, learning activities and instructional materials to accommodate learners with diverse abilities, interests, learning styles and educational needs.
7. Select, prepare and effectively utilise appropriate instructional facilities, materials and educational technologies to enhance learners' understanding and participation.
8. Demonstrate positive professional attitudes, values, commitment and ethical conduct in interactions with learners, colleagues, supervisors and other stakeholders.
9. Apply effective classroom management strategies to establish and maintain a safe, orderly, inclusive and conducive learning environment.
10. Apply appropriate strategies for managing learners' behaviour and promoting positive participation, engagement and cooperation in classroom activities.
11. Select and apply appropriate assessment techniques to monitor learners' understanding, progress and achievement and to inform teaching decisions.
12. Use constructive feedback from learners, supervising teachers and other professional sources to identify weaknesses and improve teaching performance.
13. Engage in reflective teaching practice by evaluating teaching experiences, identifying strengths and weaknesses, and developing strategies for professional improvement.
14. Demonstrate confidence, initiative, responsibility and professional competence in planning and performing teaching duties and other professional responsibilities.
15. Integrate subject-matter knowledge, pedagogical skills, knowledge of child psychology, instructional resources, assessment and classroom management skills to demonstrate effective classroom practice.

COURSE CONTENT

- Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation
- The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice
- Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise

CATEGORY	DETAILS
Core Competencies	• Critical thinking and reflective thinking • Instructional planning • Collaboration, communication, and leadership • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity and honesty • Responsibility and perseverance • Respect, inclusion, and team spirit • Humility and service
Pedagogical Approaches	• Learner-Centred Approach • Collaborative /Cooperative Learning • Problem-Based Learning • Blended Approach • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)
Learning Resources	• Digital Resources • Audio-visual Resources • Feedback Tools • National Curriculum for Basic Education • Online resources: OER repositories, e-libraries, MOOCs (e.g. Coursera, edX) and educational websites

CATEGORY	DETAILS
Assessment Methods	• Direct Observation • Student Feedback • Portfolio Assessment • Performance-Based Assessment • Supervisor or Mentor Evaluation

REFERENCES AND FURTHER READING

Cirocki, A.; Farrelly, R.& Sapp, T. (2024). *Developing Materials for Innovative Teaching and Sustainable Learning*.

Spiro, J., & Paran, A. (2023). *Becoming a Reading Teacher: Connecting Research and Practise*.

Robinson, A. (2022). *Principles and Practice of Teaching*.

Iwu, A. O. (n.d). Teaching Practice: An Integrated Approach.

Teaching Practice Manuals for Nigerian Universities.

OER Commons: Teacher Education and Practicum Hub.

UNESCO Open Resources for Teacher Education

GEO 502 Students' Industrial Work Experience Scheme (SIWES) in Geospatial and Environmental Practice

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 0 | **PRACTICAL HOURS** 90

Lecture / Practical Hrs 0 / 90

Tutorial Hrs 0

COURSE OVERVIEW

This course provides structured practical experience in organisations and institutions involved in geospatial services, environmental management, planning, conservation, surveying and related professional activities. Students are exposed to real workplace procedures, professional standards and applied geographical problem-solving. They participate in supervised tasks and maintain records of their professional experiences.

RELEVANCE STATEMENT

Academic knowledge becomes more meaningful when students understand how it is applied in professional settings. Geography graduates may work in planning agencies, environmental organisations, geospatial companies, research institutions and educational organisations. This course is relevant because it bridges the gap between academic training and professional practice. It improves technical competence, workplace communication, ethical awareness and employability. A structured professional portfolio also gives graduates a tangible record of demonstrated competence that strengthens future employment and postgraduate applications.

COURSE OBJECTIVES

The objectives of the course are to:

1. Place students in professional settings where they apply geographical and environmental knowledge.
2. Expose students to workplace tasks and procedures in geospatial and environmental practice.
3. Develop students' professional communication and teamwork skills.
4. Instil ethical standards and responsible workplace behaviour.
5. Guide students to relate workplace experience to academic geographical knowledge.
6. Train students to document professional activities systematically.
7. Encourage critical reflection on personal and professional development.
8. Guide students to build a professional portfolio of competencies acquired during placement.

LEARNING OUTCOMES

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

1. Perform assigned professional tasks under appropriate supervision.
2. Apply relevant geographical or environmental techniques.
3. Communicate effectively with colleagues and supervisors.
4. Demonstrate responsible workplace conduct.
5. Maintain accurate professional records and reflective logs.
6. Relate practical experience to geographical theory.
7. Produce a comprehensive SIWES report and presentation.

8. Compile a professional portfolio evidencing skills, tasks and competencies developed during the placement.

COURSE CONTENT

- Orientation and placement procedures
- Professional expectations
- Workplace health and safety
- Ethical standards
- Practical work in approved organisations
- Geospatial applications
- Environmental monitoring
- Planning and conservation activities
- Professional communication
- Teamwork
- Technical documentation
- Workplace problem-solving
- Reflective practice
- Logbook maintenance
- Supervisor assessment
- Preparation of SIWES reports and presentations
- Professional portfolio development
- Documentation of competencies, tasks and outputs achieved during industrial placement

CATEGORY	DETAILS
Core Competencies	• Professional Practice • Teamwork • Technical Skills • Communication • Problem-Solving • Creativity and Innovation • Digital Literacy • Environmental Literacy

CATEGORY	DETAILS
Core Values	• Professionalism • Responsibility • Integrity • Punctuality • Accountability • Teamwork • Respect for Diversity
Pedagogical Approaches	• Workplace Learning • Supervised Practice • Mentoring • Reflective Learning • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Workplace Facilities • Professional Equipment • Logbooks • Computers • Relevant Software • Online Databases • GIS Software Tools
Assessment Methods	• SIWES Logbook • Supervisor Assessment • Practical Performance • Technical Report • Oral Presentation • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Boud, D., & Solomon, N. (Eds.). (2001). *Work-based learning: A new higher education*? Open University Press.

Raelin, J.A. (2008). *Work-Based Learning: Bridging Knowledge and Action in the Workplace (Rev*. ed.). Jossey-Bass.

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners (5th ed.)*. SAGE Publications.

GEO 504 Biogeography

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

Plants and animals do not scatter randomly across the earth; their distribution follows patterns shaped by climate, soil, competition, and history. This course examines those patterns and the ecosystems that hold them together. Students study the principles governing where different life forms are found, how terrestrial and aquatic ecosystems function and cycle nutrients, and how vegetation changes over time through adaptation, succession, and climax. A significant part of the course looks at human impact: deforestation, farming, and urban expansion all modify ecosystems, and students examine real cases of that modification to understand both the damage and the possible responses.

RELEVANCE STATEMENT

Biogeography draws together earlier climatology and ecological content into a systems-level understanding of life-distribution patterns. That understanding matters directly for careers in conservation and environmental management, where decisions about land use, protected areas, or reforestation depend on knowing how ecosystems actually respond to change. Graduating students who can read a landscape and explain why its vegetation looks the way it does bring a skill that environmental agencies and NGOs actively look for.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to different life forms and the factors responsible for their distribution.
2. Explain to students how ecosystems interact and function.

3. Take students through vegetation change over time.
4. Guide students to examine the role of humans in ecosystem modification.
5. Encourage students to propose practical measures for reducing human damage to a named ecosystem.

LEARNING OUTCOMES

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

1. Identify a life form and explain the factors responsible for its distribution.
2. Describe how a named ecosystem functions and interacts with its environment.
3. Describe a process of vegetation change over time.
4. Examine a case of human-induced ecosystem modification.
5. Propose a practical measure to reduce human impact on a named ecosystem.

COURSE CONTENT

- Principles and concepts of biogeography
- Major vegetation types and their global distribution
- Factors affecting flora distribution, including climate, soil, and altitude
- Factors affecting fauna distribution
- The concept of the ecosystem
- Structure and functioning of terrestrial ecosystems
- Structure and functioning of aquatic ecosystems
- Adaptation and cyclical fluctuations in vegetation
- Ecological succession and climax vegetation
- Nutrient cycling within ecosystems
- Human-induced deforestation and land-use change
- Conservation and ecosystem restoration strategies
- Biogeographic regions of the world and their distinguishing characteristics

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Cox, C. B., Moore, P. D., & Ladle, R. J. (2016). *Biogeography: An ecological and evolutionary approach (9th ed.)*. Wiley-Blackwell.

Mac Donald, G.M. (2003). *Biogeography: Introduction to Space, Time, and Life*. John Wiley & Sons.

Strahler, A.H. & Strahler, A.N. (2005). *Physical Geography: Science and Systems of the Human Environment (3rd ed.)*. John Wiley & Sons.

GEO 507 Quantitative Techniques in Geography

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

Geographic research runs on data, and this course builds the statistical skills needed to handle it properly. Students work through descriptive and inferential statistics, both parametric and non-parametric, and learn how to design a survey and choose a sampling technique that actually fits a research question rather than one picked at random. The course also covers elementary spatial statistics, including measures of spatial association and pattern, so students can analyse not just what the data says but where it says it. Hands-on work with statistical software and sample datasets replaces guesswork with a repeatable method for testing a hypothesis.

RELEVANCE STATEMENT

As the final quantitative course in the programme, this consolidates the statistical foundation laid in GEO 118, GEO 224 and GEO 417. Every student in this cohort is heading toward a capstone research project, and that project lives or dies on whether the data analysis is sound. A student who leaves this course able to choose the right statistical test, justify a sample size, and read a spatial pattern correctly avoids the single most common source of weak research findings: bad or misapplied statistics.

COURSE OBJECTIVES

The objectives of the course are to:

1. Explain to students the value of statistics in geographic research.
2. Teach students descriptive and inferential statistics for simplifying complex geographic problems.

3. Guide students to design an appropriate survey and sampling technique for a geographic study.
4. Train students to conduct elementary statistical analysis of spatial patterns.
5. Guide students to select and justify the appropriate statistical test for a given research question.

LEARNING OUTCOMES

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

1. Explain the value of statistics in geographic research.
2. Apply a descriptive or inferential statistical procedure to a geographic dataset.
3. Design a survey and sampling technique suited to a geographic research question.
4. Conduct an elementary statistical analysis of a spatial pattern.
5. Select and justify an appropriate statistical test for a given research question.

COURSE CONTENT

- Introduction to descriptive statistics
- Introduction to inferential statistics
- Parametric statistical tests
- Non-parametric statistical tests
- Survey design for geographic research
- Sampling techniques and sample size determination
- Data collection instruments and methods
- Measures of spatial association
- Measures of spatial pattern, including nearest-neighbour analysis and quadrat analysis
- Correlation and regression analysis in geographic research
- Use of statistical software for geographic data analysis
- Interpretation and presentation of statistical results
- Application of Geographic Information Systems in quantitative spatial analysis

CATEGORY	DETAILS
Core Competencies	• Numerical Reasoning • Data Analysis • Statistical Interpretation • Attention to Detail • Communication Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Accuracy • Intellectual Honesty • Rigour • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Demonstration • Computer Laboratory Practice • Problem-Solving Exercises • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Software • Sample Datasets • Calculators • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practical Test • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Ebdon, D. (2020). *Statistics in geography (3rd ed.)*. Wiley-Blackwell.

McGrew, J.C. Jr. & Monroe, C.B. (2000). *An Introduction to Statistical Problem Solving in Geography (2nd ed.)*. McGraw-Hill.

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners (5th ed.)*. SAGE Publications.

Degree 500 Level: Second Semester

EDU 500 Research Project

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 0 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

Research Project is a practical and independent research course designed to develop students' competence in identifying, investigating and reporting educational problems within their areas of specialisation. The course provides students with opportunities to apply knowledge and skills acquired from research methods, educational measurement and statistics to the systematic investigation of contemporary educational issues. Students are guided through the processes of identifying researchable problems, reviewing relevant literature, formulating research questions and objectives, designing appropriate research studies, selecting samples, developing and validating research instruments, collecting and analysing data, and interpreting findings. Emphasis is placed on independent inquiry, academic writing, appropriate citation and referencing, research ethics and effective communication of research findings. Students undertake individual research projects under the guidance of research supervisors and produce coherent research reports based on their investigations.

RELEVANCE STATEMENT

The Research Project is relevant because it provides students with practical experience in applying research knowledge and skills to real educational problems. It develops students' capacity to investigate contemporary issues systematically and generate evidence that can contribute to improve teaching, learning, educational planning and professional practice. The course strengthens students' skills in literature review, research design, sampling, instrument development, data analysis, interpretation and academic reporting. It also promotes independent learning, critical thinking, problem-solving, academic integrity and

ethical research practices. By completing an independent research project under supervision, students develop the confidence and competence required for evidence-based decision-making and further academic or professional work in education.

COURSE OBJECTIVES

The objectives of this course are to:

1. Guide students to identify researchable topics on contemporary educational problems in their subject area.
2. Help students state educational research problems, including context, significance and implications.
3. Train students to search for, select and critically review relevant literature.
4. Guide students to develop research questions, objectives and hypotheses.
5. Support students in designing studies to investigate identified educational problems.
6. Guide students to select research methods, designs, populations and sampling techniques.
7. Train students to develop instruments and establish their validity and reliability.
8. Supervise sampling and data-collection procedures.
9. Guide students to select and apply statistical techniques that match their research questions.
10. Guide students to analyse, interpret and present findings accurately.
11. Supervise the writing of a coherent research report that meets academic and institutional standards.
12. Teach students correct citation and referencing techniques.
13. Instil ethical principles and responsible practice in educational research.
14. Prepare students to present and defend research findings.
15. Mentor students to work independently in planning, conducting and completing a research project.

LEARNING OUTCOMES

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

1. Identify and formulate appropriate researchable topics addressing contemporary educational problems within their areas of subject specialisation.
2. Clearly state and explain educational research problems, including their context, significance, scope and implications for educational theory and practice.

3. Search for, select, synthesise and critically evaluate relevant literature related to identified educational research problems using appropriate academic sources.
4. Formulate clear and researchable research questions, objectives and hypotheses, where applicable, based on identified research problems.
5. Conceptualise and design appropriate research studies for systematically investigating identified educational problems.
6. Select and justify appropriate research methodologies, designs, target populations and sampling techniques in relation to specific educational research problems.
7. Develop or adapt appropriate research instruments and establish evidence of their validity and reliability for collecting relevant educational data.
8. Plan and implement appropriate sampling and data-collection procedures in accordance with the requirements of the selected research design.
9. Select and apply appropriate statistical techniques for analysing research data in accordance with the research questions, objectives and hypotheses.
10. Analyse, interpret and present research findings accurately, logically and coherently using appropriate tables, figures and statistical procedures where necessary.
11. Write and organise a coherent research report that conforms to accepted academic, institutional and disciplinary standards.
12. Apply appropriate citation and referencing conventions to acknowledge sources of information and maintain academic integrity in research writing.
13. Identify and apply ethical principles and responsible research practices in the planning, conduct, analysis and reporting of educational research.
14. Demonstrate effective academic communication and presentation skills in presenting, explaining and defending research findings before supervisors, assessors and other academic audiences.
15. Demonstrate independence, responsibility and effective research-management skills in planning, conducting, documenting and completing a research project under appropriate supervision.

COURSE CONTENT

- Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems
- Working independently under the guidance of a Project Supervisor
- Planning and execution of a well-conceptualised research and presenting a written report on the study conducted

CATEGORY	DETAILS
Core Competencies	• Critical thinking and analytical skills • Information literacy • Reflective thinking and self-development • Collaboration and communication skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity and honesty • Responsibility and perseverance • Humility and team spirit • Service and transparency
Pedagogical Approaches	• Collaborative /Cooperative Learning • Inquiry-Based Learning • Project-Based Learning • Problem-Based Learning. • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)
Learning Resources	• Digital and online Resources • Audio-visual Resources • Experiential and Hands-on-Resources. • National Curriculum for Basic Education
Assessment Methods	• Formative Assessment • Summative Assessment • Alternative Assessment

REFERENCES AND FURTHER READING

Ihedioha, C. E. (2025). *Fundamental Principles of Research Methods*.

Ighomereho, S. (2024). *Fundamentals of Research Project Writing in Management and Social Sciences*.

Kwakye, D. O. & Kayii, E. (2024). *Research Methods for University Scholars*.

Isaac, M. & Ogbonna, K (2023). *Research Writing and Technique*.

Okechukwu, O. (2017). *Introduction to Research Methodology and Report Writing*.

Sage Research Methods Community & Open Guides.

Networked Digital Library of Theses & Dissertations.

GEO 521 Environmental Protection and Management

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course provides an advanced introduction to environmental impact assessment and strategic environmental planning. It examines procedures used to identify, predict and manage the environmental consequences of proposed projects, programmes and development plans. Students study environmental assessment from screening and scoping through baseline studies, impact prediction, mitigation and monitoring. The course also examines stakeholder participation, environmental governance and strategic approaches to planning.

RELEVANCE STATEMENT

Development projects may create significant environmental and social impacts if they are poorly planned or managed. Roads, industries, housing developments and resource-extraction activities can affect ecosystems and communities. This course is relevant because it equips students with knowledge of environmental assessment and planning procedures. These skills are important for environmental management, planning, consulting, research and Geography Education. As Nigerian planning agencies move toward assessing cumulative and policy-level impacts rather than single projects, this distinction equips graduates to contribute to assessments at a broader, more preventive scale.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the principles, purposes and procedures of environmental impact assessment.
2. Guide students to identify the environmental and social impacts of development projects.
3. Train students in basic screening and scoping activities.
4. Expose students to methods for predicting and assessing environmental impacts.
5. Guide students to develop mitigation and environmental-management measures.
6. Explain to students the role of stakeholder participation and environmental governance.
7. Guide students to apply strategic environmental planning principles to development decisions.
8. Introduce students to strategic environmental assessment of policies, plans and programmes.

LEARNING OUTCOMES

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

1. Explain the major stages of environmental assessment;
2. Identify significant environmental impacts associated with projects;
3. Prepare basic screening and scoping reports;
4. Analyse baseline environmental information;
5. Recommend appropriate mitigation and monitoring measures;
6. Evaluate the importance of public participation;
7. Prepare basic environmental planning recommendations; and
8. Distinguish strategic environmental assessment from project-level impact assessment and apply it to a policy or plan scenario.

COURSE CONTENT

- Environmental assessment concepts and principles
- Project and strategic environmental assessment
- Screening and scoping
- Baseline environmental studies
- Impact identification and prediction
- Environmental and social impacts

- Impact matrices and other assessment methods
- Mitigation and alternatives
- Environmental-management plans
- Monitoring and auditing
- Stakeholder participation
- Environmental governance
- Environmental planning and Nigerian case studies
- Strategic environmental assessment of policies, plans and programmes
- Distinguishing project-level and strategic-level environmental assessment practice

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Glasson, J., Therivel, R., & Chadwick, A. (2019). *Introduction to environmental impact assessment*. Routledge.

Botkin, D.B. & Keller, E.A. (2014). *Environmental Science: Earth as a Living Planet (9th ed.)*. Wiley.

Barrow, C.J. (2006). *Environmental Management for Sustainable Development (2nd ed.)*. Routledge.

GEO 522 Disaster Risk Management

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines disasters as geographical and social phenomena. It focuses on the relationships among hazards, exposure, vulnerability, risk and community resilience. Students study natural and human-induced hazards and examine the processes through which environmental events become disasters. The course covers disaster prevention, preparedness, response, recovery and long-term resilience. Practical activities include hazard identification, vulnerability assessment, risk mapping and community-based disaster planning.

RELEVANCE STATEMENT

Floods, erosion, drought, storms, industrial accidents and other hazards continue to affect communities. Their impacts are often increased by poverty, poor planning, environmental degradation and inadequate preparedness. This course is relevant because it prepares students to understand disaster risks and contribute to awareness, education and community resilience. It also demonstrates the practical importance of geographical knowledge in protecting lives, livelihoods and infrastructure. With flooding, erosion and storm hazards recurring across many Nigerian states, competence in digital early-warning tools allows graduates to contribute directly to community-level disaster preparedness efforts.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the concepts of hazard, exposure, vulnerability, risk and resilience.
2. Guide students to identify and classify natural and human-induced hazards.
3. Explain to students the physical and social factors that increase disaster vulnerability.
4. Train students in basic hazard and risk assessment techniques.
5. Expose students to disaster preparedness, response and recovery strategies.
6. Guide students to evaluate approaches to community resilience and disaster-risk reduction.
7. Coach students to develop recommendations for local disaster-risk management.
8. Demonstrate digital early-warning and hazard-mapping tools for community preparedness.

LEARNING OUTCOMES

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

1. Distinguish among hazards, disasters and disaster risks;
2. Identify major hazards affecting particular environments;
3. Conduct basic vulnerability and risk assessments;
4. Interpret hazard and risk information;
5. Explain major principles of disaster preparedness and response;
6. Assess community resilience and risk-reduction strategies;
7. Develop simple disaster-risk management proposals; and

8. Use digital hazard-mapping and early-warning tools to communicate risk information to communities.

COURSE CONTENT

- Concepts of hazards, disasters and risks
- Vulnerability and exposure
- Natural hazards
- Floods, droughts, storms, erosion and landslides
- Human-induced and technological hazards
- Risk assessment
- Hazard identification
- Vulnerability assessment
- Risk mapping and communication
- Early-warning systems
- Preparedness and emergency planning
- Disaster response
- Recovery and reconstruction
- Community resilience
- Disaster-risk reduction
- Climate-related hazards
- Institutions and policies for disaster management
- Nigerian and international case studies
- Digital hazard mapping and early-warning systems
- Risk communication and community-based disaster-preparedness planning

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Alexander, D. E. (2000). *Confronting catastrophe: New perspectives on natural disasters*. Oxford University Press.

Wisner, B., Blaikie, P., Cannon, T., & Davis, I. (2014). *At risk: Natural hazards, people's vulnerability and disasters*. Routledge.

Smith, K. & Petley, D.N. (2009). *Environmental Hazards: Assessing Risk and Reducing Disaster (5th ed.)*. Routledge.

GEO 523 Ecosystem Management

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines ecosystems as providers of essential benefits to human societies. It explores provisioning, regulating, cultural and supporting services and examines the importance of ecosystem management for sustainable development. The course also investigates environmental governance, including institutions, policies, participation, environmental justice and community-based resource management.

RELEVANCE STATEMENT

Human societies depend on ecosystems for food, water, climate regulation and many other benefits. Poor environmental governance can result in ecosystem degradation and unequal access to environmental resources. This course is relevant because it provides students with an integrated understanding of ecosystem values and the governance systems needed to protect them. Placing an economic value on ecosystem services also gives graduates a persuasive tool for arguing the case for conservation and sustainable resource management to policymakers and communities.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the concept and categories of ecosystem services.
2. Guide students to analyse relationships between ecosystems and human well-being.
3. Explain to students the environmental consequences of ecosystem degradation.
4. Acquaint students with approaches to ecosystem-service valuation.

5. Guide students to analyse institutions and governance systems in environmental management.
6. Lead discussion of community participation and environmental justice issues.
7. Encourage students to propose sustainable approaches to ecosystem governance.
8. Supervise students in applying ecosystem-service valuation to a local or regional case study.

LEARNING OUTCOMES

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

1. Identify and classify major ecosystem services;
2. Explain the importance of ecosystems to human well-being;
3. Assess the consequences of ecosystem degradation;
4. Analyse environmental governance arrangements;
5. Evaluate community participation in ecosystem management;
6. Explain environmental justice concerns;
7. Develop sustainable ecosystem-management recommendations; and
8. Conduct a basic ecosystem-service valuation exercise for a selected local or regional resource.

COURSE CONTENT

- Concepts of ecosystems and ecosystem services
- Provisioning, regulating, cultural and supporting services
- Ecosystem degradation
- Human dependence on ecosystem functions
- Ecosystem-service valuation
- Environmental decision-making
- Environmental institutions and governance
- Participation and community-based management
- Environmental justice
- Resource conflicts
- Sustainable ecosystem governance
- Nigerian case studies

- Methods of ecosystem-service valuation, including market-based and non-market approaches
- Application of valuation methods to a local or regional case study

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Millennium Ecosystem Assessment. (2005). *Ecosystems and human well-being: Synthesis*. Island Press.

Daily, G. C. (Ed.). (1997). *Nature's services: Societal dependence on natural ecosystems*. Island Press.

Cox, C.B., Moore, P.D. & Ladle, R.J. (2016). *Biogeography: An Ecological and Evolutionary Approach (9th ed.)*. Wiley-Blackwell.

GEO 527 Economic Geography

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course offers an advanced examination of the spatial organisation of economic activity, extending the foundational grounding students acquired in GEO 211 (Spatial Economic Systems) into a more specialised and applied register. The course investigates how agriculture, industry, trade and services are distributed across space, and interrogates the classical and contemporary theories – from Von Thünen's agricultural land-use rings and Weberian industrial location models to more recent globalisation and network-based frameworks that account for these patterns. Particular emphasis is placed on the forces of agglomeration and dispersal, transport and transaction costs, and the role of infrastructure, policy and market access in shaping where economic activity takes root. Students examine real-world cases drawn from Nigerian and comparative African contexts, including agricultural production zones, industrial clusters, service hubs and informal-sector geographies, to see how abstract location theory plays out on the ground. The course also considers how globalisation, foreign direct investment and regional economic integration are reshaping traditional location patterns, equipping students to read and explain contemporary shifts rather than only historical ones. Practical and field-based exercises, map

work and case-study analysis are used throughout to build the data-interpretation and spatial-reasoning skills students will need both as researchers and as classroom teachers of Geography.

RELEVANCE STATEMENT

Economic geography gives trainee teachers the analytical tools to explain why economic activities cluster where they do – a recurring theme across the secondary school Geography syllabus's treatment of agriculture, industry and trade. Beyond the classroom, a rigorous grounding in economic-locational theory equips graduates to interpret the everyday economic landscape around them: why particular towns become market centres, why certain regions industrialise while others remain agrarian, and how infrastructure and policy decisions reshape opportunity across a country. This is especially valuable in the Nigerian context, where uneven regional development, rural-urban migration and the growth of informal economic clusters are live policy concerns that a Geography teacher may be called on to explain to students and communities alike. By linking classical location theory to Nigerian case studies, the course strengthens graduates' capacity to teach economic geography accurately and relevantly, to design lessons that connect abstract models to observable local realities, and to contribute more broadly to informed public understanding of spatial economic development, in line with the analytical, practical and problem-solving competencies expected of NCE graduates.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the scope and major theories of economic geography.
2. Guide students to analyse location factors for agricultural and industrial activity.
3. Explain to students patterns of trade and their geographic basis.
4. Guide students to examine the impact of globalisation on regional economic patterns.
5. Help students relate economic geography theory to a named Nigerian economic activity.

LEARNING OUTCOMES

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

1. Explain the scope and major theories of economic geography.
2. Analyse location factors influencing a named agricultural or industrial activity.
3. Describe the geographic logic behind a specific trade pattern.

4. Evaluate the impact of globalisation on a regional economy.
5. Relate economic geography theory to a named Nigerian economic activity.

COURSE CONTENT

- Scope and theories of economic geography: location theory, comparative advantage and agglomeration
- Location factors in agriculture and industry
- Patterns of domestic and international trade
- Economic globalisation and regional economic change
- Service and informal-sector geography
- Case studies of economic activities and clusters in Nigeria
- Agricultural location theory and land-use zonation
- Industrial location theory and agglomeration economies
- Transport costs and their influence on economic activity location
- Multinational corporations and foreign direct investment patterns
- Regional economic development and disparities
- The informal economy and its spatial characteristics
- Impact of globalisation on local and regional economies

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity

CATEGORY	DETAILS
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Dicken, P. (2015). *Global shift: Mapping the changing contours of the world economy (7th ed.)*. Sage.

Onakomaiya, S. O. (1975). *Industrial location in Nigeria*. NISER.

Knox, P.L. & Marston, S.A. (2016). *Human Geography: Places and Regions in Global Context (7th ed.)*. Pearson.

GEO 524 The Developing and Developed World

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course provides a comparative geographical analysis of development across different regions of the world. It examines how historical, economic, political, environmental and spatial factors influence development outcomes. Students compare developed and

developing regions using indicators relating to income, health, education, infrastructure, inequality and quality of life. Major theories and strategies of development are examined alongside contemporary issues such as globalisation, poverty and sustainability.

RELEVANCE STATEMENT

Development is uneven across countries and regions. Understanding these differences is important for analysing poverty, inequality and the challenges faced by developing societies. This course is relevant because it enables students to place Nigeria and Africa within broader global development processes and to critically examine competing approaches to development. As African countries increasingly pursue partnerships with other developing regions alongside traditional donors, understanding South-South cooperation gives graduates a more complete picture of the development options available to Nigeria.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the concepts and indicators used in the study of development.
2. Guide students to compare development patterns across developed and developing regions.
3. Expose students to major theories and approaches to development.
4. Explain to students the historical and structural causes of uneven development.
5. Guide students to assess the roles of globalisation, trade and investment in development.
6. Engage students in evaluating development challenges such as poverty and inequality.
7. Encourage students to propose context-sensitive development strategies.
8. Lead students in examining South-South cooperation as an alternative development pathway.

LEARNING OUTCOMES

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

1. Explain and interpret major development indicators;
2. Compare development conditions across different regions;
3. Analyse major theories of development;
4. Explain the geographical causes of uneven development;
5. Evaluate the effects of globalisation on development;

6. Assess poverty and inequality from a spatial perspective;
7. Develop informed recommendations for sustainable development; and
8. Assess the potential and limitations of South-South cooperation for African development.

COURSE CONTENT

- Concepts and indicators of development
- Economic and human development
- Theories of development
- Modernisation
- Dependency and structural approaches
- Uneven development
- Developed and developing regions
- Poverty and inequality
- Globalisation
- Trade, aid and investment
- Regional development
- Sustainable development
- Development challenges in Africa and Nigeria South-South cooperation as a development pathway
- Comparative assessment of traditional aid relationships and South-South partnerships

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy

CATEGORY	DETAILS
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Potter, R. B., Binns, T., Elliott, J. A., & Smith, D. (2017). *Geographies of development: An introduction to development studies*. Routledge.

Rist, G. (2009). *The history of development: From Western origins to global faith*. Zed Books.

Chambers, R. (1983). *Rural Development: Putting the Last First*. Longman.

GEO 525 Medical and Health Geography

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines health, disease and healthcare from a geographical perspective. It focuses on the spatial distribution of health conditions and the environmental, social, economic and cultural factors that influence health outcomes. Students examine disease ecology, disease diffusion, environmental health risks and geographical inequalities in healthcare access. The course also explores the relationship between place and health, including the influence of climate, water, housing, pollution, mobility and settlement conditions. Contemporary health challenges, including infectious diseases, emerging diseases and public-health emergencies, are examined through spatial analysis and geographical case studies.

RELEVANCE STATEMENT

Health problems vary from place to place because environmental and social conditions are not the same everywhere. Understanding these spatial differences is important for planning healthcare services and responding to public-health challenges. The course is relevant to Geography Education because it demonstrates how geographical concepts and methods can be applied to major human problems. It also helps students understand the role of environment, location and spatial inequality in shaping health outcomes. With Nigeria’s continuing exposure to cholera, Lassa fever and other outbreak-prone diseases, this GIS-based competence gives graduates a practical tool for supporting public-health surveillance and response.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the concepts and approaches of Medical and Health Geography.
2. Guide students to analyse the spatial distribution and diffusion of diseases.
3. Explain to students the links between environmental conditions and health outcomes.
4. Guide students to assess geographical inequalities in access to healthcare.
5. Expose students to the influence of place, mobility and settlement conditions on health.
6. Demonstrate geographical methods for studying selected public-health problems.

7. Guide students to evaluate geographical approaches to improving population health.
8. Demonstrate GIS techniques for modelling and predicting disease outbreak patterns.

LEARNING OUTCOMES

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

1. Explain major geographical patterns of health and disease;
2. Analyse environmental and social determinants of health;
3. Interpret spatial patterns in disease occurrence;
4. Explain processes involved in disease diffusion;
5. Assess differences in access to healthcare services;
6. Apply geographical reasoning to public-health challenges;
7. Communicate informed geographical perspectives on health issues; and
8. Use GIS-based disease-mapping techniques to support outbreak investigation and health-service planning.

COURSE CONTENT

- Concepts and development of Medical and Health Geography
- Disease ecology and geographical patterns of health
- Environmental determinants of health
- Spatial distribution and diffusion of infectious and non-communicable diseases
- Epidemics and pandemics
- Environmental health
- Water, sanitation and disease
- Pollution and health
- Healthcare accessibility and spatial inequality
- Rural and urban health differences
- Mobility, migration and disease transmission
- Health-service location
- Health mapping and spatial analysis
- Climate and health
- Public-health planning
- Contemporary health challenges in Nigeria and Africa
- Geographic information systems in disease surveillance and outbreak investigation

- Spatial epidemiology and hotspot mapping techniques

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Meade, M. S., & Emch, M. (2010). *Medical geography*. Guilford Press.

Cromley, E. K., & McLafferty, S. L. (2011). *GIS and public health*. Guilford Press.

Curtis, S. (2004). *Health and Inequality: Geographical Perspectives*. Sage Publications.

GEO 526 Waste Management for Sustainable Environment

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines contemporary approaches to waste management, pollution prevention and resource efficiency. It moves beyond conventional disposal methods by introducing the principles of the circular economy and sustainable resource management. Students examine the generation, collection, treatment and disposal of different waste streams. The course also explores recycling, reuse, resource recovery and the environmental and economic benefits of circular systems.

RELEVANCE STATEMENT

Rapid urbanisation, industrialisation and changing consumption patterns have increased the quantity and complexity of waste generated by societies. Poor waste management contributes to pollution, disease and environmental degradation. This course is relevant because it equips students with knowledge of sustainable approaches that reduce waste, conserve resources and support environmentally responsible development. As Nigerian cities generate growing volumes of municipal waste with limited landfill capacity, waste-to-energy approaches offer graduates a forward-looking option to include in sustainable waste-management planning.

COURSE OBJECTIVES

The objectives of the course are to:

1. Introduce students to the concepts and principles of sustainable waste management.
2. Guide students to identify and classify municipal, industrial and agricultural waste streams.
3. Explain to students the environmental and health impacts of poor waste management.
4. Guide students to evaluate waste collection, treatment and disposal systems.
5. Expose students to recycling, reuse and resource-recovery approaches.
6. Explain to students the principles and applications of the circular economy.
7. Coach students to develop sustainable waste and resource-management strategies.
8. Guide students to examine waste-to-energy options for Nigerian cities.

LEARNING OUTCOMES

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

1. Classify major types and sources of waste;
2. Analyse the environmental impacts of waste generation;
3. Assess the effectiveness of waste-management systems;
4. Evaluate recycling and resource-recovery strategies;
5. Explain circular-economy principles;
6. Identify sustainable approaches to pollution prevention;
7. Propose practical waste-management solutions for communities and organisations; and
8. Assess the feasibility of waste-to-energy technologies as part of a sustainable urban waste-management strategy.

COURSE CONTENT

- Concepts of waste, pollution and resource efficiency
- Municipal solid waste
- Industrial waste
- Agricultural waste
- Waste characteristics
- Waste collection and transportation
- Treatment and disposal systems

- Recycling
- Reuse
- Resource recovery
- Waste-to-resource systems
- Circular economy
- Sustainable consumption
- Pollution prevention
- Waste governance
- Community participation
- Environmental regulation
- Nigerian waste-management challenges and case studies
- Waste-to-energy technologies and their feasibility in Nigerian cities
- Comparative assessment of disposal, recycling and energy-recovery options

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Spatial Analysis • Communication Skills • Data Interpretation • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Objectivity • Social Responsibility • Cultural Sensitivity • Curiosity • Teamwork • Respect for Diversity

CATEGORY	DETAILS
Pedagogical Approaches	• Lecture-Discussion • Case Study Analysis • Group Work • Seminar Presentation • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • Statistical Abstracts • Maps and Atlases • Case Study Reports • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Seminar Presentation • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Tchobanoglous, G., & Kreith, F. (Eds.). (2002). *Handbook of solid waste management*. McGraw-Hill.

Williams, P.T. (2005). *Waste Treatment and Disposal (2nd ed.)*. Wiley.

Miller, G.T. & Spoolman, S. (2020). *Environmental Science (16th ed.)*. Cengage.

GRP 504 Contemporary Teaching-Learning Issues in Geography

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

Every Geography teacher meets the same wall sooner or later: a topic that students consistently fail to grasp, no matter how it is explained. This course puts that problem at the centre of study. Students examine which Geography topics learners and teachers

themselves rank as difficult at senior secondary level, and why. They trace how the Geography curriculum and the Senior School Certificate Examination (SSCE) syllabus have changed over time, and what those changes reveal about shifting priorities in the subject. The course then moves from diagnosis to action: students design and test teaching strategies aimed at specific difficult topics, and they practice delivering those strategies through micro-teaching and peer review. By the end, students leave with a working method for identifying a teaching problem, researching its causes, and building a lesson that solves it.

RELEVANCE STATEMENT

This is a capstone pedagogy course. It builds directly on GRP 403 and asks graduating trainees to do something most teacher-training programmes skip: measure their own practice against documented, nationally recognised challenges in Geography teaching, rather than against personal opinion. A trainee who understands why students struggle with, say, isostasy or soil profiles enters the classroom with a plan instead of a guess. That difference shows up in exam results and in how confident a new teacher feels standing in front of a class for the first time.

COURSE OBJECTIVES

The objectives of the course are to:

1. Guide students to identify learner- and teacher-perceived difficult topics in senior secondary Geography.
2. Take students through the evolution of the Geography curriculum and examination syllabus.
3. Guide students to analyse changes in the SSCE Geography syllabus over time.
4. Demonstrate innovative teaching strategies for simplifying difficult topics.
5. Supervise students as they micro-teach or peer-teach a difficult Geography concept.
6. Guide students to evaluate a teaching strategy using peer or learner feedback.

LEARNING OUTCOMES

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

1. Identify a learner- or teacher-perceived difficult topic in Geography.
2. Trace an evolutionary trend in the Geography curriculum or examination syllabus.
3. Analyse a change in the Senior School Certificate Geography syllabus over time.
4. Demonstrate an innovated teaching strategy for a difficult topic.

5. Micro-teach or peer-teach a difficult Geography concept.
6. Critique a teaching strategy's effectiveness using structured peer or learner feedback

COURSE CONTENT

- Evolutionary trends in Geography from conceptual, analytic, quantitative to integrated approaches
- Evolutionary trends in the Senior School Certificate syllabus of Geography
- Survey of difficult topics from learners' and teachers' perspectives
- Instructional strategies for enhancing the learnability of difficult concepts
- Geography curriculum stakeholders' roles in addressing teaching-learning difficulties
- Demonstration lessons and micro-teaching practicum in learner-perceived difficult topics
- Emerging technologies and their integration into Geography teaching
- Assessment innovations for measuring higher-order geographic thinking
- Teacher professional development in response to curriculum change
- Addressing learner misconceptions in physical and human geography
- Inclusive teaching strategies for learners with special educational needs
- Collaborative and project-based learning approaches in Geography
- Use of case studies and real-world data in teaching difficult topics

CATEGORY	DETAILS
Core Competencies	• Communication Skills • Pedagogical Reasoning • Reflective Practice • Professional Ethics • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy

CATEGORY	DETAILS
Core Values	• Integrity • Empathy • Fairness • Commitment • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Demonstration • Micro-teaching • Peer Review • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • National Policy on Education • Sample Lesson Plans • Video Recordings • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practicum Assessment • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

West African Examinations Council (2023). *Geography syllabus for senior school certificate examination.*

Lambert, D. & Balderstone, D. (2010). *Learning to Teach Geography in the Secondary School (3rd ed.)*. Routledge.

Roberts, M. (2013). *Geography Through Enquiry: Approaches to Teaching and Learning in the Secondary School*. Geographical Association.

GRP 505 Entrepreneurship in Geography

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

Not every Geography graduate ends up teaching, and this course treats that fact as an opportunity rather than a problem. Students look at the full range of careers open to a trained geographer, from classroom teaching to environmental consultancy, and build practical skills for turning Geography knowledge into a product or a service. That includes designing and producing instructional materials such as maps, models, games, and climate-change mitigation manuals, then figuring out how to market and sell them. The course also introduces the basics of GPS and GIS as tools for environmental management consultancy work, giving students a starting point for freelance or small-business work in the geospatial field.

RELEVANCE STATEMENT

As students prepare to graduate, they need more than subject knowledge; they need a realistic sense of what comes next. This course widens that view beyond classroom teaching to the broader set of Geography-related careers and self-employment paths available to a well-trained graduate. In a job market where teaching posts are limited, a graduate who can also design a saleable instructional resource or run a basic geospatial consultancy has more than one route into paid work.

COURSE OBJECTIVES

The objectives of the course are to:

1. Lead discussion of how curriculum changes in Geography affect graduate employability.
2. Expose students to career prospects in Geography, Geography Education and related fields.
3. Guide students to design, produce and improvise geographic instructional materials for sale or use.
4. Develop students' skills in marketing geographic equipment and instructional materials.
5. Take students through the steps for setting up an environmental or geospatial consultancy.

6. Guide students to assess the viability of a small Geography-based business idea, including costing and pricing.

LEARNING OUTCOMES

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

1. Discuss how curriculum dynamics in Geography affect graduate employability.
2. Describe a career prospect in Geography or a related area of specialisation.
3. Design or improvise a geographic instructional material suitable for sale or classroom use.
4. Outline a marketing plan for a self-designed geographic instructional material.
5. Outline the basic steps for establishing a small environmental or geospatial consultancy.
6. Assess the commercial viability of a self-designed Geography product or service.

COURSE CONTENT

- Dynamics of the Geography curriculum and capacity for self-reliance
- Career prospects in Geography education and related areas of specialisation
- Creativity and improvisation skills in constructing resource corners and models for Geography rooms and laboratories
- Design and production of geographic games, jig-saw puzzles and climate-change mitigation manuals
- Skills for applying GPS and GIS in environmental management consultancy
- Business and marketing skills for the sale of self-designed geographic instructional materials
- Consultancy opportunities in environmental impact assessment
- Freelancing in cartography, GIS and remote sensing services
- Eco-tourism enterprise development and management
- Grant writing and funding opportunities for geography-related projects
- Basic financial record-keeping for small geography-based enterprises
- Networking and professional association membership for career growth
- Digital marketing of geography-related products and services

CATEGORY	DETAILS
Core Competencies	• Communication Skills • Pedagogical Reasoning • Reflective Practice • Professional Ethics • Problem-Solving Skills • Creativity and Innovation • Digital Literacy • Environmental Literacy
Core Values	• Integrity • Empathy • Fairness • Commitment • Teamwork • Respect for Diversity
Pedagogical Approaches	• Lecture-Discussion • Demonstration • Micro-teaching • Peer Review • Group Discussions • ICT-Integrated Instruction
Learning Resources	• Core Textbooks • National Policy on Education • Sample Lesson Plans • Video Recordings • Online Databases • GIS Software Tools
Assessment Methods	• Continuous Assessment • Practicum Assessment • Term Examination • Peer Assessment • Project Work

REFERENCES AND FURTHER READING

Nwachukwu, C. C. (2005). *Management theory and practice*. Africana First Publishers.

Kuratko, D.F. (2017). *Entrepreneurship: Theory, Process, and Practice (10th ed.)*. Cengage Learning.

Hisrich, R.D., Peters, M.P. & Shepherd, D.A. (2016). *Entrepreneurship (10th ed.)*. McGraw-Hill Education.

PROGRAMME 4 OF 6

Islamic Studies Education

Section a

Introduction

Islamic Studies is a discipline that introduces the learners to the teachings and practices of Islam. It introduces the students to various fields of Islam like theology (*Tauhid*), Jurisprudence/Law (*Fiqh*), social interactions (*Muamalat*) and so on. Thus, it provides the learners multi – dimensional aspects of life and social relationships like the relationship with their Creator (ALLAH), the global community, fellow citizens, family members and other creatures.

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 the 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 a religious study, the focus is the achievement of social solidarity, ethical harmony, human equality and brotherhood in the Nigerian society.

Regulations

Admission Requirements

Admission requirements for candidates seeking to enrol into the NCE Islamic Studies Programme should be any of the following.

i. A Senior Secondary School Certificate (SSCE) or G. C. E. 'O' Level with credits in four (4) subjects including English Language in not more than two (2) sittings. Two of the credits MUST be relevant to the course the candidate wishes to study.

ii. A Grade II Teachers' Certificate (TC II) with credit or merit in five (5) subjects, which must be relevant to the course the candidate wishes to offer. Credits/Merits in English Language is required.

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

iv. National Board for Arabic and Islamic Studies Certificate (NBAIS) with 5 credits including Islamic Studies, Arabic and English

v. All candidates wishing to be considered for admission into the NCE Islamic Studies Programme must meet JAMB requirements.

Graduation Requirements

To qualify for graduation, students must successfully earn a minimum of eighty (80) credit units, distributed as follows:

Education Courses – 22 credits

Teaching Practice – 6 credits

General Studies Courses – 12 credits.

Christian Religious Studies (CRS) Compulsory Courses – 32 credits, Elective- 8.

Total Credit Units Required for Graduation: 80

Facilities

For the successful implementation of the NCE Islamic Studies Programme, the following facilities are required:

i. Minimum of three (3) classrooms/lecture rooms

ii. One adequate and well Equipped Resource Room

iii. Staff Offices: Each Senior Staff should have a comfortable well furnished office for himself. or herself 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.

a. Enough e-books for the programme to cover all the areas of the subject

b. Journals, periodicals, Islamic Magazines etc.

Other specialised facilities for the programme include:

a. Map of Islamic World

b. Other historical maps, diagrams, charts etc.

c. Islamic Software applications

vi. Islamic Audio and Video CD/DVD plates, memory card/clips etc.

vii. Computer projector

viii. Television (TV), Radio, cable satellite, Type-recorder, Video slides

ix. Card Board Papers

x. Internet facilities

xi. Resources Room: The resources room should contains the following: Islamic Studies Reference Books, Curriculum and Instructional Materials, Qur'anic and Hadith Learning Resources, Arabic Language Resources, Audio-Visual Resources, ICT & Digital Resources, Learning Management System (LMS), Library and Research Resources, Furniture and Room Facilities.

Personnel

i. The minimum qualification for a lecturer of Islamic Studies at the NCE Level is any of the following:

a. 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

b. A graduate having B. Ed Islamic Studies or BA Ed (Islamic Studies) with at least Second Class Honours (Lower Division)

c. Any combined 2nd Class (Lower Division) honours degree that has Islamic Studies as one of the areas of specialisation with at least NCE as Minimum professional teaching qualification

d. All the lecturers must have a working knowledge of Arabic

e. A minimum of eight (8) Academic Staff with different area of specialisation must be appointed for the Islamic Studies Department

f. There should be Staff –Student 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

National Goals of Education Nigeria:

General Goals of Education

i. Development of the individual into a morally sound, patriotic and effective citizen

ii. Total integration of the individual into the immediate community, the Nigerian society and the world

iii. Provision of equal access to qualitative educational opportunities for all citizens at all levels of education within and outside the formal school system

iv. Incubation of national consciousness, values and national unity; and

v. Development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society

Specific Goals of Education

a) Ensure and sustain unfettered access and equity to education for the total development of the individual

b) Ensure the quality of education delivery at all levels

c) Promote functional education for skill acquisition, job creation and poverty reduction

d) Ensure periodic review, effectiveness and relevance of the curriculum at all levels to meet the needs of society and the world of work;

e) Collaborate with development partners, the private sector, non-governmental organisations and local communities to support and fund education; and

f) Promote information technology capability at all levels

Objectives of the Programme:

The Objectives of the NCE Islamic Studies Programme are to:

i. Acquaint the students with broad knowledge of Islam.

ii. Prepare the students to understand Islam as a culture and civilisation

iii. Enable graduates to make rigorous and scholarly approach to the contemporary problems of Nigerians, the Nigerian Muslim Community and the globe

iv. Inculcate the spirit of God consciousness I learners and to lead students to appreciate and uphold the values and teachings of Islam and to live by it

v. Prepare students to teach at the Basic Education Level

vi. Give the students adequate intellectual exposure that will enable them to pursue further education in Islamic Studies particularly at the B. Ed and BA Ed degrees.

Learning Outcomes for the Programme

By the end of the programme, students should be able to:

i. Analyse problems pertaining to Islamic Studies, assess them and proffer appropriate solutions;

ii. Demonstrate in writing and orally the ability to communicate and present issues on Islamic Studies appropriately'

iii. Practice Islam according to the teachings or injunctions;

iv. Demonstrate tolerance and respect for others by acting within the tenets of Islamic teachings in a diverse cultural environment and social and economic differences;

apply the knowledge of Islamic Studies in solving emerging national and global issues;

i. Create creative and innovative ideas that will promote Islamic Studies, the society and humanity at large; and

ii. Demonstrate self-reliance through skill acquisition that are in tandem with Islam

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Relevance Statement

The NCE Islamic Studies Programme is very relevant in the sense that it acquaints the students with the knowledge and values of Islam and makes them become responsible citizens. It is also very relevant because the students have the ability to impart and train the younger ones at Primary and Basic Levels thereby enhancing their potentialities. Ability to judge and settle disputes and conflicts within the society is another important relevance of the programme.

Core Competencies and Values

CATEGORY	DETAILS
Core Competencies	• Demonstrate the ability to relate Islamic Studies to Nigerian society • Interpret and analyse Islamic texts using appropriate linguistic, historical, contextual, and methodological approaches • Demonstrate basic competence in Islamic jurisprudence (Fiqh) • Analyse contemporary issues relating to Islamic faith and worship • Integrate Islamic moral principles with professional teaching ethics teachings

CATEGORY	DETAILS
Core Values	• Tawhid • Taqwa • Integrity (Amanah) • Truthfulness (Sidq). • Justice (Adl)
Pedagogical Approaches	• Cooperative and Collaborative Learning. • Inquiry-Based Learning • Field-Based Learning. • Peer Teaching and Peer Assessment • Case-Study Approach.
Learning Resources	• Qur'an.com for Qur'ānic text, translations, and recitation • ICT and educational technology specialists collections • Al-Maktabah al-Shamilah (Islamic Digital Library) • Zoom or Google Meet for virtual lectures and discussions • Learning Management Systems (e.g. Moodle or Google Classroom)
Assessment Methods	• Written Examinations • Micro-Teaching Assessment • Practical/Demonstration Assessment • Practical Demonstrations (*Wuḍūʾ and Ṣalāh*) • Seminar/Group Presentation

NCE Course Distribution (100–300 Level)

NCE 100 Level: First Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours
EDU 111	Introduction to Teaching and Historical Foundation of Education	C	2	30
EDU 112	Educational Psychology	C	2	30
GSE 111	General English 1	C	1	15
GSE 112	Introduction to Library Studies	C	1	
GSE 113	Family Life, Human Trafficking & Emerging Issues	C	1	15
ISS 111	Tawhid and ‘Ibadat (Faith and Worship)	C	2	30
ISS 112	Introduction to Islamic Education	C	2	30
ISS 113	Introduction to Islamic Philosophy	C	2	30
ISS 114	Studies on the Qur’an	C	2	30
ISS 115	Islam and Contemporary Issues	E	1	15
ISS 116	Introduction to Da’awah and Inter-Faith Studies	E	2	30
ISS 117	Gender Issues in Islam	E	2	30
ISS 118	Contemporary Application of Islamic Education	E	1	15
Total			**18**	

Students are to take 3 Units of Elective Courses

NCE 100 Level: Second Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours
EDU 121	Principles and Methods of Teaching in Basic Education	C	2	30
EDU 122	Sociological and Philosophical Foundation of Education	C	2	30
GSE 121	English Proficiency for Teachers	C	1	15
GSE 122	Digital Literacy & AI for Educators 1	C	1	15

Course Code	Course Title	Status	Credit Units	Lecture Hours
GSE 123	Media and Information Literacy 1	C	1	15
ISS 121	Pre-Islamic Arabian History, the Life of the Prophet Muhammad (SAW) & Khulafa' AR-Rashidun (Rightly Guided Caliphs)	C	2	30
ISS 122	Introduction to the Hadith	C	2	30
ISS 123	Basis of Islamic Thought and Civilisation	E	2	30
ISS 124	Sources and Development of Shari'ah (Islamic Law)	C	2	30
ISS 125	Introduction to Islamic Mysticism (Sufism)	E	2	30
Total			**15**	

Students are to take 2 Units of Elective Courses

NCE 200 Level: First Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours
EDU 211	Classroom Management	C	1	15
EDU 212	Curriculum and Curriculum Delivery	C	2	30
EDU 213	Micro Teaching: I (Theory and Practice)	C	2	30
GSE 211	General English II	C	1	15
GSE 212	Introduction to Foundation Literacy	C	1	15
GSE 213	Media and Information Literacy II	C	1	15
ISS 211	Memorisation of Qur'an & Tajwid	E	2	30
ISS 212	Islam and Artificial Intelligence (AI)	E	2	30
ISS 213	History of Islam from the Four Rightly-Guided Caliphs to the Abbasid Era	C	2	30
ISS 214	Introduction to Islamic Economics and Entrepreneurship Skills	C	2	30
ISS 215	Introduction to ICT in Islamic Studies and Arabic Calligraphy	C	2	30
ISS 216	Islam & Gender Studies	C	2	30
ISS 217	Modern Challenges to Muslim Youths in Nigeria	E	1	15

Course Code	Course Title	Status	Credit Units	Lecture Hours
ISS 218	Islamic Contributions to Human Civilisation	E	1	15
Total			**19**	

Students are to take 3 Units of Elective Courses

NCE 200 Level: Second Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours
EDU 221	Research Methods, Measurement and Evaluation	C	2	30
EDU 222	Educational Administration, Planning and Supervision	C	1	15
EDU 223	Introduction to Educational Technology	C	1	30
EDU 224	Micro Teaching: I1 (Practicum)	C	2	30
GSE 221	Introduction to Foundational Numeracy	C	1	15
GSE 222	Entrepreneurship and Green Skills	C	1	15
ISS 221	Islamic Family Law	C	2	30
ISS 222	Research/Teaching Methodology	C	2	30
ISS 223	Islam in Africa	C	2	30
Total			**14**	

NCE 300 Level: First Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
EDU 311	Teaching Practice (TPD)	C	6	90	90
Total			**6**		

NCE 300 Level: Second Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours
EDU 321	Research Project	C	2	30
EDU 322	Theory and Practice of Guidance and Counselling	C	1	30

Course Code	Course Title	Status	Credit Units	Lecture Hours
GSE 321	Global Citizenship Education and Political Economy	C	1	15
ISS 321	Textual Study of the Qur'an I	C	2	30
ISS 322	Textual Study of the Hadith I	C	2	30
Total			**8**	

Course Summary

Levels	Courses (Credit Units)	Courses (Credit Units)	Courses (Credit Units)
NCE 100	EDU 06	GSE 06	ISS 19
NCE 200	EDU 11	GSE 05	ISS 17
NCE 300	EDU 09	GSE 01	ISS 04
Total	**28**	**12**	**40**

Graduation Requirement

S/N	Items	Weight
1	Core Subject	40 (Core sub. 32, elective 8)
2	General Education	22
3	Teaching Practice (TP)	6
4	General Studies (GSE)	12[7]
Total		**80**

NCE Course Descriptions (100–300 Level)

ISS 111 Tawhid and ‘Ibadat (Faith and Worship)

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the Islamic concept of ***Tawḥīd*** **(the Oneness of Allah)** as the foundation of Islamic faith and practice. It examines the implications of Tawḥīd for belief, worship, moral conduct, and everyday life. The course also explores the **six articles of faith *(Arkān al-Īmān)*** and their interrelationship in shaping a sound Islamic worldview, as well as the **five pillars of Islam (*Arkān al-Islām*)** and their connection to *Tawḥīd*. Emphasis is placed on the transformative role of faith and acts of worship in cultivating righteousness, ethical behaviour, social responsibility, and prosperous worldly living in accordance with Islamic teachings.

RELEVANCE STATEMENT

This course provides students with a sound understanding of ***Tawḥīd*** as the cornerstone of Islamic faith and its influence on belief, worship, character, and daily life. It equips learners with the knowledge of the **articles of faith** and the **pillars of Islam**, enabling them to appreciate their interconnectedness and practical application in personal and social contexts. The course fosters moral integrity, ethical responsibility, and spiritual consciousness, preparing students to demonstrate Islamic values that promote righteous conduct, responsible citizenship, and sustainable personal and societal development.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the concept of ***Tawḥīd*** and its significance as the foundation of Islamic faith and practice;
2. Examine the implications of ***Tawḥīd*** for belief, worship, moral conduct, and everyday life;
3. Describe the **six articles of faith (*Arkān al-Īmān*)** and explain their interrelationship in shaping the Islamic worldview;
4. Discuss the **five pillars of Islam (*Arkān al-Islām*)** and their connection to ***Tawḥīd***; and

5. Evaluate the role of faith and acts of worship in promoting righteousness, ethical behaviour, social responsibility, and prosperous worldly living in accordance with Islamic teachings.

LEARNING OUTCOMES

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

1. Explain the concept of *Tawhid* and its implications for belief and daily life;
2. Identify and explain the articles of faith (*Iman*);
3. Explain the concept and significance of Ibadat (acts of worship);
4. Analyse the relationship between *Tawhid* and *Ibadat*;
5. Apply Islamic rulings relating to faith and worship in practical contexts; and
6. Demonstrate basic competence in the principles and practice Islamic jurisprudence (*Fiqh*).

COURSE CONTENT

- Meaning, nature, and categories of Tawḥīd
- Tawḥīd as the foundation of Islamic faith and practice
- Implications of Tawḥīd for belief, worship, and daily life
- **The Six Articles of Faith:** Arkān al-Īmān
- Interrelationship of the six articles of faith and their role in shaping the Islamic worldview
- **The Five Pillars of Islam:** Arkān al-Islām
- Relationship between Tawḥīd and the Five Pillars of Islam
- The impact of Tawḥīd and Īmān on moral and ethical behaviour
- Worship as a means of spiritual purification and self-discipline
- Tawḥīd and prosperous Worldly Living
- Islamic values for personal development and well-being
- Faith-based approaches to family, community, and societal harmony
- Tawḥīd as a foundation for responsible citizenship and sustainable development
- Principles and practice Islamic jurisprudence (Fiqh)
- Islamic rulings relating to faith and worship in practical contexts

CATEGORY	DETAILS
Core Competencies	• Interpret Qur'ānic and Prophetic texts relating to faith and worship • Apply the principles of Islamic worship in practical situations • Demonstrate basic competence in Islamic jurisprudence (Fiqh) • Analyse contemporary issues relating to Islamic faith and worship • Exercise critical thinking and ethical decision-making based on Islamic teachings
Core Values	• God consciouness (*Taqwā*) • Integrity (*Amānah*) • Sincerity (*Ikhlāṣ*) • Honesty and Accountability 5 Compassion and social responsibility
Pedagogical Approaches	• Lectures and guided discussions • Qur'ānic and Ḥadīth text analysis • Demonstration and practical sessions on purification and prayer • Case studies on contemporary issues relating to faith and worship • Group presentations and seminars
Learning Resources	• Qur'an.com for Qur'ānic text, translations, and recitation • Sunnah.com for authentic Ḥadīth collections • Al-Maktabah al-Shamilah (Islamic Digital Library) • Zoom or Google Meet for virtual lectures and discussions • Learning Management Systems (e.g. Moodle or Google Classroom)
Assessment Methods	• Continuous and Summative Assessment: • Assignments • Quizzes • Practical Demonstrations (*Wuḍūʾ and Ṣalāh*) • Seminar/Group Presentation

REFERENCES AND FURTHER READING

Al-Jazīrī, A. (2009). *Islamic jurisprudence according to the four Sunni schools* (N. N. Roberts, Trans.). Fons Vitae. (elibrary.african-court.org)

Doi, A. R. I. (2008). *Shari'ah: The Islamic law*. Ta-Ha Publishers. (Fountain Journals)

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Philips, A. A. B. (2005). *The fundamentals of Tawheed: Islamic monotheism* (2nd ed.). International Islamic Publishing House. (Open Library)

Philips, A. A. B. (2005). *Islamic studies book 1* (2nd ed.). International Islamic Publishing House. (IIPH)

Qaraḍāwī, Y. (1999). *The lawful and the prohibited in Islam* (A. Ahmad, Trans.). American Trust Publications. (Google Books)

Sābiq, S. (1985). *Fiqh us-Sunnah* (M. S. Dabas & J. M. Zarabozo, Trans.). American Trust Publications. (shariaeconomy.blogspot.com)

ISS 112 Introduction to Islamic Education

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides an introduction to the foundations and development of Islamic Education, with emphasis on the first revelation as the basis of knowledge and learning in Islam. It examines the significance of the divine command to *"Read"* (*Iqra'*) and the Islamic approach to the acquisition, preservation, and dissemination of knowledge. The course explores the concepts, principles, aims, and objectives of Islamic Education, highlighting its role in the holistic development of individuals and society. It also examines the educational contributions of the Prophet Muhammad (S.A.W.), his literate Companions including ʿAlī ibn Abī Ṭālib, Zayd ibn Thābit, Muʿādh ibn Jabal, and ʿAbdullāh ibn Rawāḥah as well as the vital role played by the Prophet's wives in promoting literacy, teaching, and women's education. Through these themes, students will develop an appreciation of the historical foundations, values, and enduring relevance of Islamic Education in contemporary society.

RELEVANCE STATEMENT

This course provides students with a foundational understanding of the philosophy, principles, and development of Islamic education. It examines the significance of the first

Qur'ānic revelation as the basis of knowledge acquisition and dissemination, while highlighting the educational contributions of the Prophet Muhammad (S.A.W.), his Companions, and his wives. The course prepares students with the knowledge, values, and pedagogical skills required to promote quality Islamic education, lifelong learning and moral development in contemporary society.

COURSE OBJECTIVES

The objectives of this course are to:

1. **Explain** the significance of the first revelation (*Iqraʾ*) as the foundation of Islamic Education;
2. **Describe** the Islamic concept of knowledge and the means of its acquisition and dissemination;
3. **Examine** the concepts, principles, aims, and objectives of Islamic Education;
4. **Evaluate** the educational contributions of the Prophet Muhammad (S.A.W.) and his literate Companions to the development of Islamic Education; and
5. **Appraise** the role of the Prophet's wives in promoting literacy, teaching, and women's education in Islam, and relate their contributions to contemporary educational development.

LEARNING OUTCOMES

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

1. **Identify** and describe the significance of the first revelation (*Iqraʾ*) as the foundation of Islamic Education;
2. **Illustrate** the Islamic concept of knowledge and the methods of its acquisition and dissemination;
3. **Analyse** the concepts, principles, aims, and objectives of Islamic Education;
4. **Evaluate** the educational contributions of the Prophet Muhammad (S.A.W.) and his literate Companions to the advancement of Islamic Education; and
5. **Appraise** the contributions of the Prophet's wives to literacy, teaching, and women's education in Islam and **determine** their relevance to contemporary educational development.

COURSE CONTENT

- Introduction to Islamic Education: Meaning, Scope, Nature and Importance

- The First Revelation (Sūrah Al-ʿAlaq 96:1–5): Context, Meaning and Educational Significance
- The Command to "Read" (Iqra'): Knowledge Acquisition, Literacy and the Means of Learning in Islam
- Sources of Knowledge in Islam: Revelation, Reason, Observation and Experience
- Concepts, Principles and Characteristics of Islamic Education
- Aims, Objectives and Philosophy of Islamic Education
- The Prophet Muhammad (S.A.W.) as Teacher and Educational Reformer
- Educational Contributions of Literate Companions: ʿAlī ibn Abī Ṭālib, Zayd ibn Thābit, Muʿādh ibn Jabal, Abdullah ibn Rawāḥah and Others
- The Educational Role of the Prophet's Wives: ʿĀ'ishah (R.A.), Ḥafṣah (R.A.), Umm Salamah (R.A.) and Others
- Women's Education in Islam: Prophetic Initiatives and Contemporary Relevance
- The Teacher in Islamic Education: Qualities, Ethics, Roles and Professional Competencies
- Methods of Teaching and Learning in Islamic Education
- Contemporary Challenges and Prospects of Islamic Education

CATEGORY	DETAILS
Core Competencies	• Analysing Contemporary Issues on faith and worship • Interpret Qur'ānic and Prophetic texts • Demonstrate Effective Communication and Instructional Skills • Applying appropriate teaching methods • Evaluate the Prophetic Educational Contribution
Core Values	• **Love for knowledge and lifelong learning** • **God-consciousness (**Taqwā) • Integrity (Amānah) • Honesty and Accountability • Justice and fairness

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive lectures and classroom discussions • Qur'ānic and Ḥadīth text analysis • Case studies and problem-based learning • Group discussions and seminar presentations • Role-play and micro-teaching exercises
Learning Resources	• Qur'an applications (Qur'an.com, Tanzil) • Digital Hadith libraries (Sunnah.com) • Al-Maktabah al-Shamilah (Islamic Digital Library) • Educational videos and podcasts on Islamic education and pedagogy • Qur'ān with authentic English translations e.g. Qur'an.com for Qur'ānic text, translations, and recitation
Assessment Methods	• Continuous and Summative Assessment: • Assignments • Quizzes, Practical • Demonstrations (*Wuḍūʾ and Ṣalāh*) • Seminar/Group Presentation

REFERENCES AND FURTHER READING

Al-Jazīrī, A. (2009). *Islamic jurisprudence according to the four Sunni schools* (N. N. Roberts, Trans.). Fons Vitae. (WorldCat)

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Sābiq, S. (1985). *Fiqh us-Sunnah*. American Trust Publications. (Google Books)

ISS 113 Introduction to Islamic Philosophy

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the foundations, development, and significance of **Islamic philosophy** within the broader context of Islamic intellectual tradition. It examines the emergence and evolution of Islamic philosophical thought, highlighting the contributions of prominent Muslim philosophers to the advancement of Islamic scholarship and civilisation. The course also explores the interaction between Islamic philosophy and earlier **Greek, Persian, and Roman philosophical traditions**, assessing how Muslim scholars engaged with, critiqued, and enriched these intellectual legacies while remaining grounded in the principles of Islam. Emphasis is placed on fostering critical analysis of philosophical ideas and appreciating the enduring relevance of Islamic philosophy to contemporary intellectual and civilizational discourse

RELEVANCE STATEMENT

This course provides students with a sound understanding of the origin, development, and significance of Islamic philosophy and its contribution to Islamic thought and civilisation. It also examines the interaction between Islamic philosophy and other philosophical traditions, enabling students to appreciate the intellectual heritage of Islam and its relevance to contemporary scholarship and intercultural dialogue.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the concept, origin, sources, and development of Islamic philosophy;
2. Examine the contributions of Muslim philosophers to Islamic thought and civilisation;
3. Analyse the interaction between Islamic philosophy and Greek, Persian, and Roman philosophical traditions;
4. Evaluate the influence of philosophical thought on the development of Islamic culture and civilisation; and
5. Develop critical and analytical skills in the study of Islamic philosophical traditions.

LEARNING OUTCOMES

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

1. **Trace** the concept, origin, sources, and historical development of Islamic philosophy;

2. **Critique** the contributions of Muslim philosophers to the development of Islamic thought and civilisation;
3. **Compare and contrast** Islamic philosophy with Greek, Persian, and Roman philosophical traditions;
4. **Assess** the impact of Islamic philosophical thought on the development of Islamic culture and civilisation; and
5. **Interpret** Islamic philosophical traditions using critical and analytical approaches.

COURSE CONTENT

- The role of Islamic philosophy in the development of Islamic culture and civilisation
- Definition, nature, scope, and sources of Islamic philosophy
- Origin and historical development of Islamic philosophy
- Major schools and trends in Islamic philosophical thought
- Contributions of prominent Muslim philosophers to Islamic thought and civilisation
- Greek philosophy and its influence on Islamic philosophy
- Persian and Roman philosophical traditions and their interaction with Islamic thought
- The role of Islamic philosophy in the development of Islamic culture and civilisation
- Comparative analysis of Islamic and classical philosophical traditions
- Contemporary relevance of Islamic philosophy
- Critical appraisal of Islamic philosophical heritage

CATEGORY	DETAILS
Core Competencies	• Critical appraisal of Islamic philosophical heritage. • Philosophical reasoning and logical argumentation • Comparative analysis of philosophical traditions • Effective oral and written communication skills • Problem-solving and intellectual inquiry
Core Values	• Intellectual curiosity • Respect for diverse philosophical perspectives • Integrity in scholarship • Critical inquiry • Tolerance and open-mindedness • Pursuit of knowledge

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive lectures • Guided classroom discussions • Seminar presentations • Case studies and textual analysis • Group assignments and collaborative learning
Learning Resources	• Holy Qur'an • Authentic collections of Hadith • Classical and contemporary works on Islamic philosophy • Books and journal articles on Muslim philosophers and Islamic civilisation. • Digital libraries (Internet Archive, Directory of Open Access Books)
Assessment Methods	• Continuous Assessment: • Assignments • Quizzes • Group Presentations • Class participation

REFERENCES AND FURTHER READING

Fakhry, M. (2004). *A History of Islamic Philosophy* (3rd ed.). Columbia University Press.

Leaman, O. (2002). *An Introduction to Classical Islamic Philosophy*. Cambridge University Press.

Nasr, S. H. (2006). *Islamic Philosophy from Its Origin to the Present*. State University of New York Press.

Corbin, H. (1993). *History of Islamic Philosophy*. Kegan Paul International.

Sharif, M. M. (Ed.). (1963). *A History of Muslim Philosophy*. Otto Harrassowitz.

ISS 114 Studies on the Qur'an

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the concept of **revelation (*Waḥy*)** in Islam, with particular emphasis on the **Qur'ān** as the final and authoritative source of divine guidance. It examines the definition and modes of revelation, as well as the preservation, compilation, standardisation, and arrangement of the Qur'ānic chapters (Suwar). The course also explores the characteristics of the **Makkan and Madinan revelations**, the concept of **abrogation (*Naskh)***, and the various **Qirāʾāt (canonical modes of Qur'ānic recitation)** and their significance in Qur'ānic interpretation. Emphasis is placed on developing a sound understanding of the authenticity, transmission, and interpretation of the Qur'ān, enabling students to appreciate its enduring relevance as the primary source of Islamic faith, law, and guidance.

RELEVANCE STATEMENT

This course provides students with a comprehensive understanding of the sciences of the Qur'an (*Ulūm al-Qur'ān*), including its revelation, preservation, compilation, transmission, and interpretation. It equips learners with the knowledge and analytical skills required to appreciate the authenticity of the Qur'an, understand its historical development, and apply established principles of Qur'anic interpretation in addressing contemporary issues.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the origin, source, and divine nature of the Qur'an;
2. Describe the concept, modes, and stages of Qur'anic revelation;
3. Examine the preservation, compilation, standardisation, and arrangement of the Qur'an;
4. Distinguish between Makkan and Madinan revelations and their characteristics;
5. Explain the concept and significance of *Naskh* (abrogation) in Qur'anic studies;
6. Identify the major *Qirā'āt* and evaluate their significance in Qur'anic interpretation; and

7. Apply the principles of *Ulūm al-Qur'ān* in the analysis and interpretation of Qur'anic texts.

LEARNING OUTCOMES

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

1. Explain the origin, source, and divine nature of the Qur'an;
2. Describe the concept, modes, and stages of Qur'anic revelation;
3. Examine the preservation, compilation, standardisation, and arrangement of the Qur'an;
4. Distinguish between Makkan and Madinan revelations and their characteristics;
5. Explain the concept and significance of *Naskh* (abrogation) in Qur'anic studies;
6. Identify the major *Qirā'āt* and evaluate their significance in Qur'anic interpretation; and
7. Apply the principles of *Ulūm al-Qur'ān* in the analysis and interpretation of Qur'anic texts.

COURSE CONTENT

- Introduction to Ulūm al-Qur'ān: definition, scope, importance, and sources
- The concept of revelation (Waḥy) and the divine origin of the Qur'an
- Modes and stages of Qur'anic revelation
- Preservation of the Qur'an during the lifetime of the Prophet (SAW)
- Compilation of the Qur'an during the caliphates of Abū Bakr and 'Uthmān
- Standardisation and arrangement of the chapters (Suwar) of the Qur'an
- Makkan and Madinan revelations: characteristics, themes, and significance
- **The concept, categories, and significance of Naskh:** abrogation
- Qirā'āt: concept, major recitations, transmission, and significance in Tafsīr
- Principles of Qur'anic interpretation and practical textual analysis

CATEGORY	DETAILS
Core Competencies	• Analytical and Critical Thinking • Demonstrate and Interpret Qur'ānic Literacy skills • Demonstrate Effective Communication Skills • Ethical and Spiritual Development • Apply the principles of *Ulūm al-Qur'ān text*

CATEGORY	DETAILS
Core Values	• Integrity and honesty in scholarship • Commitment to authentic Islamic knowledge • Critical inquiry and intellectual discipline • Reverence for the Qur'an as the divine revelation • Respect for scholarly diversity in Qur'anic studies
Pedagogical Approaches	• Interactive lectures and guided discussions • Textual study of selected Qur'anic passages • Tutorials and seminar presentations • Group discussions and collaborative learning • Case studies on Qur'anic interpretation
Learning Resources	• Holy Qur'an • Authentic collections of Hadith • Classical and contemporary works on *Ulūm al-Qur'ān* • Books and journal articles on Qur'anic studies • Academic databases (Google Scholar, JSTOR, ResearchGate)
Assessment Methods	• Continuous Assessment: • Assignments • Quizzes • Seminar Presentations • Class participation

REFERENCES AND FURTHER READING

Al-Zarqānī, M. A. (2001). *Manāhil al-'Irfān fī 'Ulūm al-Qur'ān*. Dār al-Kutub al-'Ilmiyyah.

Al-Suyūṭī, J. (2008). *Al-Itqān fī 'Ulūm al-Qur'ān*. Dār Ibn Kathīr.

Al-Qaṭṭān, M. K. (2000). *Mabāḥith fī 'Ulūm al-Qur'ān*. Maktabah Wahbah.

Philips, A. A. B. (1997). *Usool at-Tafseer: The Methodology of Qur'anic Interpretation*. Islamic Book Service.

Abdul-Raof, H. (2010). *Schools of Qur'anic Exegesis: Genesis and Development*. Routledge.

ISS 115 ISLAM and Contemporary Issues

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides students with a comprehensive understanding of contemporary social, political, economic, ethical, and technological issues through the lens of Islamic teachings. It examines how the **Qur'ān** and **Sunnah** offer guiding principles for addressing the opportunities and challenges of the modern world. The course encourages critical engagement with current global and societal issues, including governance, human rights, economic development, science and technology, environmental sustainability, media, and globalisation. Emphasis is placed on developing students' ability to apply Islamic values and ethical reasoning to contemporary realities, fostering responsible citizenship, informed decision-making, and constructive contributions to society.

RELEVANCE STATEMENT

This course equips students with the knowledge and analytical skills to examine contemporary social, political, economic, ethical, and technological issues through the lens of Islamic teachings. It enables learners to apply the principles of the Qur'ān and Sunnah in addressing emerging global challenges while promoting ethical leadership, responsible citizenship, peaceful coexistence, and sustainable societal development.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain contemporary issues from Islamic perspectives;
2. Apply Qur'ānic and Sunnah principles to contemporary social, political, economic, ethical, and technological challenges;
3. Critically analyse emerging issues affecting Muslim societies within Islamic ethical and legal frameworks;
4. Evaluate diverse viewpoints on contemporary debates in light of Islamic teachings; and
5. Promote Islamic values of justice, peace, tolerance, and responsible citizenship in resolving societal challenges.

LEARNING OUTCOMES

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

1. Explain major contemporary issues from Islamic perspectives;
2. Apply Qur'ānic and Sunnah principles to contemporary social and ethical challenges;
3. Critically evaluate modern issues affecting Muslim societies in light of Islamic teachings;
4. Demonstrate informed and balanced responses to contemporary debates within Islamic ethical and legal frameworks; and
5. Promote Islamic values of justice, peace, tolerance, and responsible citizenship in addressing contemporary issues.

COURSE CONTENT

- Introduction to Islam and contemporary issues: concepts, scope, and approaches
- Qur'ānic and Sunnah foundations for addressing contemporary challenges
- Contemporary social issues: family values, youth development, gender relations, and social justice
- Political issues: governance, democracy, leadership, human rights, and civic responsibility in Islam
- Economic issues: Islamic finance, poverty alleviation, entrepreneurship, consumer ethics, and sustainable development
- Ethical issues: bioethics, environmental stewardship, corruption, professionalism, and moral responsibility
- Technology and Islam: artificial intelligence, digital ethics, social media, cybersecurity, and information integrity
- Religious pluralism, interfaith relations, peacebuilding, and conflict resolution
- Contemporary global challenges: globalisation, migration, climate change, extremism, and humanitarian crises
- Islamic responses to emerging contemporary issues: case studies and practical applications

CATEGORY	DETAILS
Core Competencies	• **Islamic Ethical Reasoning** • **Critical Thinking and Problem-Solving** • **Application of Islamic Knowledge** • **Communication and Interpersonal Skills** • **Civic and Global Responsibility**

CATEGORY	DETAILS
Core Values	• Justice (*ʿAdl*) • Peaceful coexistence • Tolerance and mutual respect • Integrity and accountability • Compassion and social responsibility
Pedagogical Approaches	• Interactive lectures and guided discussions • Case studies on contemporary issues • Problem-based and inquiry-based learning • Students seminars and presentations • Debate and reflective learning activities
Learning Resources	• Holy Qur'an • Authentic collections of Hadith • Classical and contemporary books on Islam and contemporary issues • Academic journals in Islamic Studies, ethics, law, and social sciences. • Reports from reputable international and Islamic organisations. • Online academic databases and digital libraries
Assessment Methods	• Continuous Assessment: • Assignments • Quizzes • Group Presentations • Case study analysis

REFERENCES AND FURTHER READING

Kamali, M. H. (2017). *The Middle Path of Moderation in Islam: The Qur'ānic Principle of Wasatiyyah*. Oxford University Press.

Ramadan, T. (2009). *Radical Reform: Islamic Ethics and Liberation*. Oxford University Press.

Esposito, J. L. (2018). *Islam: The Straight Path* (5th ed.). Oxford University Press.

Auda, J. (2008). *Maqasid al-Shariah as Philosophy of Islamic Law: A Systems Approach*. The International Institute of Islamic Thought (IIIT).

Sardar, Z. (2011). *Reading the Qur'an: The Contemporary Relevance of the Sacred Text of Islam*. Oxford University Press.

ISS 116 Introduction to Da'wah and Inter-Faith Studies

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the principles, objectives, methods, and contemporary practice of ***Da'wah* (Islamic invitation)** as an essential aspect of Islam. It examines the Qur'anic and Prophetic foundations of *Da'wah*, the qualities and responsibilities of a ***Dā'ī* (caller to Islam)**, and effective approaches to Islamic teachings with wisdom, compassion, and respect. The course also explores the concept of **inter-faith studies**, focusing on the nature of religious diversity, dialogue, peaceful coexistence, mutual understanding, and cooperation among people of different faiths. Emphasis is placed on developing the knowledge, communication skills, ethical values, and intercultural competence required to promote constructive engagement, religious tolerance, social harmony, and peaceful coexistence in a pluralistic society.

RELEVANCE STATEMENT

This course equips students with the knowledge and practical skills required for effective *Da'wah* based on the Qur'an and Sunnah while fostering mutual respect and peaceful coexistence in religiously diverse societies. It prepares learners to engage in ethical dialogue, address contemporary religious issues, and contribute to inter-faith understanding and social harmony.

COURSE OBJECTIVES

The objectives of this course are to:

1. Understand the concept, objectives, and significance of Da'wah in Islam;
2. Explain the Qur'anic and Prophetic methods and ethics of Da'wah;
3. Examine the principles and practices of inter-faith dialogue and peaceful coexistence;
4. Analyse contemporary issues affecting Da'wah and inter-faith relations; and
5. Develop effective communication and dialogue skills for constructive inter-faith engagement.

LEARNING OUTCOMES

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

1. Explain the concept, objectives and significance of Da'wah in Islam;

2. Describe the Qur'anic and Prophetic methods and ethics of Da'wah;
3. Examine the principles and practices of inter-faith dialogue and peaceful coexistence;
4. Analyse contemporary challenges and opportunities in Da'wah and inter-faith relations; and
5. Demonstrate effective communication skills for promoting mutual understanding and constructive inter-faith engagement.

COURSE CONTENT

- Meaning, scope, objectives, and significance of Da'wah
- Sources, principles, and characteristics of Islamic Da'wah
- Qur'anic methods and Prophetic models of Da'wah
- Ethics, wisdom (Hikmah), patience, and effective communication in Da'wah
- Concept, objectives, and scope of inter-faith studies
- Religious diversity and Islamic perspectives on peaceful coexistence
- Principles and methods of inter-faith dialogue
- Contemporary issues and challenges in Da'wah and inter-faith relations
- Conflict prevention, peacebuilding, and religious tolerance
- Practical communication and dialogue skills for Da'wah and inter-faith engagement

CATEGORY	DETAILS
Core Competencies	• Effective Da'wah communication • Critical analysis of inter-faith issues • Ethical decision-making in religious engagement • Conflict resolution and peacebuilding • Teamwork and intercultural collaboration
Core Values	• **Respect for religious diversity** • **Peaceful coexistence** • Tolerance and mutual understanding • Integrity and sincerity • Wisdom (*Hikmah*)

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive lectures • Group discussions and seminars • Role-play and dialogue simulations • Student presentations • Field visits to religious institutions (where feasible)
Learning Resources	• The Holy Qur'an • Academic databases and online learning platforms • Authentic collections of Hadith • Classical and contemporary books on Da'wah • Journal articles on Islamic studies and inter-faith relations.
Assessment Methods	• Continuous Assessment • Assignments • Quizzes • Group Presentations • Final Examination

REFERENCES AND FURTHER READING

Al-Faruqi, I. R. (1998). *Islam and Other Faiths*. IIIT.

Al-Qaradawi, Y. (2006). *Priorities of the Islamic Movement in the Coming Phase*. Islamic Book Trust.

Philips, A. A. B. (1997). *The Purpose of Creation*. Islamic Book Service.

Esposito, J. L. (2011). *What Everyone Needs to Know About Islam* (2nd ed.). Oxford University Press.

Sulaiman, A. H. (2007). *Da'wah: Principles and Practice*. Islamic Foundation.

ISS 117 Gender Issues in ISLAM

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to Islamic perspectives on gender, sex, family, social relationships, rights, responsibilities, and human dignity. The course examines gender-

related teachings in the **Qur'an and Sunnah**, while engaging with classical Islamic scholarship and contemporary debates concerning women and men in Muslim societies. It explores Islamic perspectives on human creation, equality and complementarity, marriage and family life, education, economic participation, leadership, inheritance, modesty, political and social participation, and gender justice.

The course also examines common misconceptions about the status of women in Islam and distinguishes between **Islamic normative teachings and cultural practices.** Particular attention is given to contemporary gender issues within African and Nigerian Muslim communities, enabling students to critically assess gender-related questions from Islamic, social, cultural, legal and ethical perspectives.

RELEVANCE STATEMENT

Gender remains an important issue in contemporary religious, educational, social, legal, economic, and political discourse. The course is relevant to Islamic Studies because it equips students with an informed understanding of Islamic teachings concerning the dignity, rights, responsibilities, and social roles of both men and women.

The course provides students with the ability to examine gender questions through primary Islamic sources rather than relying exclusively on cultural assumptions or external representations of Islam. It is particularly relevant in the Nigerian context, where questions concerning **girls' and women's education, marriage, inheritance, employment, leadership, family responsibilities, gender-based violence, and participation in public life** continue to attract scholarly and societal attention.

COURSE OBJECTIVES

The course aims to enable students to:

1. Examine the Islamic concept of human dignity and gender relations;
2. Analyse Qur'anic and Prophetic teachings concerning men and women;
3. Explain Islamic perspectives on gender equality, equity, complementarity, and justice;
4. Examine the rights and responsibilities of men and women in Islamic family and social life;
5. Investigate Islamic perspectives on women's education, economic participation, and social engagement;
6. Distinguish between Islamic teachings and cultural practices relating to gender;
7. Assess contemporary gender-related issues from Islamic perspectives;
8. Examine the contributions of Muslim women to Islamic scholarship and society; and

9. Develop informed and balanced perspectives on gender discourse in contemporary Muslim societies.

LEARNING OUTCOMES

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

1. **Define** key concepts relating to gender in Islamic discourse;
2. **Identify** major Qur'anic and Prophetic teachings concerning men and women;
3. **Analyse** selected Qur'anic verses and Prophetic traditions relating to gender;
4. **Differentiate** between Islamic principles and cultural practices concerning gender;
5. **Examine** Islamic perspectives on education, marriage, family, inheritance, work, and leadership;
6. **Evaluate** contemporary arguments and criticisms concerning gender in Islam;
7. **Discuss** the contributions of Muslim women to scholarship, education, and social development;
8. **Assess** selected gender-related challenges within Nigerian and African Muslim communities; and
9. **Demonstrate** values of justice, dignity, mutual respect, responsibility, and ethical conduct in gender relations.

COURSE CONTENT

- Introduction to Gender Studies in Islam
- Creation and Human Dignity
- Gender Justice in the Qur'an and Sunnah
- Women in Pre-Islamic and Early Islamic Society
- Education and Intellectual Contributions of Muslim Women
- Islamic Concept of Marriage and Family Relations
- Women, Property and Economic Rights
- Gender, Work and Public Participation
- Modesty, Dress and Gender
- Contemporary Gender Issues
- Gender Issues in Nigeria

CATEGORY	DETAILS
Core Competencies	• 1interpreting gender-related Qur'anic texts • Understanding relevant Prophetic traditions • Applying basic Islamic principles to gender issues • Distinguishing religious teachings from cultural practices • Analysing gender-related arguments critically and objectively
Core Values	• **Justice (ʿadl)** • Human dignity **(karāmah insāniyyah)** • Equality of human worth • Fairness and equity • Mutual respect
Pedagogical Approaches	• **Interactive lectures** • **Qur'anic textual analysis** • **Hadith analysis** • **Tafsīr-based learning** • **Comparative discussion**
Learning Resources	• The Qur'an in Arabic with reliable translations. • Major collections of authentic ḥadīth. • Selected classical and contemporary tafsīr. • Books of Islamic jurisprudence. • Works on **Maqāṣid al-Sharīʿah**.
Assessment Methods	• Continuous Assessment • Assignments • Quizzes • Group Presentations • Final Examination

REFERENCES AND FURTHER READING

The Qur'an. Recommended study of relevant passages, particularly Qur'an 4, 16:58–59, 16:97, 17:23–39, 24, 33, 49:13, 53:32, 60:12 and 66:11.

Al-Bukhārī, Muḥammad ibn Ismāʿīl. *Ṣaḥīḥ al-Bukhārī*. Beirut: Dār Ibn Kathīr.

Muslim ibn al-Ḥajjāj. *Ṣaḥīḥ Muslim*. Beirut: Dār Iḥyāʾ al-Turāth al-ʿArabī.

Abū Dāwūd, Sulaymān ibn al-Ashʿath. *Sunan Abī Dāwūd*. Beirut: al-Maktabah al-ʿAṣriyyah.

Al-Tirmidhī, Muḥammad ibn ʿĪsā. *Sunan al-Tirmidhī*. Beirut: Dār al-Gharb al-Islāmī.

ISS 118 Contemporary Application of Islamic Education

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines the practical application of Islamic educational principles to present-day educational, social, moral, technological, economic, and cultural challenges. The course connects the foundational principles of Islamic education derived from the **Qur'an, Sunnah, Prophetic practice, and Islamic intellectual tradition** with contemporary educational practices and emerging societal realities.

Emphasis is placed on the application of Islamic educational objectives, values, methods, curriculum principles, teacher ethics, learner development, knowledge integration, educational technology, inclusive education, character formation, and lifelong learning. The course also considers the role of Islamic education in addressing contemporary challenges such as moral decline, digital transformation, artificial intelligence, misinformation, environmental concerns, globalisation, pluralism, unemployment, and social change.

The course is designed to move students from theoretical understanding to **practical, contextual, and problem-solving applications of Islamic education** in schools, families, communities, and wider society.

RELEVANCE STATEMENT

The relevance of Islamic education extends beyond the transmission of religious knowledge to the development of morally responsible, intellectually competent, socially productive, and spiritually conscious individuals. Contemporary educational systems face complex challenges arising from technological advancement, globalisation, changing

family structures, moral concerns, social inequality, environmental problems, and rapidly evolving forms of knowledge.

This course is relevant because it equips students to apply Islamic educational principles to these contemporary realities. It enables them to examine how Qur'anic and Prophetic principles can inform curriculum development, teaching and learning, educational leadership, character education, digital learning, professional ethics, and community development.

In the Nigerian context, the course provides a framework for considering how Islamic education can contribute to **moral regeneration, educational quality, peaceful coexistence, responsible citizenship, employability, technological competence, and sustainable national development.**

COURSE OBJECTIVES

The course aims to enable students to:

1. Examine the foundations and objectives of Islamic education in relation to contemporary educational needs;
2. Analyse the relevance of Qur'anic and Prophetic educational principles to modern learning environments;
3. Examine contemporary approaches to teaching and learning from an Islamic perspective;
4. Apply Islamic educational values to curriculum development and educational practice;
5. Explore the use of ICT, digital learning, and emerging technologies in Islamic education;
6. Assess the role of Islamic education in moral and character development;
7. Examine Islamic perspectives on inclusive, lifelong, and learner-centred education;
8. Investigate contemporary challenges confronting Islamic education in Nigeria and other Muslim societies;
9. Develop practical strategies for applying Islamic educational principles to current social and educational problems; and
10. Promote the integration of intellectual, spiritual, moral, social, and practical dimensions of education.

LEARNING OUTCOMES

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

1. **Describe** the major principles and objectives of Islamic education relevant to contemporary society;
2. **Explain** how Qur'anic and Prophetic teachings can inform modern educational practice;
3. **Analyse** contemporary educational issues from Islamic perspectives;
4. **Apply** Islamic educational principles to classroom teaching, curriculum planning, and learner development;
5. **Evaluate** the potential benefits and limitations of technology and artificial intelligence in Islamic education;
6. **Design** practical educational strategies for addressing selected contemporary challenges;
7. **Demonstrate** competence in integrating Islamic values with relevant modern educational practices;
8. **Assess** the role of Islamic education in promoting ethical behaviour, social responsibility, and peaceful coexistence;
9. **Develop** appropriate responses to contemporary problems affecting Islamic education in Nigeria; and
10. **Demonstrate** professional, ethical, reflective, and responsible conduct as prospective Islamic educators.

COURSE CONTENT

- Foundations of Contemporary Islamic Education
- Islamic Education Philosophy and Contemporary Education
- Contemporary Teaching and Learning of Islamic education
- Meaning and Principles of Curriculum in Islamic Education
- Islamic Education and ICT
- Concept of Artificial Intelligence and Islamic Education
- Inclusive and Lifelong Islamic Education
- Islamic Education, Gender and Family
- Islamic Education and Contemporary Social Issues
- Islamic Education in Nigeria
- Contemporary Application and Future Directions

CATEGORY	DETAILS
Core Competencies	• Applying Islamic educational principles to contemporary contexts • Analysing educational problems from Islamic perspectives • Integrating Islamic values with modern teaching strategies • Curriculum interpretation and adaptation • Classroom teaching and learner support
Core Values	• **Tawḥīd** and consciousness of Allah • Knowledge and wisdom • **Taqwā** (God-consciousness) • **ʿadl** (justice) • **Iḥsān** (excellence and benevolence)
Pedagogical Approaches	• **Interactive lectures** • **Discussion and dialogue** • **Problem-based learning** • **Case-study method** • **Project-based learning**
Learning Resources	• The Qur'an and reliable translations. • Ṣaḥīḥ collections of Ḥadīth. • Digital Qur'an and Hadith platforms. • Electronic Islamic libraries. • Learning Management Systems.
Assessment Methods	• Critical analysis of contemporary Islamic education issues • Lesson planning and micro-teaching • Development of digital Islamic educational materials • Case-study analysis • Group seminar presentations

REFERENCES AND FURTHER READING

The Qur'an. Relevant passages on knowledge, education, character, human development, and responsibility should be emphasised, including Qur'an 16:78, 20:114, 39:9, 58:11, and 96:1–5.

Al-Bukhārī, Muḥammad ibn Ismāʿīl. *Ṣaḥīḥ al-Bukhārī*. Beirut: Dār Ibn Kathīr.

Muslim ibn al-Ḥajjāj. *Ṣaḥīḥ Muslim*. Beirut: Dār Iḥyāʾ al-Turāth al-ʿArabī.

Abū Dāwūd, Sulaymān ibn al-Ashʿath. *Sunan Abī Dāwūd*.

Al-Tirmidhī, Muḥammad ibn ʿĪsā. *Sunan al-Tirmidhī*.

Al-Ghazālī, Abū Ḥāmid. *Iḥyāʾ ʿUlūm al-Dīn*. Beirut: Dār al-Maʿrifah.

Ibn Sahnūn, Muḥammad ibn ʿAbd Allāh. *Ādāb al-Muʿallimīn*.

Al-Zarnūjī, Burhān al-Dīn. *Taʿlīm al-Mutaʿallim Ṭarīq al-Taʿallum*.

ISS 121 PRE-Islamic Arabian History and the Life of the Prophet Muhammad (SAW) & Khulafa' AR-Rashidun (Rightly Guided Caliphs)

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the historical background of **pre-Islamic Arabia *(Jāhiliyyah)***, examining its socio-political, economic, religious, and cultural conditions as the context for the emergence of Islam. It explores the genealogy, life, and mission of **Prophet Muhammad (S.A.W.),** highlighting his prophetic call in Makkah, the Hijrah, the establishment and administration of the Islamic state in Madinah, and his exemplary leadership, character, and contributions to the transformation of society. The course also provides an overview of the lives, leadership, and achievements of the **Four Rightly Guided Caliphs (*Al-Khulafāʾ al-Rāshidūn*)**, with particular emphasis on the reforms they introduced in replacing the practices of *Jāhiliyyah* with the principles and values of Islam. Through the study of these historical developments, students will gain an appreciation of the foundations of Islamic civilisation and the enduring relevance of the Prophetic model and the Rashidun Caliphate to contemporary Muslim society.

RELEVANCE STATEMENT

This course provides students with a comprehensive understanding of the historical development of Islam from the pre-Islamic period to the era of the Rightly Guided Caliphs. It highlights the exemplary leadership of Prophet Muhammad (S.A.W.) and the *Khulafā' al-Rāshidūn*, enabling students to appreciate the foundations of Islamic civilisation and apply the moral, ethical, and leadership values of early Islam to contemporary society.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the socio-political, economic, and religious conditions of pre-Islamic Arabia;
2. Examine the genealogy, life, mission, and leadership of Prophet Muhammad (S.A.W.);
3. Describe the establishment and administration of the first Islamic state in Madinah;
4. Discuss the lives, achievements, and reforms of the Khulafā' al-Rāshidūn;
5. Analyse major historical events and personalities using authentic Islamic historical sources; and
6. Demonstrate the ethical and leadership qualities exemplified by the Prophet (S.A.W.) and the early Muslim community.

LEARNING OUTCOMES

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

1. Explain the historical development of Islam and the contributions of key personalities to Islamic civilisation;
2. Describe the exemplary character and leadership of the Prophet Muhammad (S.A.W.);
3. Discuss the lives and achievements of the *Khulafa' AR-Rashidun* (Rightly Guided Caliphs);
4. Demonstrate Islamic values by emulating the exemplary qualities of the Prophet (S.A.W.) and the pious Muslims; and
5. Analyse and discuss major events in Islamic history using authentic historical sources.

COURSE CONTENT

- Pre-Islamic Arabia (Jāhiliyyah): geographical, social, political, economic, and religious conditions
- Genealogy, birth, childhood, and early life of Prophet Muhammad (S.A.W.)
- The first revelation and the beginning of the Prophetic mission
- The Makkan period: Da'wah, persecution, migration to Abyssinia, and the Hijrah
- The Madinan period: establishment of the Islamic state, Constitution of Madinah, brotherhood (Mu'ākhāh), and administration
- Major battles, treaties, the Farewell Pilgrimage, and the Prophet's legacy
- The character, leadership, and statesmanship of Prophet Muhammad (S.A.W.)
- The lives, achievements, and reforms of Abū Bakr al-Ṣiddīq, 'Umar ibn al-Khaṭṭāb, 'Uthmān ibn 'Affān, and 'Alī ibn Abī Ṭālib
- Islamic reforms that replaced the practices of Jāhiliyyah

- Historical lessons and the relevance of early Islamic civilisation to contemporary society

CATEGORY	DETAILS
Core Competencies	• Historical inquiry and critical analysis • Leadership and ethical decision-making • Research and academic writing • Effective oral and written communication • Application of historical lessons to contemporary issues
Core Values	• **Faith and God-consciousness (***Taqwā***)** • Integrity and honesty • Justice and fairness • **Courage and Perseverance** • Compassion and mercy
Pedagogical Approaches	• Interactive lectures and classroom discussions • Qur'ānic and Ḥadīth text analysis • Case studies and problem-based learning • Group discussions and seminar presentations • Role-play and micro-teaching exercises
Learning Resources	• Holy Qur'an • Authentic collections of Hadith • Digital maps and historical timeline applications • Classical works on *Sīrah* and Islamic history • Digital libraries (Al-Maktaba al-Shāmilah, Internet)
Assessment Methods	• Continuous Assessment: • Assignments • Quizzes • Group Presentations • Class participation

REFERENCES AND FURTHER READING

Haykal, M. H. (1976). *The Life of Muhammad*. American Trust Publications.

Mubarakpuri, S. R. (2002). *The Sealed Nectar (Ar-Raheeq Al-Makhtum)*. Darussalam.

Al-Ṣallābī, A. M. (2007). *The Noble Life of the Prophet*. Darussalam.

Al-Ṣallābī, A. M. (2007). *Abu Bakr As-Siddiq, Umar ibn Al-Khattab, Uthman ibn Affan,* and *Ali ibn Abi Talib* (Series). Darussalam.

Lings, M. (2006). *Muhammad: His Life Based on the Earliest Sources*. Inner Traditions.

ISS 122 Introduction to Hadith

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the concepts of **Ḥadīth** and **Sunnah** as the second primary sources of Islamic guidance after the Qur'ān, with particular attention to the nature and significance of **Ḥadīth al-Qudsī**. It examines the importance of the Prophet's traditions in shaping Islamic belief, worship, law, and moral conduct, as well as the historical development and compilation of Ḥadīth literature. The course also explores the principles and methods of Ḥadīth authentication, including ***al-Jarḥ wa al-Taʿdīl***, the classification of Ḥadīth according to authenticity and transmission, and the **six canonical collections (*al-Kutub al-Sittah*)**. In addition, it examines the attitudes of various Muslim ***firaq*** **(sects)** towards Ḥadīth and their implications for Islamic thought and practice. Emphasis is placed on developing students' understanding of the authenticity, authority, and application of the Prophetic traditions in Islamic scholarship and contemporary Muslim life.

RELEVANCE STATEMENT

This course introduces students to the science of Ḥadīth and its central role in Islamic belief, law, and practice. It examines the concepts of Ḥadīth and Sunnah, the development of Ḥadīth literature, methods of authentication, classifications of Ḥadīth, and the attitudes of various Muslim sects towards Ḥadīth. The course equips students with the knowledge and analytical skills necessary to appreciate the authenticity, authority, and application of the Prophet's traditions in contemporary Islamic scholarship and daily life.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the concepts of Ḥadīth, Sunnah, and Ḥadīth al-Qudsī.
2. Examine the significance of the Sunnah as a primary source of Islamic guidance.
3. Explain the role of Ḥadīth as the second source of Islamic law after the Qur'an.
4. Describe the historical development and compilation of Ḥadīth literature.
5. Analyse the methods of authentication (*al-Jarḥ wa al-Taʿdīl*) employed by Muslim scholars.
6. Classify the various categories of Ḥadīth and explain their legal implications.
7. Evaluate the contributions of the six canonical collections and the attitudes of Muslim *firaq* towards Ḥadīth.

LEARNING OUTCOMES

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

1. Explain the significance of the Prophet's Sunnah as a primary source of Islam;
2. Explain the role of Ḥadīth as the second source Islamic law and guidance;
3. Describe the methods employed by Muslim scholars to verify the authenticity and reliability of Ḥadīth.

COURSE CONTENT

- Introduction to Ḥadīth Studies: definition, scope, and importance
- Concepts of Sunnah, Ḥadīth, Khabar, Athar, and Ḥadīth al-Qudsī
- The authority and significance of the Sunnah in Islam
- The role of Ḥadīth as the second source of Islamic law and guidance
- History of Ḥadīth transmission, recording, and compilation
- Development of the science of Ḥadīth and major contributors
- **Principles and methods of authentication:** al-Jarḥ wa al-Taʿdīl
- Classification of Ḥadīth: Ṣaḥīḥ, Ḥasan, Ḍaʿīf, Mutawātir, Āḥād, and related categories
- The six canonical collections (Kutub al-Sittah): authors, contents, and significance
- Attitudes of various Muslim firaq towards Ḥadīth and contemporary relevance of Ḥadīth studies

CATEGORY	DETAILS
Core Competencies	• Understanding and interpreting Ḥadīth literature. • Critical evaluation of Ḥadīth authenticity. • Application of the Sunnah to contemporary issues. • Research and academic writing. • Critical and analytical thinking.
Core Values	• Reverence for the Qur'an and Sunnah. • Integrity in scholarship. • Commitment to authenticity and truth. • Intellectual honesty. • Respect for scholarly methodology.
Pedagogical Approaches	• Interactive lectures. • Guided textual study of selected Ḥadīth. • Tutorials and classroom discussions. • Seminar presentations. • Group assignments and collaborative learning.
Learning Resources	• The Holy Qur'an. • The six canonical collections of Ḥadīth (*Kutub al-Sittah*). • Classical and contemporary books on *Muṣṭalaḥ al-Ḥadīth*. • Peer-reviewed journals on Islamic studies and Ḥadīth sciences. • Academic databases and digital Islamic libraries. • Online repositories of authentic Ḥadīth collections.
Assessment Methods	• Continuous Assessment: • Assignments • Quizzes • Seminar Presentations • Class participation

REFERENCES AND FURTHER READING

Al-Ṣāliḥ, Ṣ. (2000). *ʿUlūm al-Ḥadīth wa Muṣṭalaḥuh*. Dār al-ʿIlm lil-Malāyīn.

Azami, M. M. (1992). *Studies in Hadith Methodology and Literature*. Islamic Book Trust.

Siddiqi, M. Z. (1993). *Hadith Literature: Its Origin, Development and Special Features*. Islamic Texts Society.

Brown, J. A. C. (2009). *Hadith: Muhammad's Legacy in the Medieval and Modern World*. Oneworld Publications.

ISS 123 Basis of Islamic Thought and Civilisation

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the **foundations of Islamic thought, philosophy, and civilisation**, examining their origins, development, and significance in shaping the Islamic intellectual tradition. It explores the core principles and major themes of Islamic thought, the emergence of Islamic philosophy, and the contributions of Muslim scholars to the growth of Islamic civilisation. The course also examines contemporary perspectives on Islamic thought and the major **schools of thought** in Islam, highlighting their historical development, distinctive characteristics, and contributions to Islamic scholarship. Emphasis is placed on fostering critical understanding of the diversity within the Islamic intellectual heritage and its continued relevance to contemporary religious, social, and global issues.

RELEVANCE STATEMENT

This course introduces students to the foundations, evolution and intellectual heritage of Islamic thought and civilisation. It examines the major schools of thought, the contributions of leading Muslim scholars and civilisations, and contemporary perspectives on Islamic intellectual traditions. The course equips students with the knowledge and critical skills required to appreciate the richness of Islamic civilisation and its continuing relevance to modern society.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the foundations and development of Islamic thought and civilisation;
2. Examine the historical evolution of Islamic intellectual traditions;

3. Analyse the contributions of prominent Muslim scholars and civilisations to the advancement of knowledge;
4. Identify and explain the major schools of thought in Islam;
5. Evaluate contemporary perspectives and challenges relating to Islamic thought and civilisation; and
6. Apply the principles of Islamic thought in understanding contemporary societal issues.

LEARNING OUTCOMES

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

1. Discussion the foundations and development of Islamic thought;
2. Examine the historical development of Islamic Thoughts and the contributions of key individuals and groups to Islamic civilisation; and
3. Identify and explain the various Schools of thought in Islam.

COURSE CONTENT

- Introduction to Islamic thought: concept, scope, sources, and characteristics
- Foundations of Islamic thought: the Qur'an, Sunnah, reason (ʿAql), and Ijtihād
- Emergence and historical development of Islamic civilisation
- Contributions of the Prophet Muhammad (S.A.W.) and the Rightly Guided Caliphs to Islamic civilisation
- Contributions of prominent Muslim scholars to Islamic intellectual development
- The major schools of thought in Islam: theological (Kalām), jurisprudential (Madhāhib), philosophical, and mystical (Taṣawwuf) traditions
- Intellectual and scientific achievements during the Islamic Golden Age
- Contemporary perspectives on Islamic thought and civilisation
- Challenges facing Islamic civilisation in the modern world
- Relevance of Islamic thought and civilisation to contemporary global development

CATEGORY	DETAILS
Core Competencies	• Critical and analytical thinking • Historical and civilizational analysis • Comparative study of Islamic schools of thought • Research and academic writing • Effective oral and written communication skills
Core Values	• Commitment to knowledge and scholarship. • Respect for intellectual diversity. • Integrity and academic honesty. • Justice and fairness. • Tolerance and mutual respect.
Pedagogical Approaches	• Interactive lectures. • Guided classroom discussions. • Seminar presentations. • Group projects and collaborative learning. • Case studies and historical analysis. • .
Learning Resources	• The Holy Qur'an. • Authentic collections of Hadith. • Classical and contemporary works on Islamic thought and civilisation. • Scholarly journals in Islamic studies, history, and philosophy. • Academic databases (Google Scholar, JSTOR, ResearchGate). • .
Assessment Methods	• Continuous and Assessment: • Assignments • Quizzes • Seminar Presentation • Group projects

REFERENCES AND FURTHER READING

Hodgson, M. G. S. (1974). *The Venture of Islam: Conscience and History in a World Civilization* (Vols. 1–3). University of Chicago Press.

Nasr, S. H. (2006). *Islamic Philosophy from Its Origin to the Present*. State University of New York Press.

Sharif, M. M. (Ed.). (1963). *A History of Muslim Philosophy*. Otto Harrassowitz.

Hitti, P. K. (2002). *History of the Arabs* (10th ed.). Palgrave Macmillan.

Esposito, J. L. (2011). *What Everyone Needs to Know About Islam* (2nd ed.). Oxford University Press.

ISS 124 Sources and Development of Shari'ah (Islamic Law)

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the **meaning, concept, and objectives of the Sharīʿah** as the comprehensive legal and ethical framework of Islam. It examines the **primary and secondary sources of Sharīʿah**, their roles in the formulation of Islamic law, and the relationship between divine revelation and juristic reasoning. The course also explores the influence of **pre-Islamic Arab customs** on early Arabian society and the reforms introduced by Islam to establish justice, equity, and moral order. In addition, it traces the historical development of Islamic law and examines the emergence, principles, and distinctive features of the major **Sunni and Shīʿite schools of law**. Emphasis is placed on developing students' understanding of the evolution, diversity, and contemporary relevance of Sharīʿah in guiding individual conduct and societal development.

RELEVANCE STATEMENT

This course provides students with a foundational understanding of the Sharīʿah as the legal and ethical framework of Islam. It examines the sources, principles, and historical development of Islamic law, highlighting its flexibility, diversity, and relevance to contemporary society. The course also promotes appreciation of the various schools of Islamic jurisprudence and equips students to address misconceptions about Islamic law through informed and balanced scholarship.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the meaning, concept, objectives, and scope of the Sharīʿah;
2. Examine the primary and secondary sources of Islamic law;
3. Describe the influence of pre-Islamic Arab customs and the reforms introduced by Islam.
4. Analyse the historical development of Islamic jurisprudence;
5. Distinguish between the major Sunni and Shīʿite schools of law;
6. Appreciate diversity and plurality within Islamic legal traditions; and
7. Apply the principles of Islamic law in analysing contemporary legal and ethical issues.

LEARNING OUTCOMES

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

1. Describe the fundamental principles of Islamic law;
2. Recognise the existence of diversity and plurality within Islamic law;
3. Refute misconceptions about Islam; and
4. Reconcile jurisprudential and legal differences within Islam.

COURSE CONTENT

- Introduction to the Sharīʿah: meaning, concept, scope, objectives (Maqāṣid al-Sharīʿah), and characteristics
- Primary sources of Islamic law: the Qur'an and the Sunnah
- Secondary sources of Islamic law: Ijmāʿ, Qiyās, Istiḥsān, Maṣlaḥah, ʿUrf, Istiṣḥāb, and Sadd al-Dharā'iʿ
- Pre-Islamic Arab customs (ʿUrf al-Jāhiliyyah) and Islamic legal reforms
- Historical development of Islamic law during the lifetime of the Prophet (S.A.W.) and the era of the Rightly Guided Caliphs
- Development of Islamic jurisprudence during the Umayyad and Abbasid periods
- The Sunni schools of law: Ḥanafī, Mālikī, Shāfiʿī, and Ḥanbalī
- The Shīʿite schools of law and their distinguishing features
- Diversity, plurality, and jurisprudential differences (Ikhtilāf) in Islamic law
- Contemporary relevance of the Sharīʿah and addressing misconceptions about Islamic law

CATEGORY	DETAILS
Core Competencies	• Understanding the principles and sources of Islamic law. • Critical analysis of Islamic legal issues. • Comparative evaluation of different schools of jurisprudence. • Legal reasoning and ethical decision-making. • Research and academic writing.
Core Values	• Justice (*ʿAdl*). • Integrity and honesty. • Respect for diversity of legal opinions. • Tolerance and mutual respect. • Accountability and responsibility.
Pedagogical Approaches	• Interactive lectures. • Guided classroom discussions. • Case studies on Islamic legal issues. • Group presentations and seminars. • Comparative analysis of legal opinions.
Learning Resources	• Holy Qur'an • Authentic collections of Hadith • Classical and contemporary texts on Islamic jurisprudence (*Fiqh*) and *Uṣūl al-Fiqh*. • Scholarly journals on Islamic law and legal studies. • Academic databases (Google Scholar, JSTOR, ResearchGate).
Assessment Methods	• Continuous Assessment: • Assignments • Quizzes • Group Presentations • Case study analysis

REFERENCES AND FURTHER READING

Al-Shāfiʿī, M. ibn Idrīs. (2015). *Al-Risālah* (M. Khadduri, Trans.). Kuala Lumpur: Islamic Book Trust.

Ibn Rushd. (1996). *The Distinguished Jurist's Primer (Bidāyat al-Mujtahid wa Nihāyat al-Muqtaṣid)* (I. K. Nyazee, Trans.). Reading, UK: Garnet Publishing.

Al-Ghazālī. (1997). *Al-Mustaṣfā min ʿIlm al-Uṣūl* (selected English editions)

Abdul, M. O. A. (1990). *Studies in Islamic Jurisprudence*. Lagos: Islamic Publications Bureau.

Bidmos, M. A. (2006). *Islamic Law in Nigeria*. Lagos: Malthouse Press.

ISS 125 Introduction to Islamic Mysticism (Sufism)

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the intellectual, spiritual, ethical, and historical dimensions of Islamic mysticism, commonly referred to as *Taṣawwuf* or Sufism. The course examines the meaning, origins, principles, development, and major concepts of Islamic spirituality as expressed through the Qur'an, Sunnah, early Muslim piety, and the writings of prominent Muslim spiritual scholars.

The course explores concepts such as *tazkiyat al-nafs* (purification of the soul), *iḥsān* (spiritual excellence), *dhikr* (remembrance of Allah), *tawbah* (repentance), *ṣabr* (patience), *tawakkul* (reliance upon Allah), *zuhd* (asceticism), *maḥabbah* (divine love), and *maʿrifah* (spiritual knowledge). Attention is also given to the emergence and development of Sufi institutions, major spiritual personalities, Sufi orders (*ṭuruq*), spiritual practices, literature, and the relationship between *Taṣawwuf* and Islamic law, theology, ethics, and society.

The course further introduces students to debates concerning the authenticity, interpretation, and contemporary relevance of Sufi thought and practice, with appropriate attention to the African and Nigerian context.

RELEVANCE STATEMENT

Islamic spirituality constitutes an important dimension of Islamic life and scholarship. Understanding Taṣawwuf enables students to appreciate how Muslims have historically cultivated faith, spiritual consciousness, moral character, self-discipline, and closeness to Allah. The study of Islamic mysticism is therefore relevant to a comprehensive under-

standing of Islam because it connects religious belief and practice with the cultivation of the inner self and ethical conduct.

The course is also relevant to contemporary society, where challenges such as materialism, consumerism, anxiety, moral decline, intolerance, and weakened social responsibility have increased interest in spiritual and ethical approaches to human development. Through the study of Islamic mystical thought, students can examine Islamic approaches to inner purification, moral transformation, compassion, moderation, self-control, and responsible social living.

In the Nigerian and wider African context, the course is particularly relevant for understanding the historical contributions of Sufi scholars, teachers, institutions, and orders to Islamic propagation, education, scholarship, social welfare, and community formation.

COURSE OBJECTIVES

The course aims to enable students to:

1. Introduce the meaning, nature, scope, and objectives of Islamic mysticism;
2. Examine the Qur'anic and Prophetic foundations of Islamic spirituality;
3. Trace the historical emergence and development of Taṣawwuf;
4. Examine major concepts and stages of spiritual development in Sufi thought;
5. Introduce students to major Muslim mystics and their intellectual contributions;
6. Examine the relationship between Taṣawwuf, Sharīʿah, Islamic theology, ethics, and jurisprudence;
7. Analyse major Sufi practices and institutions;
8. Examine the development and influence of Sufi orders in Africa, particularly Nigeria;
9. Assess major criticisms and scholarly debates surrounding Islamic mysticism; and
10. Develop students' appreciation of Islamic spirituality as a dimension of moral and ethical formation.

LEARNING OUTCOMES

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

1. Define Taṣawwuf and explain its major characteristics;
2. Identify Qur'anic and Prophetic foundations of Islamic spirituality;
3. Trace the historical development of Islamic mysticism from the early Islamic period to later Sufi traditions;

4. Analyse major concepts such as *tazkiyah*, *zuhd*, *dhikr*, *tawbah*, *tawakkul*, *maḥabbah*, and *maʿrifah*;
5. Describe the contributions of major Muslim mystics to Islamic thought and spirituality;
6. Examine the relationship between spiritual purification and moral development;
7. Compare selected Sufi teachings, practices, and institutional traditions;
8. Evaluate selected criticisms and controversies relating to Sufi beliefs and practices;
9. Assess the historical contribution of Sufi movements to Islamic education and propagation in Africa and Nigeria; and
10. Demonstrate an informed and academically balanced understanding of Islamic spirituality and its contemporary relevance.

COURSE CONTENT

- Introduction to Islamic Mysticism
- Qur'anic and Prophetic Foundations of Islamic Spirituality
- Historical Origins and Development of Taṣawwuf
- Qur'anic and Prophetic Foundations of Islamic Spirituality
- Historical Origins and Development of Taṣawwuf
- Major Concepts of Sufi Spirituality
- Spiritual Stages and States
- Major Muslim Mystics and Their Contributions
- Sufi Practices and Spiritual Training
- Sufi Institutions and Orders
- Taṣawwuf, Sharīʿah and Islamic Thought
- Sufi Literature and Intellectual Traditions
- Sufism in Nigeria
- Contemporary Issues and Debates on Islamic Mysticism

CATEGORY	DETAILS
Core Competencies	• Defining and explaining fundamental Sufi concepts • Identifying Qur'anic and Prophetic foundations of Islamic spirituality • Reading and interpreting basic Sufi terminology • Analysing selected classical Sufi writings • Recognising major historical phases of Taṣawwuf
Core Values	• Taqwā (God-consciousness) • Iḥsān (spiritual and moral excellence) • Ikhlāṣ(sincerity) • Tawbah (repentance) • Ṣabr (patience)
Pedagogical Approaches	• Interactive lectures • Textual analysis • Seminar discussions • Comparative study • Case-study analysis
Learning Resources	• The Qur'an with reliable translations. • Ṣaḥīḥ collections of Hadith. • Classical works on Taṣawwuf.
Assessment Methods	• Continuous and Summative Assessment: • Assignments • Class participation • Seminar/Group Presentation • Final Examination

REFERENCES AND FURTHER READING

The Qur'an**.** Students should pay particular attention to passages dealing with *tazkiyah, taqwā, dhikr, iḥsān, tawbah,* and spiritual development.

Al-Bukhārī, Muḥammad ibn Ismāʿīl**.** *Ṣaḥīḥ al-Bukhārī*. Beirut: Dār Ibn Kathīr.

Muslim ibn al-Ḥajjāj**.** *Ṣaḥīḥ Muslim*. Beirut: Dār Iḥyāʾ al-Turāth al-ʿArabī.

Al-Tirmidhī, Muḥammad ibn ʿĪsā**.** *Sunan al-Tirmidhī*. Beirut: Dār al-Gharb al-Islāmī.

Al-Qushayrī, ʿAbd al-Karīm**.** *Al-Risālah al-Qushayriyyah*. Beirut: Dār al-Khayr

ISS 211 Memorisation of Qur'an & Tajwid

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides an introduction to the definition of Tajwid. Historical development of Tajwid. Textual evidences in support of Tajwid. Memorisation of Suratū'l-Jinn. Memorisation of Suratū'l-Muzammil. Memorisation of Suratū'l-Mudath Thir. Memorisation of Suratū'l-Qiyāmah. Memorisation of Suratū'l-Insān. Memorisation of Suratū'l-Mursalāt. The rule of Basmalah waʾl-Istiᶜadhah. The rule of An-Nūnu-s-Sākinah and Tanwīn. The rule of Al-Min wa-n-Nun Al- Mashaddadatayn. The rules Waqf and Ibtidā. Seven modes of recitation. Tajwid in Nigeria. Challenges of Tajwid in contemporary time. Modern trend in the recitation of the Qur'an.This course is designed to expose students to the articulation of letters and words in the Qur'an while memorising selected chapters of the Glorious Qur'an. It also aims at correcting the mistakes in the recitation of the students.

RELEVANCE STATEMENT

The proper recitation of the Glorious Qur'an is a fundamental aspect of Islamic worship and scholarship. This course equips students with the principles and practical skills of **Tajwīd**, enabling them to recite the Qur'an accurately and confidently while memorising selected sūrahs. It also develops proficiency in the articulation of Qur'anic letters, correct application of recitation rules, and appreciation of the historical development and contemporary relevance of **Tajwīd**, thereby fostering lifelong engagement with the Qur'an.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce the concept, history and significance of Tajwīd in Qur'anic recitation;
2. Develop proficiency in the memorisation and accurate recitation of selected sūrahs of the Qur'an;
3. Explain and apply the rules of Tajwīd in reading the Qur'an;
4. Identify common errors in Qur'anic recitation and apply corrective measures;
5. Examine the development of Tajwīd in Nigeria and contemporary trends in Qur'anic recitation; and
6. Cultivate appreciation for the preservation and proper recitation of the Qur'an.

LEARNING OUTCOMES

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

1. Identify the chapters in the *Hizbu* to be memorised;
2. Define *Tajwid* literally and technically;
3. Write out Suratū'l-Mursalāt in Arabic;
4. Write out each of the chapters;
5. Identify the rules of *Basmalah* and *Isti^{c}ādhah*;
6. Explain each of the rules of *Basmalah* and *Isti^{c}ādhah*;
7. Discuss the rules of Nun Sākinah and Tanwīn;
8. Highlight the rules of Min and Nun Mashaddadatayn;
9. Identify the rules of Nun Sakinah in Sūratu'l-Jinn;
10. Outline the rules of *Waqf* and Ibtidā;
11. Highlight the rules of Min Mashaddadatayn in Suratu'l-Insān;
12. Write out Suratū'l-Muzammil in Arabic.

COURSE CONTENT

- Introduction to Tajwīd
- Memorisation of selected Sūrahs such as Sūrat al-Jinn, Sūrat al-Muzzammil, Sūrat al-Muddaththir, Sūrat al-Qiyāmah, Sūrat al-Insān, and Sūrat al-Mursalāt
- Rules of stopping and commencing
- Modes and practice of Qur'anic Recitation
- Contemporary Issues in Tajwīd

CATEGORY	DETAILS
Core Competencies	• Accurate Qur'anic recitation • Application of Tajwīd rules • Memorisation (Hifz) skills • Arabic reading and writing proficiency • Oral communication and pronunciation • Critical listening and self-correction

CATEGORY	DETAILS
Core Values	• Taqwa (God-consciousness) • Ikhlāṣ (Sincerity) • Amanah (Responsibility) • Discipline and perseverance • Respect for the Qur'an
Pedagogical Approaches	• Learner-centred and practice-oriented teaching methods • Interactive lectures • Demonstration and guided recitation • Memorisation drills (Hifz) • Practical Tajwīd exercises
Learning Resources	• Glorious Qur'an (Muṣḥaf) • Standard Tajwīd manuals • Audio recordings of renowned Qur'ān reciters • Digital Qur'an applicaions • Qur'anic learning centres
Assessment Methods	• Practical Tajwīd and Memorisation Tests • Oral Recitation Assessment • Mid-Semester Test • Final Written and Examination • Group assignment

REFERENCES AND FURTHER READING

Al-Jazarī, I. (n.d.). *Al-Muqaddimah Al-Jazariyyah fi 'Ilm al-Tajwīd*.

Al-Qaḥṭānī, S. (2003). *Tajweed Made Easy*. Darussalam.

Kareema Carol Czerepinski. (2012). *Tajweed Rules of the Qur'an* (Vols. 1–3). Dar Al-Khair.

Philips, A. A. B. (1997). *Usool at-Tafseer*. International Islamic Publishing House.

Doi, A. R. I. (2009). *The Cardinal Principles of Islam*. Islamic Book Service.

Abdul-Raof, H. (2001). *Qur'an Translation: Discourse, Texture and Exegesis. Routledge.*

Al-Husary, M. S. (Audio Collection). Murattal Qur'an with Tajwīd.

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ISS 212 ISLAM and Artificial Intelligence (AI)

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides an introduction to the relationship between Artificial Intelligence (AI) and Islam. Societal impact of AI, its ethical, legal, economic, financial, medical and artistic applications from Islamic perspectives as well as Islamic approaches to AI governance, philanthropy, dispute resolution and sustainable development.

RELEVANCE STATEMENT

Artificial Intelligence (AI) is transforming virtually every sector of human life, including education, healthcare, finance, governance, law, and communication. This course introduces students to the interaction between AI and Islam, equipping them with the knowledge to evaluate AI technologies through the lens of Islamic principles, ethics, and values. It enables students to appreciate the opportunities and challenges AI presents for Muslim societies and prepares them to contribute responsibly to the ethical development and application of AI in addressing contemporary global and societal challenges.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce the concepts, history and applications of Artificial Intelligence in relation to Islam;
2. Examine the ethical, legal and social implications of AI from Islamic perspectives;
3. Explore AI applications in Islamic law, finance, healthcare, governance and philanthropy;
4. Analyse the contributions of AI to Islamic arts, education and cultural heritage;
5. Evaluate emerging issues, opportunities and challenges associated with AI in Muslim societies; and
6. Promote responsible and value-based AI practices guided by Islamic teachings.

LEARNING OUTCOMES

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

1. Explain the concepts of Artificial Intelligence and its relevance to Islam and contemporary society;

2. Evaluate AI ethics and governance from the perspectives of Islamic teachings and values;
3. Assess the impact of AI on Islamic law, legal reasoning and dispute resolution;
4. Examine the applications of AI in Islamic banking, economic development, philanthropy and charitable activities;
5. Analyse the role of AI in preserving and promoting Islamic arts, including calligraphy, geometry and cultural heritage; and
6. Appraise the opportunities, challenges and future prospects of AI in advancing Islamic scholarship, healthcare and sustainable development.

COURSE CONTENT

- Introduction to Artificial Intelligence and Islam
- AI Ethics and Islamic Perspectives
- AI, Islamic Law and Dispute Resolution
- AI, in Islamic Economics and Finance
- AI, in Healthcare and Sustainable Development
- AI, Islamic Arts and Scholarship
- Emerging Trends and Future Prospects

CATEGORY	DETAILS
Core Competencies	• Critical thinking and ethical reasoning • Digital and AI literacy • Problem-solving and innovation • Islamic legal and ethical analysis • Research and information literacy
Core Values	• God-consciousness (*Taqwa*) • Integrity (Amānah) • Justice (‘Adl) • Accountability • Respect for human dignity

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive lectures • Guided classroom discussions • Case study analysis • Problem-based learning • Group projects and presentations
Learning Resources	• AI-enabled academic databases • Qur'an and Hadith digital repositories • Al-Maktaba Al-Shamilah • Islamic jurisprudence databases • Scholarly journals on AI ethics • Online lectures and webinars
Assessment Methods	• Continuous Assessment: • Assignments • Quizzes • Class Participation • Group Presentation/ Case Study • Mid-Semester Test

REFERENCES AND FURTHER READING

Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.

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Floridi, L. (2014). *The Fourth Revolution: How the Infosphere is Reshaping Human Reality*. Oxford University Press.

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ISS 213 History of ISLAM from the Four Rightly-Guided Caliphs to the Abbasid Era

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines the emergence of Islamic leadership after the Prophet (SAW), focusing on the exemplary leadership of al-Khulafa al-Rashidun and the transformation of the Muslim community into a dynastic empire under the Umayyads and Abbasids, with emphasis on their contributions to Islam.

RELEVANCE STATEMENT

This course provides the foundational historical background of the early Islamic state after the Prophet (SAW). It is relevant for understanding the political, administrative and intellectual roots of Islamic civilisation which shapes the Islamic Studies teacher's worldview.

COURSE OBJECTIVES

The objectives of this course are to:

1. Name and describe the personality, biography and virtues of the Four Rightly-Guided Caliphs;
2. Mention some of the most important incidents and developments in their respective eras;
3. Discuss the emergence of the Umayyad and Abbasid Dynasties and their prominent icons, incidents and developments;
4. Discuss the issues of Islamic history; and
5. Explain the need for each Muslim to contribute towards the development of Islam and its civilisation.

LEARNING OUTCOMES

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

1. **Identify** the major events, personalities, and achievements associated with the lives of the Four Rightly-Guided Caliphs.
2. **Describe** the leadership qualities, administrative policies, and contributions of Abū Bakr al-Ṣiddīq, ʿUmar ibn al-Khaṭṭāb, ʿUthmān ibn ʿAffān, and ʿAlī ibn Abī Ṭālib.

3. **Examine** the major developmental phases and patterns of Islamic civilisation during the period of the Four Rightly-Guided Caliphs.
4. **Analyse** the political, social, economic, military, educational, and religious developments that characterised the Rashidun period.
5. **Assess** the contributions of the Four Rightly-Guided Caliphs to the consolidation and expansion of the Islamic state and civilisation.
6. **Trace** the emergence, development, and expansion of the Umayyad Dynasty.
7. **Analyse** the political, social, economic, military, and intellectual factors responsible for the rise and decline of the Umayyad Dynasty.
8. **Evaluate** the major contributions of the Umayyad era to Islamic history, civilisation, administration, architecture, scholarship, and territorial expansion.
9. **Trace** the emergence, development, and transformation of the Abbasid Dynasty.
10. **Analyse** the political, social, economic, intellectual, scientific, and cultural factors responsible for the rise and decline of the Abbasid Dynasty.
11. **Evaluate** the specific contributions of the Abbasid era to Islamic civilisation, particularly in scholarship, education, science, medicine, philosophy, literature, and cultural development.
12. **Compare** the developmental patterns and major achievements of the Rashidun, Umayyad, and Abbasid periods.
13. **Assess** the historical significance and enduring legacy of the Rashidun, Umayyad, and Abbasid eras in the development of Islamic civilisation.
14. **Construct** evidence-based arguments on the contributions and historical significance of these formative periods of Islamic history.

COURSE CONTENT

- The biography of the four rightly-guided caliphs and the developmental phases and patterns of Islamic civilisation during their time
- The rise and fall of the Umayyad and Abbasid dynasties
- The specific contributions of the two eras to Islamic history

CATEGORY	DETAILS
Core Competencies	• **Historical Knowledge Competence** • **Chronological Competence** • **Biographical Competence** • **Source-Critical Competence** • **Analytical Competence**
Core Values	• **Justice (ʿAdl)** • **Truthfulness (Ṣidq)** • **Trustworthiness (Amānah)** • **Integrity** • **Respect for Islamic Heritage**
Pedagogical Approaches	• Historical Source Analysis • Interactive lectures • Chronological Mapping • Biographical Method • Comparative Historical Method
Learning Resources	• 1 The Qur'an • Major Hadith collections • Early Islamic historical chronicles • Early biographical and genealogical works • Selected writings of early Muslim historians
Assessment Methods	• Continuous Assessment (Assignments, Quizzes and Class Participation) • Seminar Presentation • Mid-Semester Test • Research Assignment/Project • Final Examination

REFERENCES AND FURTHER READING

Al-Balādhurī, A. Y. (1916–1924). *The origins of the Islamic state* (P. K. Hitti, Trans.). Columbia University Press.

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Al-Ṭabarī, M. J. (1985–1999). *The history of al-Ṭabarī* (Various translators). State University of New York Press.

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Ibn Kathīr, I. (1988). *Al-Bidāyah wa al-Nihāyah*. Dār al-Fikr.

Ibn Saʿd, M. (1990). *Al-Ṭabaqāt al-Kubrā*. Dār Ṣādir.

ISS 214 Introduction to Islamic Economics and Entrepreneurship Skills

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the fundamental principles of Islamic economics and entrepreneurship from an Islamic perspective. It examines the concepts, objectives, sources, and ethical foundations of the Islamic economic system, highlighting its differences from conventional economic systems. The course also explores Islamic business ethics, lawful (*halal*) economic activities, wealth creation, financial management, and entrepreneurial skills required for self-reliance and sustainable development. Emphasis is placed on developing practical entrepreneurial competencies consistent with Islamic values and principles.

RELEVANCE STATEMENT

Islamic economics provides a value-based framework for managing wealth, promoting social justice, and fostering sustainable economic development in accordance with the Qur'an and Sunnah. This course equips students with the foundational knowledge of Islamic economic principles and entrepreneurial skills necessary for ethical business practice, self-reliance, and wealth creation. It prepares students to become responsible entrepreneurs and economic actors who contribute positively to society while adhering to Islamic values of justice, honesty, accountability, and social responsibility.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduction, principles, objectives, and sources of Islamic economics;
2. Compare Islamic and conventional economic systems and their approaches to wealth creation and distribution;
3. Examine Islamic business ethics and lawful (halal) commercial activities;
4. Develop entrepreneurial skills in opportunity identification, business planning, financial management, and resource utilisation from an Islamic perspective;
5. Evaluate the role of Islamic economics and entrepreneurship in promoting economic development, poverty alleviation, and sustainable livelihoods; and
6. Encourage innovation, self-employment, and ethical business practices consistent with Islamic teachings.

LEARNING OUTCOMES

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

1. **Explain** the fundamental concepts, principles, and objectives of Islamic economics;
2. **Differentiate** between Islamic and conventional economic systems and their approaches to wealth creation and distribution;
3. **Apply** Islamic ethical principles in entrepreneurship, business management, and financial transactions;
4. **Demonstrate** basic entrepreneurial skills, including opportunity identification, business planning, and resource management within an Islamic framework; and
5. **Evaluate** the role of Islamic economics and entrepreneurship in promoting economic development, social justice, and sustainable livelihoods.

COURSE CONTENT

- Introduction to Islamic Economics
- Islamic and Conventional Economic Systems
- Islamic Business Ethics
- Entrepreneurship in Islam
- Financial Management and Enterprise Development
- Islamic Economics, Sustainable Development and Social Welfare

CATEGORY	DETAILS
Core Competencies	• Entrepreneurial and business development skills • Financial literacy and resource management • Ethical decision-making • Critical thinking and problem-solving • Leadership and teamwork
Core Values	• Taqwa (God-consciousness) • Integrity (Amanah) • Justice (ʻAdl) • Excellence (Iḥsān) • Honesty (Ṣidq)
Pedagogical Approaches	• Learner-centred and experiential teaching methods • Interactive lectures • Seminar presentations • Case studies of Islamic businesses • Group discussions
Learning Resources	• Textbooks on Islamic economics and entrepreneurship • Academic journals in Islamic finance and business • Business case studies • Government and entrepreneurship development publications • Learning Management Systems (LMS)
Assessment Methods	• Continuous Assessment (Assignments, Quizzes and Class Participation) • Business Plan/Entrepreneurship Project • Seminar/Group Presentation • Mid-Semester Test • Final Examination

REFERENCES AND FURTHER READING

Chapra, M. U. (2000). *The Future of Economics: An Islamic Perspective*. Islamic Foundation.

Kahf, M. (1999). *The Islamic Economy: Analytical Study of the Functioning of the Islamic Economic System*. Islamic Research and Training Institute.

Iqbal, Z., & Mirakhor, A. (2011). *An Introduction to Islamic Finance: Theory and Practice*. John Wiley & Sons.

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Obaidullah, M., & Khan, T. (2008). *Islamic Microfinance Development: Challenges and Initiatives*. Islamic Research and Training Institute.

ISS 215 Introduction to ICT in Islamic Studies and Arabic Calligraphy

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the application of Information and Communication Technology (ICT) in the study, teaching, research, and dissemination of Islamic Studies, while providing a foundational understanding of Arabic calligraphy as a vital aspect of Islamic intellectual and artistic heritage. The course explores the use of digital technologies, online Islamic databases, educational software, multimedia resources, and virtual learning platforms to enhance teaching, learning, research, and effective communication in Islamic Studies. It also examines ethical considerations in the use of ICT from an Islamic perspective and promotes the responsible use of digital resources. In addition, students receive practical instruction in the history, development, major styles, techniques, and aesthetic principles of Arabic calligraphy, with emphasis on its role in preserving the Qur'ān, Islamic manuscripts, and cultural heritage. Through a combination of theoretical and hands-on learning experiences, students will develop digital literacy and basic calligraphic skills necessary for effective scholarship, creative expression, and professional practice in Islamic Studies.

RELEVANCE STATEMENT

The rapid advancement of Information and Communication Technology (ICT) has transformed teaching, learning, research, and knowledge dissemination across disciplines,

including Islamic Studies. This course equips students with the digital skills required to access, evaluate, and utilise electronic Islamic resources effectively while introducing them to the rich tradition of Arabic calligraphy as a vital component of Islamic art and cultural heritage. By integrating ICT with Arabic calligraphy, the course promotes innovation, creativity, digital literacy, and the preservation of Islamic intellectual and artistic traditions.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce the concepts and applications of ICT in Islamic Studies education, research, and communication;
2. Develop proficiency in the use of digital tools, educational software, and online Islamic resources;
3. Examine the history, styles, and principles of Arabic calligraphy;
4. Develop practical skills in basic Arabic calligraphy using appropriate techniques and writing instruments;
5. Integrate ICT and Arabic calligraphy to enhance learning, communication, and preservation of Islamic heritage; and
6. Promote responsible and ethical use of digital technologies in accordance with Islamic values.

LEARNING OUTCOMES

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

1. **Explain** the role and significance of ICT in the teaching, learning, and research of Islamic Studies;
2. **Utilise** appropriate digital tools, software, and online resources for Islamic education and academic research;
3. **Identify** the major styles, history, and principles of Arabic calligraphy;
4. **Demonstrate** basic Arabic calligraphy techniques using appropriate writing tools and methods; and
5. **Integrate** ICT applications and Arabic calligraphy skills to support effective communication, learning, and the preservation of Islamic cultural heritage.

COURSE CONTENT

- Introduction to ICT in Islamic Studies

- ICT Tools for Islamic Learning and Research
- Multimedia and Digital Communication
- Introduction to Arabic Calligraphy
- Styles and Practice of Arabic Calligraphy
- ICT and Preservation of Islamic Heritage

CATEGORY	DETAILS
Core Competencies	• ICT and digital literacy • Information retrieval and academic research • Arabic calligraphy and artistic expression • Communication and presentation skills • Creativity and innovation • Problem-solving and critical thinking
Core Values	• Taqwa (God-consciousness) • Integrity (Amanah) • Excellence (Iḥsān) • Creativity and Innovation • Discipline and perseverance
Pedagogical Approaches	• Learner-centred, practical, and technology-enhanced instructional strategies • Interactive lectures • Demonstrations and guided practice • Hands-on Arabic calligraphy workshops • Group discussions • Seminar presentations
Learning Resources	• Digital Islamic libraries • Online Qur'an and Hadith databases • Academic journals in Islamic Studies and educational technology • ICT laboratories • Arabic calligraphy manuals

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment (Assignments, Quizzes and Class Participation) • Arabic Calligraphy Practical Portfolio • Seminar/Group Presentation • Mid-Semester Test • Final Examination

REFERENCES AND FURTHER READING

Azami, M. M. (2003). *The History of the Qur'anic Text*. UK Islamic Academy.

Abdul-Raof, H. (2006). *Arabic Rhetoric: A Pragmatic Analysis*. Routledge.

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Shelly, G. B., & Vermaat, M. E. (2019). *Discovering Computers and Digital Technology*. Cengage Learning.

Norton, P., & Chapman, B. (2018). *Introduction to Computers*. McGraw-Hill.

Al-Madani, M. (2015). *Arabic Calligraphy: Practice and Techniques*. Dar Al-Qalam.

ISS 216 ISLAM and Gender Studies

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides an introduction to the foundations and development of Islamic Education, with emphasis on the first revelation as the basis of knowledge and learning in Islam. It examines the significance of the divine command to *"Read"* (*Iqra'*) and the Islamic approach to the acquisition, preservation, and dissemination of knowledge. The course explores the concepts, principles, aims, and objectives of Islamic Education, highlighting its role in the holistic development of individuals and society. It also examines the educational contributions of the Prophet Muhammad (S.A.W.), his literate Companions including ʿAlī ibn Abī Ṭālib, Zayd ibn Thābit, Muʿādh ibn Jabal, and ʿAbdullāh ibn Rawāḥah as well as the vital role played by the Prophet's wives in promoting literacy, teaching, and women's education. Through these themes, students will

develop an appreciation of the historical foundations, values, and enduring relevance of Islamic Education in contemporary society.

RELEVANCE STATEMENT

This course provides students with a foundational understanding of the philosophy, principles, and development of Islamic education. It examines the significance of the first Qur'ānic revelation as the basis of knowledge acquisition and dissemination, while highlighting the educational contributions of the Prophet Muhammad (S.A.W.), his Companions, and his wives. The course prepares students with the knowledge, values, and pedagogical skills required to promote quality Islamic education, lifelong learning and moral development in contemporary society.

COURSE OBJECTIVES

The objectives of this course are to:

1. **Explain** the significance of the first revelation (*Iqraʾ*) as the foundation of Islamic Education;
2. **Describe** the Islamic concept of knowledge and the means of its acquisition and dissemination;
3. **Examine** the concepts, principles, aims, and objectives of Islamic Education;
4. **Evaluate** the educational contributions of the Prophet Muhammad (S.A.W.) and his literate Companions to the development of Islamic Education; and
5. **Appraise** the role of the Prophet's wives in promoting literacy, teaching, and women's education in Islam, and relate their contributions to contemporary educational development.

LEARNING OUTCOMES

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

1. **Identify** and describe the significance of the first revelation (*Iqraʾ*) as the foundation of Islamic Education;
2. **Illustrate** the Islamic concept of knowledge and the methods of its acquisition and dissemination;
3. **Analyse** the concepts, principles, aims, and objectives of Islamic Education;
4. **Evaluate** the educational contributions of the Prophet Muhammad (S.A.W.) and his literate Companions to the advancement of Islamic Education; and

5. **Appraise** the contributions of the Prophet's wives to literacy, teaching, and women's education in Islam and **determine** their relevance to contemporary educational development.

COURSE CONTENT

- Introduction to Islamic Education: Meaning, Scope, Nature and Importance
- The First Revelation (Sūrah Al-ʿAlaq 96:1–5): Context, Meaning and Educational Significance
- The Command to "Read" (Iqra'): Knowledge Acquisition, Literacy and the Means of Learning in Islam
- Sources of Knowledge in Islam: Revelation, Reason, Observation and Experience
- Concepts, Principles and Characteristics of Islamic Education
- Aims, Objectives and Philosophy of Islamic Education
- The Prophet Muhammad (S.A.W.) as Teacher and Educational Reformer
- Educational Contributions of Literate Companions: ʿAlī ibn Abī Ṭālib, Zayd ibn Thābit, Muʿādh ibn Jabal, Abdullah ibn Rawāḥah and Others
- The Educational Role of the Prophet's Wives: ʿĀ'ishah (R.A.), Ḥafṣah (R.A.), Umm Salamah (R.A.) and Others
- Women's Education in Islam: Prophetic Initiatives and Contemporary Relevance
- The Teacher in Islamic Education: Qualities, Ethics, Roles and Professional Competencies
- Methods of Teaching and Learning in Islamic Education
- Contemporary Challenges and Prospects of Islamic Education

CATEGORY	DETAILS
Core Competencies	• Analysing Contemporary Issues on faith and worship • Interpret Qur'ānic and Prophetic texts • Demonstrate Effective Communication Skills • Applying appropriate teaching methods • Demonstrating Effective Instructional Skills

CATEGORY	DETAILS
Core Values	• **Love for knowledge and lifelong learning** • **God-consciousness (**Taqwā) • Integrity (Amānah) • Honesty and Accountability • Justice and fairness
Pedagogical Approaches	• Interactive lectures and classroom discussions • Qur'ānic and Ḥadīth text analysis • Case studies and problem-based learning • Group discussions and seminar presentations • Role-play and micro-teaching exercises
Learning Resources	• Qur'an applications (Qur'an.com, Tanzil) • Digital Hadith libraries (Sunnah.com) • Al-Maktabah al-Shamilah (Islamic Digital Library) • Educational videos and podcasts on Islamic education and pedagogy • Qur'ān with authentic English translations e.g. Qur'an.com for Qur'ānic text, translations, and recitation
Assessment Methods	• Continuous and Summative Assessment: • Assignments • Quizzes, Practical Demonstrations (*Wuḍūʾ and Ṣalāh*) • Seminar/Group Presentation • Final Examination

REFERENCES AND FURTHER READING

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Philips, A. A. B. *The Fundamentals of Tawheed.*

Ṣābiq, S. *Fiqh al-Sunnah* (Vols. 1–2).

Kamali, M. H. *Principles of Islamic Jurisprudence.*

Doi, A. R. I. *Shari'ah: The Islamic Law.*

Bilal Philips, A. A. *Islamic Studies Book 1.*

Al-Jazīrī, A. *Islamic Jurisprudence According to the Four Sunni Schools.*

ISS 217 Modern Challenges to Muslim Youths in Nigeria

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

The course exposes students to the positive and negative influences of modern media, internet, and Western cultural institutions on Muslim youth identity, and develops strategies for positive Islamic engagement and digital da'wah.

RELEVANCE STATEMENT

This course is highly relevant to contemporary Nigerian society as it equips prospective Islamic Studies teachers with critical digital literacy to guide Muslim youths against ideological and moral subversion through the internet, media and globalisation.

COURSE OBJECTIVES

The objectives of this course are to:

1. Enumerate the advantages and disadvantages of using the internet;
2. Identify anti-Islamic and propaganda sites;
3. State how to use online sources positively;
4. Evaluate the effects of those books, radio and TV programmes, NGOs and ceremonies at event centres in relation to Islamic values.

Lesson Outcomes

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

1. Describe the major advantages and disadvantages of the internet and modern media for Muslim youth.
2. Identify and distinguish reliable Islamic online sources from anti-Islamic, misleading, extremist, or propagandistic websites and digital content.
3. Demonstrate appropriate strategies for using online platforms and digital resources for learning, research, communication, and the dissemination of Islamic knowledge.
4. Analyse the influence of books, radio and television programmes, non-governmental organisations (NGOs), and ceremonies held at event centres on Muslim youth and Islamic values.
5. Evaluate modern media and Western cultural influences in relation to Islamic beliefs, morals, identity, and patterns of behaviour.

6. Develop practical strategies for positive Islamic engagement, responsible media use, and effective

COURSE CONTENT

- Exposure to many online sources including propaganda and anti-Islamic sites
- Social media and fake stories
- Pornographic sites
- Fake news and stories that blackmail other people
- Identification of anti-Islamic sites as well as alternative educative sites
- The influence of satellite television, musical concerts, and youth festivals on Islamic morality
- The role of NGOs, Western imperialism, and cultural globalisation in shaping Muslim youth identity
- Strategies for positive engagement, digital Dawah, and promotion of Islamic ethics online

CATEGORY	DETAILS
Core Competencies	• Identifying major contemporary challenges confronting Muslim youths in Nigeria • Social, economic, educational, religious, cultural, political, and technological factors affecting Muslim youth • Examining contemporary youth challenges through Qur'anic, Prophetic, ethical, and Islamic legal perspectives • Critically assessing the influence of social media, popular culture, globalisation, and digital technology on Muslim youth identity and behaviour • Evaluating challenges related to unemployment, poverty, drug abuse, radicalisation, peer pressure, moral decline, and cyber-related activities
Core Values	• **Taqwā** • **ʿIlm** • **Amānah** • **Ṣidq** • **Ḥayāʾ**

CATEGORY	DETAILS
Pedagogical Approaches	• **Interactive lectures.** • **Group discussions** • **Case-study method** • **Problem-based learning** • **Debates and structured dialogue**
Learning Resources	• The Qur'an with reliable translations. • Ṣaḥīḥ collections of Hadith. • Selected books of Tafsīr. • Works on Islamic ethics and character development. • Islamic jurisprudence and contemporary fatwā literature relevant to youth issues.
Assessment Methods	• Analysis of Qur'anic and Hadith passages relevant to youth development • Essays on contemporary challenges facing Muslim youths in Nigeria • Case-study analysis • Seminar presentations • Group projects on youth empowerment

REFERENCES AND FURTHER READING

The Qur'an. Particular attention should be given to passages dealing with youth, morality, knowledge, responsibility, patience, social relations, and avoidance of harmful behaviour, including Qur'an 18:13–14, 24:30–31, 31:13–19, 33:59, 49:6, 49:10–13, 103:1–3, and other relevant passages.

Al-Bukhārī, Muḥammad ibn Ismāʿīl. *Ṣaḥīḥ al-Bukhārī*. Beirut: Dār Ibn Kathīr.

Muslim ibn al-Ḥajjāj. *Ṣaḥīḥ Muslim*. Beirut: Dār Iḥyāʾ al-Turāth al-ʿArabī.

Abū Dāwūd, Sulaymān ibn al-Ashʿath. *Sunan Abī Dāwūd*.

Al-Tirmidhī, Muḥammad ibn ʿĪsā. *Sunan al-Tirmidhī*

Al-Ghazālī, Abū Ḥāmid. *Iḥyāʾ ʿUlūm al-Dīn*. Beirut: Dār al-Maʿrifah.

Ibn Qayyim al-Jawziyyah. *Madārij al-Sālikīn*. Beirut: Dār al-Kitāb al-ʿArabī.

ISS 218 Islamic Contributions to Human Civilisation

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines the intellectual, scientific, technological, educational, cultural, social, economic and institutional contributions of Islam and Muslim societies to the development of human civilisation. The course explores the role of Islamic teachings, institutions and scholars in the preservation, transmission and advancement of knowledge from the formative period of Islam through the classical, medieval and modern periods.

Particular attention is given to Muslim contributions to philosophy, mathematics, astronomy, medicine, chemistry, geography, architecture, agriculture, education, literature, law, economics and social institutions. The course also examines major centres of learning such as Baghdad, Damascus, Cairo, Córdoba, Kairouan and Timbuktu, and considers the transmission of knowledge between Muslim societies and other civilisations.

The course critically evaluates both the achievements and limitations of Muslim civilisation and encourages students to understand Islamic civilisation as part of the broader history of human intellectual and cultural development.

RELEVANCE STATEMENT

The study of Islamic contributions to human civilisation is important for developing a balanced understanding of world history and the history of knowledge. Muslim societies played significant roles in preserving earlier intellectual traditions, developing new fields of scholarship and transmitting knowledge across geographical and cultural boundaries.

The course enables students to appreciate the contributions of Muslim scholars and institutions while avoiding simplistic claims about the origins of all modern knowledge. It provides an opportunity to examine historical evidence and understand the interaction between Islamic civilisation and other civilisations, including Greek, Persian, Indian, Chinese, African and European traditions.

For students of Islamic Studies, the course is particularly relevant because it demonstrates how Islamic values concerning knowledge, education, inquiry, justice and human welfare influenced the development of institutions and intellectual traditions. It also helps students relate the historical legacy of Islamic civilisation to contemporary challenges in education, science, technology and social development.

COURSE OBJECTIVES

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

1. Explain the concept and characteristics of Islamic civilisation.
2. Examine the intellectual foundations of Islamic civilisation.
3. Identify major Muslim scholars and their fields of contribution.
4. Examine Muslim contributions to the development of scientific knowledge.
5. Discuss the contributions of Muslims to medicine, mathematics, astronomy and other sciences.
6. Examine the development of educational institutions in Muslim societies.
7. Analyse the role of libraries, translation centres and scholarly institutions in the preservation and dissemination of knowledge.
8. Discuss Muslim contributions to philosophy, literature, history and geography.
9. Examine Islamic contributions to architecture, urban development and the arts.
10. Evaluate Muslim contributions to agriculture, commerce and economic development.
11. Examine the role of Muslim civilisation in the intellectual development of medieval Europe.
12. Highlight the contributions of African Muslim societies to Islamic civilisation.
13. Analyse the interaction between Islamic civilisation and other civilisations.
14. Evaluate the relevance of the intellectual heritage of Islamic civilisation to contemporary society.
15. Develop students' ability to critically assess historical claims about Muslim contributions to civilisation.

LEARNING OUTCOMES

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

1. Define Islamic civilisation and explain its major characteristics.
2. Identify major centres of learning in Islamic civilisation.
3. Explain the Islamic intellectual tradition and its attitude toward knowledge.
4. Identify and discuss significant Muslim scholars and their achievements.
5. Analyse Muslim contributions to mathematics, medicine, astronomy, chemistry, geography and related sciences.
6. Explain the development of libraries, schools, universities and other educational institutions in Muslim societies.

7. Discuss Muslim contributions to philosophy, historiography, literature and social thought.
8. Evaluate Muslim contributions to agriculture, trade, finance and economic institutions.
9. Recognise the contributions of Muslim Africa to Islamic civilisation.
10. Explain channels through which knowledge moved between Islamic societies and Europe.
11. Compare Islamic civilisation with other major civilisations in selected areas of intellectual and cultural development.
12. Critically evaluate historical sources concerning Muslim scientific and intellectual achievements.
13. Conduct basic academic research on a selected aspect of Islamic civilisation.
14. Present evidence-based arguments concerning the historical contributions of Muslim scholars and institutions.
15. **Demonstrate** appreciation for knowledge, intellectual inquiry, cultural interaction and human development.

COURSE CONTENT

- Concept and Foundations of Islamic Civilisation
- Development and Expansion of Islamic Civilisation
- Knowledge, Education and Scholarship
- Translation Movement and Preservation of Knowledge
- Muslims Contributions to Mathematics
- Contributions to Medicine and Medical Sciences
- Contributions to Astronomy and Physics
- Contributions to Chemistry, Agriculture and Natural Sciences
- Contributions to Geography, Cartography and Exploration
- Contributions to Philosophy, History and Social Sciences
- Contributions to Literature, Language and the Arts
- Contributions to Law, Governance and Social Institutions
- Economic and Commercial Contributions
- African Contributions to Islamic Civilisation
- Islamic Civilisation and Europe

- Islamic Civilisation in the Modern World

CATEGORY	DETAILS
Core Competencies	• Historical Competences • Intellectual Competences • Research Competences • Communication Competence • Intercultural Competences
Core Values	• Pursuit of knowledge (*ʿilm*) • Intellectual curiosity • Critical thinking • Historical consciousness • Truthfulness in scholarship
Pedagogical Approaches	• Interactive Lectures • Primary Source Analysis. • Biographical Studies • Case Studies • Group Presentations
Learning Resources	• The Qur'an. • Authentic collections of Hadith. • Classical works of *uṣūl al-fiqh*. • Classical works of *Muslim scholars*. • Historical chronicles.
Assessment Methods	• Critical essay on the contribution of Ibn al-Haytham to optics. • Critical essay on the contribution of Al-Khwārizmī and the development of algebra. • Critical essay on the contribution of Ibn Sīnā and medical scholarship. • Critical essay on the contribution of Ibn Khaldūn and the study of society. • The intellectual significance of Timbuktu.

REFERENCES AND FURTHER READING

Hitti, Philip K. *History of the Arabs: From the Earliest Times to the Present*. London: Macmillan.

Hodgson, Marshall G. S. *The Venture of Islam: Conscience and History in a World Civilisation*. 3 vols. University of Chicago Press.

Hourani, Albert. *A History of the Arab Peoples*. Harvard University Press.

Lewis, Bernard. *The Middle East and the West*. Indiana University Press.

Watt, W. Montgomery. *The Majesty That Was Islam: The Islamic World, 661–1100*. Oxford University Press.

ISS 221 Islamic Family Law

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the Islamic principles governing marriage and family life, with emphasis on the institution of marriage as a foundation for a stable and moral society. It examines the Islamic concept of marriage, courtship, and the marital contract (*nikāḥ*), including the essential conditions and requirements for a valid marriage. The course further explores legal and ethical issues relating to impediments to marriage, divorce, polygamy, guardianship, and paternity within the framework of Islamic law. It also analyses contemporary issues surrounding family planning and birth control from Islamic perspectives, highlighting the views of classical and contemporary Muslim scholars. Through the study of relevant Qur'ānic verses, *aḥādīth*, and juristic opinions, students will develop a comprehensive understanding of Islamic family jurisprudence and its application to contemporary family life while appreciating the values of mutual responsibility, justice, and compassion in marital relationships.

RELEVANCE STATEMENT

Marriage and family are central institutions in Islam, serving as the foundation for moral upbringing, social stability, and human development. This course provides students with a comprehensive understanding of the Islamic principles governing marriage, family life, and related legal issues. It equips them with the knowledge and skills to address contemporary family challenges, promote harmonious relationships, preserve family values, and offer informed guidance on Islamic family matters in accordance with the Qur'an and Sunnah.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the concept, objectives, and significance of marriage in Islam;
2. Examine the legal requirements, procedures, and impediments to a valid Islamic marriage;
3. Analyse Islamic teachings on divorce, polygamy, guardianship, paternity, and family responsibilities;
4. Evaluate Islamic perspectives on family planning and birth control;
5. Apply Islamic principles in resolving family and marital issues; and
6. Promote family stability, moral values, and social responsibility through Islamic teachings.

LEARNING OUTCOMES

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

1. Explain the Islamic principles of marriage and family life;
2. Appraise the significance of marriage in procreation, socialisation and character development;
3. Apply Islamic teachings to promote and preserve family values, and
4. Provide guidance and adjudication of Islamic family matters.

COURSE CONTENT

- Islamic Concept of Marriage
- Courtship and Marriage Contract
- Impediments to Marriage
- Divorce and Polygamy in Islam
- Guardianship and Paternity
- Family Planning and Contemporary Family Issues

CATEGORY	DETAILS
Core Competencies	• Knowledge of Islamic family law • Ethical reasoning and decision making • Family counselling and conflict resolution • Critical thinking and legal analysis • Communication and interpersonal skills

CATEGORY	DETAILS
Core Values	• Taqwa (God-consciousness) • Integrity (Amānah) • Justice (ʻAdl) • Compassion • Patience (Ṣabr)
Pedagogical Approaches	• Learner-centred and participatory teaching strategies • Interactive lectures • Guided discussions • Problem-based learning • Seminar presentations
Learning Resources	• The Qur'an and authentic Hadith collections • Textbooks on Islamic family law • Fiqh manuals and legal references • Academic journals in Islamic Studies • Digital Islamic libraries
Assessment Methods	• Continuous Assessment (Assignments, Quizzes and Class Participation) • Case Study/Group Presentation • Mid-Semester Test • Research Assignment • Final Examination

REFERENCES AND FURTHER READING

Al-Qaraḍāwī, Y. (1997). *The Lawful and the Prohibited in Islam*. American Trust Publications.

Doi, A. R. I. (2008). *Shari'ah: The Islamic Law*. Ta-Ha Publishers.

Kamali, M. H. (2008). *Shari'ah Law: An Introduction*. Oneworld Publications.

Phillips, A. A. B. (1995). *The Evolution of Fiqh: Islamic Law and the Madh-habs*. International Islamic Publishing House.

Esposito, J. L. (2001). *Women in Muslim Family Law* (2nd ed.). Syracuse University Press.

Nasir, J. J. (2009). *The Islamic Law of Personal Status* (3rd ed.). Kluwer Law International.

Ali, A. Y. (2006). *The Holy Qur'an: Text, Translation and Commentary*. Amana Publications.

Al-Bukhārī, M. I., & Muslim, M. H. *Ṣaḥīḥ al-Bukhārī* and *Ṣaḥīḥ Muslim* (relevant chapters on marriage and family).

ISS 222 Research/Teaching Methodology

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the fundamental principles and practices of educational research and effective teaching in Islamic Studies. It examines the nature, purpose, and methods of educational research, equipping students with the knowledge and skills required to identify educational problems, collect and analyse data, and apply research findings to improve teaching and learning. The course also explores essential aspects of instructional planning, including lesson preparation, curriculum implementation, learner-centred teaching strategies, classroom management, and assessment techniques. In addition, it emphasises the effective integration of appropriate educational technologies and digital resources to enhance the teaching and learning of Islamic Studies. Through theoretical discussions and practical activities, students will develop the pedagogical and research competencies necessary for reflective, evidence-based, and technology-enhanced instruction in diverse educational settings.

RELEVANCE STATEMENT

This course equips students with the knowledge and practical skills required for conducting educational research and delivering effective instruction in Islamic Studies. It enhances competence in research design, instructional planning, classroom management, learner assessment, and the ethical integration of educational technologies. The course prepares prospective teachers and researchers to contribute to quality teaching, evidence-based educational practice, and the advancement of Islamic Studies in diverse learning environments.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the fundamental principles of research and teaching methodology in Islamic Studies;
2. Design lesson plans using appropriate instructional methods and teaching resources;
3. Apply basic research methods to investigate educational issues in Islamic Studies;
4. Demonstrate effective classroom management, communication, and assessment skills; and
5. Integrate relevant educational technologies and ethical practices into teaching and research.

LEARNING OUTCOMES

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

1. **Create** digital textile designs and clothing patterns using CAD software.
2. **Develop** graded patterns and digital markers for efficient fabric utilisation.
3. **Operate** digital textile design and pattern-making software for clothing production tasks.
4. **Design and launch** an online platform or social media page to market clothing or textile products.
5. **Produce** a digitally designed clothing or textile prototype using ICT-based tools.
6. **Apply** digital marketing techniques to promote and sell clothing and textile products online.

COURSE CONTENT

- Concept, nature, and scope of educational research
- Types and methods of research in Islamic Studies
- Identification of research problems, literature review, and research ethics
- Data collection methods, sampling techniques, and basic data analysis
- Concepts and principles of teaching methodology
- Lesson planning, instructional objectives, and scheme of work
- Teaching methods and strategies in Islamic Studies
- Instructional materials and educational technologies
- Classroom management and effective communication skills
- Assessment, evaluation, feedback, and record keeping
- Professional ethics and reflective teaching practice

CATEGORY	DETAILS
Core Competencies	• Conduct basic educational research. • Design and implement effective lesson plans. • Apply appropriate teaching methods in Islamic Studies. • Manage classrooms effectively. • Assess learners using suitable evaluation techniques.
Core Values	• Integrity and academic honesty. • Professionalism. • Responsibility and accountability. • Respect for learners and diversity. • Collaboration and teamwork.
Pedagogical Approaches	• Learner-centred and practice-oriented approaches • Interactive lectures and guided discussions. • Demonstrations and micro-teaching sessions. • Practical lesson planning and presentation. • Group projects and collaborative learning.
Learning Resources	• University library resources. • Peer-reviewed journals in Islamic Education and Educational Research. • Digital libraries and academic databases (Google Scholar, JSTOR, ERIC). • Learning Management Systems (LMS). • Educational technology tools (Google Classroom, Microsoft Teams, Moodle).
Assessment Methods	• Assignments • Classroom presentations • Lesson plan preparation • Micro-teaching exercises • Research proposal/project

REFERENCES AND FURTHER READING

Creswell, J. W., & Creswell, J. D. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.*

Cohen, L., Manion, L., & Morrison, K. *Research Methods in Education.*

Kothari, C. R. *Research Methodology: Methods and Techniques.*

Onwuka, U. *Curriculum Development for Africa.*

Abdullahi, S. A. *Islamic Education: Theory and Practice.*

Fafunwa, A. B. *History of Education in Nigeria.*

Mangal, S. K., & Mangal, U. *Essentials of Educational Technology.*

ISS 223 ISLAM in Africa

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides an in-depth examination of the historical spread and development of Islam across North, East, West, and Central Africa, with particular emphasis on the Western Sudan. It explores the major routes, agents, and processes through which Islam expanded across the continent and examines the political, social, economic, and cultural factors that facilitated its growth. The course also analyses the contributions of Islam to the development of African institutions, including systems of governance, education, law, commerce, and scholarship, while highlighting Africa's intellectual and commercial links with the wider Muslim world. Furthermore, it investigates the interactions between Islamic teachings and indigenous African traditions, emphasising the processes of adaptation, continuity, and reform that shaped the distinctive character of Islam in Africa. Through historical and analytical perspectives, students will develop a comprehensive understanding of the enduring influence of Islam on African civilisation and its contemporary relevance.

RELEVANCE STATEMENT

This course provides students with a comprehensive understanding of the historical spread and development of Islam across North, East, West, and Central Africa, highlighting its contributions to African civilisation, education, governance, commerce, and culture. It examines the interaction between Islam and indigenous African traditions, fostering an appreciation of Africa's rich Islamic heritage and preparing students to contribute to

intercultural dialogue, peacebuilding, and the preservation of Islamic historical institutions and monuments.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the historical spread of Islam across North, East, West, and Central Africa;
2. Examine the contributions of Islam to African civilisation, culture, and institutional development;
3. Analyse the roles and responsibilities of Muslims in the propagation and development of Islam in Africa;
4. Evaluate Muslim – non-Muslim relations and their impact on African societies during the pre-modern period; and
5. Identify and appreciate significant Islamic institutions, monuments, and historical landmarks in Africa.

LEARNING OUTCOMES

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

1. Appraise Islam's contributions to Africa culture and civilisation;
2. Explain the responsibilities of Muslims in the development of Islam;
3. Discuss Muslim-non-Muslim relations in the pre-modern period; and
4. Identify Islamic institutions, monuments and landmarks that have endured to the present day.

COURSE CONTENT

- Introduction to the history and geography of Islam in Africa
- Spread of Islam in North Africa
- Spread of Islam in East Africa through trade and migration
- Spread of Islam in West Africa and the Western Sudan
- Spread of Islam in Central Africa
- Role of trans-Saharan and Indian Ocean trade in the spread of Islam
- Contributions of Muslim scholars, traders, rulers, and reformers
- Islamic civilisation and contributions to education, scholarship, governance, law, commerce, architecture, science, and culture
- Muslim relations with indigenous African societies and traditional religions

- **Muslim:** non-Muslim relations in pre-modern Africa
- Islamic institutions, centres of learning, mosques, manuscripts, monuments, and historical landmarks
- Contemporary significance and preservation of Africa's Islamic heritage

CATEGORY	DETAILS
Core Competencies	• Analyse historical developments critically. • Interpret Islamic historical sources. • Appreciate Africa's Islamic cultural heritage. • Communicate historical ideas effectively.
Core Values	• Respect for cultural and religious diversity. • Integrity. • Historical consciousness. • Peaceful coexistence. • Tolerance and mutual respect.
Pedagogical Approaches	• Learner-centred and experiential teaching strategies • Interactive lectures • Guided classroom discussions. • Historical case studies. • Group presentations and seminars.
Learning Resources	• University library collections. • Historical atlases of Africa. • Academic journals on African and Islamic history. • Digital libraries and online academic databases. • Museum collections and virtual exhibitions.
Assessment Methods	• Individual assignments • Group presentations • Class participation • Quizzes • Historical site or documentary review

REFERENCES AND FURTHER READING

Trimingham, J. S. *The Influence of Islam upon Africa.*

Levtzion, N., & Pouwels, R. L. (Eds.). *The History of Islam in Africa.*

Hunwick, J. O. *Shari'a in Songhay: The Replies of al-Maghili to the Questions of Askia al-Hajj Muhammad.*

Hiskett, M. *The Development of Islam in West Africa.*

Falola, T. *The History of Nigeria.*

Lapidus, I. M. *A History of Islamic Societies.*

Clarke, P. B. *West Africa and Islam.*

ISS 321 Textual Studies of the Qur'an I

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides a detailed study of selected chapters (*suwar*) of the Holy Qur'ān. **Sūrat al-Fātiḥah, Sūrat an-Nās, Sūrat al-Muzzammil, Sūrat al-Muddaththir,** and **Sūrat al-ʿAlaq**. It focuses on the accurate recitation (*tilāwah*), translation, and scholarly commentaries (*tafsīr*) of these chapters, highlighting their historical contexts, linguistic features, central themes, and practical teachings. The course examines the theological, moral, spiritual, and educational messages embedded in each *sūrah*, emphasising their relevance to individual character development, worship, and contemporary Muslim life. Through the study of classical and contemporary Qur'ānic exegesis, students will develop proficiency in Qur'ānic recitation, deepen their understanding of divine guidance, and appreciate the enduring significance of these selected chapters in fostering Islamic faith, ethics, and lifelong learning.

RELEVANCE STATEMENT

This course provides students with an in-depth study of selected Qur'ānic chapters, focusing on their correct recitation (Tajwīd), translation, commentary (Tafsīr), and practical teachings. It strengthens students' proficiency in Arabic reading and comprehension while developing their ability to interpret Qur'ānic texts, derive legal and moral lessons, and apply Qur'ānic guidance to contemporary personal and societal issues. The course also enhances students' appreciation of the Qur'ān as the primary source of Islamic faith, law, and ethics.

COURSE OBJECTIVES

The objectives of this course are to:

1. Recite selected Qur'ānic chapters accurately in accordance with the rules of Tajwīd;
2. Translate and explain the meanings of the selected sūrahs;
3. Analyse the themes, teachings, and legal implications of the selected Qur'ānic passages;
4. Derive moral, spiritual, and jurisprudential lessons from the selected sūrahs; and
5. Apply the teachings of the selected chapters to contemporary individual and societal life.

LEARNING OUTCOMES

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

1. Read Islamic texts in Arabic language;
2. Analyse Islamic texts;
3. Pass sound judgement on them; and
4. Demonstrate capacity in Islamic jurisprudence.

COURSE CONTENT

- Introduction to the Qur'ān: revelation, compilation, and significance
- Principles of Qur'ānic recitation (Tajwīd) and memorisation
- Translation and Tafsīr methodology
- Detailed study of Sūrat al-Fātiḥah: Recitation, Translation, Commentary and Themes and practical. lessons.
- Detailed study of Sūrat al-Nās: Recitation, Translation and Commentary and Spiritual protection and reliance on Allah
- Detailed study of Sūrat al-Muzzammil: Night prayer, patience, and spiritual discipline
- Detailed study of Sūrat al-Muddaththir: Prophetic mission, da'wah, purification, and accountability
- Detailed study of Sūrat al-ʿAlaq: The first revelation, knowledge, education, and human responsibility
- Jurisprudential, ethical, educational, and social lessons from the selected sūrahs
- Contemporary application of the teachings of the selected chapters

CATEGORY	DETAILS
Core Competencies	• Read Qur'ānic Arabic accurately. • Interpret selected Qur'ānic texts. • Analyse Qur'ānic themes critically. • Apply Qur'ānic teachings to contemporary issues. • Demonstrate basic jurisprudential reasoning from Qur'ānic texts.
Core Values	• Taqwā (God-consciousness). • Integrity and sincerity. • Love and reverence for the Qur'ān. • Justice and fairness. • Patience and perseverance.
Pedagogical Approaches	• Learner-centred and text-based instructional methods • Interactive lectures. • Guided Qur'ānic recitation sessions. • Tafsīr and text analysis. • Teacher-led demonstrations.
Learning Resources	• The Holy Qur'ān (Arabic text and translations). • Classical and contemporary Tafsīr literature. • Authentic Hadith collections. • Digital Qur'ān applications and recitation platforms. • University library resources.
Assessment Methods	• Qur'ānic recitation tests. • Translation and Tafsīr assignments. • Memorisation exercises. • Class presentations. • Quizzes.

REFERENCES AND FURTHER READING

The Holy Qur'ān (Arabic Text with Translation).

Ibn Kathīr. *Tafsīr al-Qur'ān al-'Aẓīm.*

Al-Ṣābūnī, M. A. *Ṣafwat al-Tafāsīr.*

Al-Qurṭubī. *Al-Jāmi' li Aḥkām al-Qur'ān.*

Sayyid Quṭb. *Fī Ẓilāl al-Qur'ān.*

Mawdūdī, A. A. *Tafhīm al-Qur'ān.*

Ali, A. Y. *The Holy Qur'an: Text, Translation and Commentary.*

ISS 322 Textual Studies of the Ḥadīth I

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides a comprehensive study of selected *aḥādīth* of the Prophet Muḥammad (ﷺ), with emphasis on their accurate reading, translation, interpretation, and practical application in contemporary life. It examines *aḥādīth* addressing fundamental Islamic values and moral virtues, including sincerity (*ikhlāṣ*), repentance (*tawbah*), perseverance (*ṣabr*), truthfulness (*ṣidq*), piety (*taqwā*), firm faith (*īmān*), steadfastness (*istiqāmah*), the characteristics of hypocrites (*nifāq*), good neighbourliness, and kindness to parents. Drawing on classical and contemporary commentaries, the course explores the historical context, ethical teachings, and legal implications of these traditions while demonstrating their relevance to personal development, family life, social relationships, and responsible citizenship. By the end of the course, students will have developed a deeper appreciation of the Sunnah as a practical guide for cultivating sound character and addressing contemporary moral and societal challenges in accordance with Islamic teachings.

RELEVANCE STATEMENT

This course provides students with a comprehensive study of selected Prophetic traditions (Aḥādīth) that address essential aspects of personal morality, spiritual development, and social relationships. Through the reading, translation, commentary, and analysis of selected Aḥādīth, students develop proficiency in understanding Islamic source texts, appreciating the Sunnah as the second primary source of Islamic law, and applying Prophetic guidance to contemporary individual and societal challenges.

COURSE OBJECTIVES

The objectives of this course are to:

1. Read selected Aḥādīth accurately in Arabic and explain their meanings;
2. Translate and analyse selected Aḥādīth in their historical and contemporary contexts;
3. Examine the ethical, legal, and spiritual teachings of the selected Aḥādīth;
4. Derive moral and jurisprudential lessons from the Prophetic traditions; and
5. Apply the teachings of the selected Aḥādīth to contemporary personal and social life.

LEARNING OUTCOMES

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

1. Read Islamic texts in the source language;
2. Analyse Islamic texts;
3. Pass sound judgement on them, and
4. Exhibit competence in Islamic jurisprudence.

COURSE CONTENT

- Introduction to the Sunnah and Aḥādīth as sources of Islamic guidance
- Classification and authenticity of Aḥādīth
- Principles of understanding and interpreting Aḥādīth
- Reading, translation, commentary, and lessons from selected Aḥādīth on: Sincerity (Ikhlāṣ), Repentance (Tawbah), Perseverance and patience (Ṣabr), Truthfulness (Ṣidq), Piety (Taqwā), Firm faith and reliance on Allah (Īmān and Tawakkul), Steadfastness (Istiqāmah), Characteristics and dangers of hypocrisy (Nifāq), Rights and responsibilities of neighbours and Kindness and obedience to parents
- Jurisprudential, ethical, and educational lessons from the selected Aḥādīth
- Contemporary application of Prophetic teachings in family, education, leadership, and community life

CATEGORY	DETAILS
Core Competencies	• Read and comprehend Arabic Ḥadīth texts. • Interpret selected Prophetic traditions accurately. • Analyse ethical and jurisprudential issues from Aḥādīth. • Apply Prophetic guidance to contemporary challenges. • Demonstrate critical thinking and sound judgement.

CATEGORY	DETAILS
Core Values	• Sincerity (*Ikhlāṣ*). • Truthfulness (*Ṣidq*). • God-consciousness (*Taqwā*). • Patience and perseverance. • Compassion and mercy.
Pedagogical Approaches	• Interactive and learner-centred teaching methods • Interactive lectures. • Guided reading and translation of Aḥādīth. • Textual analysis and commentary (Sharḥ). • Classroom discussions and reflective learning. • Group presentations and seminars.
Learning Resources	• Authentic collections of Aḥādīth. • Classical and contemporary Sharḥ (commentaries) of Aḥādīth. • University library resources. • Academic journals on Ḥadīth and Islamic Studies. • Digital Ḥadīth databases.
Assessment Methods	• **Continuous Assessment:** • Translation and commentary assignments. • Memorisation of selected Aḥādīth. • Classroom presentations. • Quizzes.

REFERENCES AND FURTHER READING

Al-Nawawī, Yaḥyā ibn Sharaf. *Riyāḍ al-Ṣāliḥīn.*

Al-Nawawī. *Al-Arba'ūn al-Nawawiyyah (The Forty Hadith).*

Al-Bukhārī, Muḥammad ibn Ismāʿīl. *Ṣaḥīḥ al-Bukhārī.*

Muslim ibn al-Ḥajjāj. *Ṣaḥīḥ Muslim.*

Ibn Ḥajar al-ʿAsqalānī. *Fatḥ al-Bārī.*

Al-Mubārakfūrī. *Tuḥfat al-Aḥwadhī.*

Siddiqi, A. H. *Studies in Hadith Literature*

Degree Programme (400–500 Level)

Section B

Department of Islamic Studies

B.A (Ed) Islamic Studies

Overview

The Bachelor of Arts in Education, Islamic Studies programme under the Dual Mandate is designed with due cognisance of the essential goals of Islamic Studies education and the fundamental nature of the Arts. The curriculum also integrates the competencies required of a 21st-century graduate for a knowledge-based and digital economy.

The programme is structured around preliminary courses, core faculty courses, and departmental courses, delivered within a two-semester structure per academic session in line with CCMAS guidelines. The content of all prescribed courses, together with their respective learning outcomes, has been systematically delineated to guide effective and outcome-based instructional delivery. The overarching objective is to produce pre-service Islamic Studies teachers who possess in-depth subject mastery, sound pedagogical training, and a solid foundation in educational principles. Graduates shall be equipped with the requisite skills, competencies, and dispositions to function effectively as professional teachers in the 21st Century.

Philosophy

The philosophy of the B.A. Islamic Studies Education programme is rooted in the holistic development of the individual through the inculcation of Islamic values, norms, and principles, which constitute the bedrock for ideological, moral, intellectual, and socio-economic development. The programme further seeks to proffer practical solutions, through scholarly research, to contemporary challenges confronting Muslim societies in particular and the global community in general. It fosters interdisciplinary linkages with cognate disciplines such as Arabic, History, Sociology, Economics, Finance, Law, and Anthropology. Notably, Islamic Economics is one area that has benefited significantly from the cross-fertilisation of ideas with Islamic Studies. Thus, the production of graduates with a high level of competence in Islamic Studies Education constitutes a significant contribution to the Nigerian university system and to global society at large.

Objectives of the Programme

The specific objectives of the B.A. Islamic Studies Education degree under the Dual Mandate Programme are to:

1. Acquaint students with the broad concepts and principles of Islam as a religion and a way of life;
2. Prepare students to articulate Islam as a culture and civilisation;
3. Present Islam to students based on its original sources, particularly the Qur'an and the Sunnah of the Prophet (S.A.W);
4. Contextualise Islamic teachings to address the problems of contemporary Muslim communities, with specific reference to Nigeria, through rigorous scholarly, analogical, analytical, and thematic engagement with Qur'anic and Prophetic texts;
5. Provide a comparative perspective of Islam in relation to other major world religious traditions, with emphasis on the Nigerian context;
6. Produce competent Islamic Studies teachers to meet the staffing needs of schools and colleges in Nigeria;
7. Develop expertise in Islamic Studies Education in both breadth and depth, encompassing subject matter, methods, techniques, and pedagogical skills;
8. Equip prospective teachers with knowledge of effective classroom management and foster awareness of the nexus between classroom management and teaching effectiveness;
9. Provide pre-service training for teachers to deliver Islamic Studies at both Junior and Senior Secondary School levels; and produce qualified academic staff for Colleges of Education and Polytechnics at the entry level.

Unique Features of the Programme

The distinctive features of the programme include:

1. Development of creativity and adaptability skills through the demonstration of the practical relevance of Islamic teachings to real-life situations;
2. Cultivation of a problem-solving orientation by illustrating Islamic approaches to contemporary challenges and emergent issues;
3. Promotion of moderation, tolerance, accommodation of diversity, cultural sensitivity, and skills for engagement with local epistemologies;
4. Integration of digital literacy and techno-pedagogical skills to facilitate remote and technology-driven instruction; and

5. Inculcation of entrepreneurial competencies relevant for self-reliance in a knowledge-based and digital economy.

Employability Skills

Graduates of the programme shall be equipped to:

1. Establish and manage Qur'anic and Tahfiz schools;
2. Establish and administer Islamiyya primary and secondary schools;
3. Provide professional training for traditional Qur'anic school teachers in pedagogy, classroom management, and child discipline;
4. Teach Islamic Studies in public and private primary, secondary, and tertiary institutions;
5. Function effectively in administrative capacities across the public and private sectors of the economy;
6. Provide chaplaincy services in military, police, and other security establishments;
7. Serve as trainers, preachers, and guides for pilgrims during Hajj operations; and
8. Serve as Imams, community leaders, and religious guides at local, state, and national levels.

21st Century Skills

The programme is designed to develop the following competencies in graduates:

1. Inclusive Education and Cultural Sensitivity
2. Critical Thinking and Problem Solving
3. Digital Literacy, Techno-Pedagogy, and Innovative Instructional Skills
4. Communication and Advocacy Skills
5. Social Responsibility and Community Engagement
6. Initiative and Enterprise Skills
7. Self-Management and Leadership Skills
8. Flexibility and Adaptive Learning Skills

7.0 **Admission Requirements**

7.1 Direct Entry Admission – 2 Year Dual Mandate Programme

Candidates must possess, in addition to the O'Level requirements above, any of the following:

1. National Certificate in Education (NCE) with passes at merit level in Islamic Studies and one other relevant Social Science, or Education subject;
2. Passes in the IJMB results in two relevant subjects.

Graduation Requirements

To qualify for the award of B.A. Islamic Studies Education, candidates must:

1. Complete and pass a minimum of academic credit units as agreed upon by the NUC and NCCE;
2. Satisfy all academic requirement as stipulated by the NUC and NCCE;
3. Complete and obtain a pass grade in Teaching Practice;
4. Submit and defend a research project on an approved topic; and
5. Attain the minimum Cumulative Grade Point Average (CGPA) as prescribed by the Senate of the awarding institution in accordance with NUC and NCCE regulations under the Dual Mandate Programme.

Core Competencies and Values

CATEGORY	DETAILS
Core Competencies	• Demonstrate the ability to relate Islamic Studies to Nigerian society • Interpret and analyse Islamic texts using appropriate linguistic, historical, contextual, and methodological approaches • Demonstrate basic competence in Islamic jurisprudence (Fiqh) • Analyse contemporary issues relating to Islamic faith and worship • Integrate Islamic moral principles with professional teaching ethics teachings
Core Values	• Tawhid • Taqwa • Integrity (Amanah) • Truthfulness (Sidq). • Justice (Adl)

CATEGORY	DETAILS
Pedagogical Approaches	• Cooperative and Collaborative Learning. • Inquiry-Based Learning • Field-Based Learning. • Peer Teaching and Peer Assessment • Case-Study Approach.
Learning Resources	• Qur'an.com for Qur'ānic text, translations, and recitation • ICT and educational technology specialists collections • Al-Maktabah al-Shamilah (Islamic Digital Library) • Zoom or Google Meet for virtual lectures and discussions • Learning Management Systems (e.g. Moodle or Google Classroom)
Assessment Methods	• Written Examinations • Micro-Teaching Assessment • Practical/Demonstration Assessment • Practical Demonstrations (*Wuḍūʾ and Ṣalāh*) • Seminar/Group Presentation

Degree Course Distribution (400–500 Level)

Degree 400 Level: First Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours
GSE 412	Peace and Conflict Resolution	C	2	2
ISS 411	Textual Studies of the Qur'an II (Suratul Nahl and Israi)	C	3	45
ISS 412	Islamic Economic System	C	2	30
ISS 413	History and Creed of Ahlul-Sunnah	C	2	30
ISS 414	Moral Philosophy in Islam	E	2	30
ISS 415	Islamic Education and Society in Sub-Saharan Africa Before Colonialism	C	2	30
ISS 416	Research Methodology	C	2	30
ISS 417	Comparative Studies of World Religions	C	3	45
ISS 418	Orientalism and Islamic Studies	E	2	30
Total			**18**	

Students are to offer 2 Credits Units of Elective

Degree 400 Level: Second Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours
EDU 402	Educational Tests, Measurements & Research Methods and Statistics	C	3	45
ENT 412	Venture Creation	C	2	30
ISS 421	Textual Studies of Hadith II	C	2	30
ISS 422	Shari'ah:al-'Uqubat (Penal codes)	C	2	30
ISS 423	Science of Tafsir (Exegesis) of the Qur'an	C	2	30
ISS 424	Islamic Political Thought and Movements	E	2	30
ISS 425	Entrepreneurial Skills (Calligraphy)	C	3	45
ISS 426	Trends and Issues in Islamic Education	C	2	30

Course Code	Course Title	Status	Credit Units	Lecture Hours
ISS 427	Early Muslim Philosophers	E	2	30
Total			**18**	

Students are to offer 2 Credits Units of Elective

Degree 500 Level: First Semester

Degree 500 Level: First Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
EDU 501	Teaching Practice	C	6		6
ISS 510	Advanced Usul Al-Fiqh	C	3	45	
ISS 511	Islam and the Girl-Child Education	E	2	30	
ISS 512	Modern Contributions to Hadith Studies	E	2	30	
ISS 513	Introduction to Maqasid al-Shari'ah	C	2	30	
ISS 514	Ideas and Institutions of Islamic Education	C	3	45	
ISS 515	The Spread of Islam in Nigeria	C	3	45	
Total			**19**		

Students are to offer 2 Credits Units of Elective

Degree 500 Level: Second Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
EDU 500	Research Project	C	3		3
ISS 521	Fiqh of Contemporary Issues	C	2	30	
ISS 522	The Contribution of West African Scholars to the Study of Islam	C	2	30	
ISS 523	The Dignity of Labour and Entrepreneurship in the Life and Teachings of Early Muslim Scholars and Educators	C	2	30	
ISS 524	Islamic Law of Mirath (Inheritance)	C	2	30	

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
ISS 525	Al-Uqud wal Mu'amilat (Contract)	C	2	30	
ISS 526	Islamic Literature in Vernacular	C	2	30	
Total			**15**		

Course Summary

Levels	Courses (Credit Units)	Courses (Credit Units)	Courses (Credit Units)
NCE 400	EDU 05	GSE 02	ISS 29
NCE 500	EDU 09	GSE 00	ISS 25
Total	**14**	**02**	**54**

Graduation Requirement

S/N	Items	Weight
1	Core Subject	54 (Core sub. 48, elective 6)
2	General Education	8
3	Teaching Practice (TP)	6
4	General Studies (GSE)	2
Total		**70**

Degree Course Descriptions (400–500 Level)

ISS 411 Textual Studies of the Qur'an II (Suratul NAHL and ISRAI)

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the historical context, thematic structure, major messages, linguistic features, ethical teachings and contemporary relevance of the two sūrahs. Particularly attention is given to Qur'anic concepts of Tawhīd, Prophethood, revelation, gratitude, divine signs, human responsibility, social justice, morality, family relations, knowledge, worship and accountability in the Hereafter. Students will engage directly with selected verses in Arabic and their translations, supported by authoritative classical and contemporary tafsīr works. The course also develops students' ability to interpret Qur'anic passages critically while maintaining appropriate principles of textual analysis and Islamic scholarship.

RELEVANCE STATEMENT

The course is relevant to Islamic Studies because it develops students' capacity to understand the Qur'an beyond translation by engaging with its textual, thematic, historical, linguistic, theological, ethical, and social dimensions. Sūrat al-Naḥl provides extensive guidance on Allah's signs in creation, gratitude, justice, righteousness, revelation, and human responsibility, while Sūrat al-Isrāʾ addresses the Night Journey, revelation, human dignity, moral conduct, family obligations, social responsibility, knowledge, and accountability.

The course is particularly relevant to contemporary society because the ethical principles contained in these sūrahs provide guidance on issues such as justice, responsible use of resources, respect for parents, social relationships, economic conduct, knowledge acquisition, moderation, environmental responsibility and peaceful coexistence.

COURSE OBJECTIVES

The course aims to enable students to:

1. Introduce the textual and thematic characteristics of Sūrat al-Naḥl and Sūrat al-Isrāʾ;
2. Examine the historical and contextual background of the two sūrahs;
3. Analyse selected Qur'anic verses in their Arabic textual context;

4. Examine major theological, ethical, social, and educational themes contained in the sūrahs;
5. Develop competence in consulting classical and contemporary works of tafsīr;
6. Relate the teachings of the two sūrahs to contemporary individual and societal challenges;
7. Develop critical and reflective approaches to Qur'anic textual studies; and
8. Cultivate appropriate attitudes towards the Qur'an as a source of guidance, knowledge, morality, and human development.

LEARNING OUTCOMES

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

1. Identify the historical, textual, and structural characteristics of Sūrat al-Naḥl and Sūrat al-Isrāʾ;
2. Interpret selected verses from the two sūrahs using appropriate Qur'anic and tafsīr methodologies;
3. Analyse the major theological and ethical teachings of Sūrat al-Naḥl and Sūrat al-Isrāʾ;
4. Examine the relationship between Qur'anic teachings and contemporary social, educational, economic, and moral issues;
5. Compare selected interpretations of important verses from classical and contemporary tafsīr sources;
6. Evaluate the relevance of the principles contained in the two sūrahs to contemporary Muslim life; and
7. Demonstrate appropriate Qur'anic values in academic, personal and social conduct.

COURSE CONTENT

- Introduction to textual studies of the Qur'an
- Introduction to Sūrat al-Naḥl
- Tawhīd and Divine Signs in Sūrat al-Naḥl
- The Concept of Gratitude (Shukr) and Human responsibility for the proper use of Allah's blessings
- Revelation and Prophethood in Sūrat al-Naḥl
- Ethical and Social Teachings of Sūrat al-Naḥl
- Introduction to Sūrat al-Isrāʾ

- Al-Isrāʾ and the Prophetic Mission
- Human Dignity, Knowledge and Accountability
- Family and Social Ethics in Sūrat al-Isrā
- Moral Principles and Social Conduct
- Comparative Study of Sūrat al-Naḥl and Sūrat al-Isrāʾ

CATEGORY	DETAILS
Core Competencies	• Qur'anic textual analysis. • Reading and understanding selected Qur'anic passages • Thematic analysis of Qur'anic verses • Basic application of tafsīr methodologies contemporary challenges. • Identifying Qur'anic ethical and theological principles. • Comparative consultation of tafsīr literature.
Core Values	• Tawḥīd and consciousness of Allah. • Gratitude (shukr) • Justice (ʿadl) • Excellence and benevolence (iḥsān) • . • Truthfulness (ṣidq)
Pedagogical Approaches	• Interactive lectures. • Textual analysis • Tafsīr-based learning • Discussion method • Comparative analysis.
Learning Resources	• The Qur'an in Arabic • Reliable translations of the Qur'an. • Selected classical and contemporary tafsīr works. • Arabic Qur'anic dictionaries and concordances. • Books on ʿUlūm al-Qurʾān.

CATEGORY	DETAILS
Assessment Methods	• Identification and explanation of selected Qur'anic passages • Arabic-to-English interpretation exercises • Thematic analysis of selected verses • Comparative tafsīr assignments • Group presentations

REFERENCES AND FURTHER READING

Al-Ṭabarī, Muḥammad ibn Jarīr. *Jāmiʿ al-Bayān ʿan Taʾwīl Āy al-Qurʾān*. Beirut: Dār al-Fikr.

Al-Qurṭubī, Muḥammad ibn Aḥmad**.** *Al-Jāmiʿ li-Aḥkām al-Qurʾān*. Cairo: Dār al-Kutub al-Miṣriyyah.

Ibn Kathīr, Ismāʿīl ibn ʿUmar. *Tafsīr al-Qurʾān al-ʿAẓīm*. Riyadh: Dār Ṭayyibah.

Al-Baghawī, al-Ḥusayn ibn Masʿūd**.** *Maʿālim al-Tanzīl*. Beirut: Dār Iḥyāʾ al-Turāth al-ʿArabī.

Ibn ʿĀshūr, Muḥammad al-Ṭāhir. *Al-Taḥrīr wa-l-Tanwīr*. Tunis: al-Dār al-Tūnisiyyah li-l-Nashr.

Abdullah Yusuf Ali. *The Meaning of the Holy Qur'an*. Beltsville, MD: Amana Publications.

Muhammad Asad, The Message of the Qur'an.

ISS 412 Islamic Economic System

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines the philosophical foundations, principles, objectives, institutions, and operational mechanisms of the Islamic Economic System. It explores the Islamic worldview of wealth, ownership, production, consumption, exchange, distribution, and social welfare as derived principally from the Qur'an and Sunnah. The course also examines the prohibition of ribā, gharar, maysir, and other unlawful economic practices, as well as the roles of zakāh, ṣadaqah, waqf, inheritance, market regulation (ḥisbah), Islamic financial institutions, and the state in promoting economic justice and equitable distribution of wealth. Students will critically compare Islamic, capitalist, socialist, and mixed economic systems and analyse contemporary economic issues from the perspective of

Sharīʿah and the objectives of Islamic law (Maqāṣid al-Sharīʿah). The scope reflects major treatments of Islamic economic systems, including their foundations, institutions, microeconomic and macroeconomic dimensions, welfare, distribution and policy applications.

RELEVANCE STATEMENT

The course is relevant because it equips students with a systematic understanding of Islam's ethical and institutional approach to economic life. It enables them to evaluate contemporary economic practices in the light of Sharīʿah principles and to appreciate Islamic alternatives for addressing poverty, inequality, exploitation, financial exclusion, and unjust concentration of wealth. The course further develops students' capacity to apply Islamic economic principles to contemporary issues relating to production, consumption, trade, finance, social welfare, and public policy.

COURSE OBJECTIVES

The course is designed to enable students to:

1. Introduce students to the meaning, nature, scope, and development of Islamic economics;
2. Examine the philosophical and Sharīʿah foundations of the Islamic Economic System;
3. Expose students to the major principles and objectives governing economic activities in Islam;
4. Develop an understanding of Islamic perspectives on wealth, ownership, production, consumption, exchange, and distribution;
5. Examine Islamic economic institutions and mechanisms for achieving social justice and welfare;
6. Analyse prohibited economic practices and their implications for individuals and society;
7. Compare the Islamic Economic System with major conventional economic systems; and
8. Develop students' ability to apply Islamic economic principles to contemporary economic and financial issues.

LEARNING OUTCOMES

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

1. **Define** the concept, nature, scope, and distinctive features of the Islamic Economic System;

2. **Analyse** the philosophical, ethical, and Sharīʿah foundations of Islamic economic activities;
3. **Differentiate** between the Islamic, capitalist, socialist, and mixed economic systems;
4. **Apply** Islamic principles to issues relating to wealth, ownership, production, consumption, exchange, and distribution;
5. **Evaluate** economic transactions and practices in relation to ribā, gharar, maysir, monopoly, fraud, and other prohibited elements;
6. **Examine** the roles of zakāh, ṣadaqah, waqf, inheritance, ḥisbah, Islamic financial institutions, and the state in economic development and social welfare; and
7. **Propose** Sharīʿah-guided responses to selected contemporary economic and financial challenges.

COURSE CONTENT

- Introduction to Islamic Economics
- Foundations of the Islamic Economic System
- Principles and Objectives of the Islamic Economic System
- Islamic and Conventional Economic Systems
- Wealth and Ownership in Islam
- Production and Consumption in Islam
- Islamic Principles of Exchange, Trade and Market Ethics
- Prohibited Economic Practices
- Distribution and Redistribution of Wealth in Islam
- Islamic Financial and Economic Institutions
- The State and Economic Management in Islam and Contemporary Issues in Islamic Economics

CATEGORY	DETAILS
Core Competencies	• Ability to demonstrate a sound understanding of the concepts, principles, institutions, and objectives of the Islamic Economic System. • Analyse economic issues using Islamic ethical and Sharīʿah-based frameworks. • Distinguish and compare Islamic economic principles with capitalist, socialist, and mixed economic approaches. • Apply Islamic economic principles to selected contemporary economic and financial problems. • Locate, interpret, and use relevant Qur'anic, Hadith, classical, and contemporary sources on Islamic economics.
Core Values	• **Taqwā (God-consciousness)** • **Justice (ʿAdl)** • **Trustworthiness (Amānah)** • **Honesty (Ṣidq)** • **Social Responsibility**
Pedagogical Approaches	• Interactive lectures and guided discussions • Qur'anic and Hadith textual analysis • Case-study method involving contemporary economic and financial issues • Comparative analysis of Islamic and conventional economic systems • Problem-based learning
Learning Resources	• The Qur'an • Selected collections of authentic Hadith relevant to trade, wealth, ribā, zakāh, charity, inheritance, justice, and economic conduct • Textbooks on Islamic economics and finance • Classical works on Islamic economic thought • Journal articles on contemporary Islamic economics
Assessment Methods	• Case analyses • Comparative exercises • Presentations • Application of Islamic principles to contemporary economic issues.

REFERENCES AND FURTHER READING

Askari, H., Iqbal, Z., & Mirakhor, A. (2015). *Introduction to Islamic economics: Theory and application*. John Wiley & Sons. This text provides broad coverage of the foundations, institutions, economic system, microeconomics, macroeconomics, welfare, and policy dimensions of Islamic economics. (Wiley Online Library)

Chapra, M. U. (1992). *Islam and the economic challenge*. The Islamic Foundation.

Chapra, M. U. (2000). *The future of economics: An Islamic perspective*. The Islamic Foundation.

Iqbal, Z., & Mirakhor, A. (2011). *An introduction to Islamic finance: Theory and practice* (2nd ed.). John Wiley & Sons. (Wiley Online Library)

Juhro, S. M., Syarifuddin, F., & Sakti, A. (2025). Islamic economic and financial system. In *Inclusive welfare*. Springer. The work provides a contemporary discussion of Islamic economic and financial foundations, institutions, the role of the state, social finance, and welfare. (Springer)

Khan, M. A. (2013). *What is wrong with Islamic economics? Analysing the present state and future agenda*. Edward Elgar Publishing.

ISS 413 History and Creed of Ahlul-Sunnah

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines the historical development, theological foundations, and major creedal principles of **Ahl al-Sunnah wa al-Jamāʿah**. It traces the emergence and development of Sunni orthodoxy from the formative period of Islam, with particular attention to the Qur'an, Sunnah, Ṣaḥābah, and early Muslim community as foundational sources of belief and religious authority. The course explores the meaning, characteristics, and historical identity of Ahl al-Sunnah, as well as the development of major Sunni theological traditions, including the Atharī, Ashʿarī, and Māturīdī schools. It also examines central issues of Sunni creed, such as Tawḥīd, divine attributes, prophethood, revelation, angels, divine decree (Qadar), the Hereafter, faith (Īmān), and the status of the Ṣaḥābah. Furthermore, the course critically investigates the historical emergence of major theological sects and schools and their areas of agreement and disagreement with Sunni orthodoxy.

RELEVANCE STATEMENT

The course is relevant because it provides students with a systematic understanding of the historical and theological foundations of Sunni Islam, which constitutes a major intellectual and religious tradition within the Muslim world. It enables students to understand the development of Islamic creed within its historical context, distinguish between the principal schools of Sunni theology, and critically engage with major theological debates in Islamic intellectual history. The course also promotes sound knowledge of the sources and principles of Islamic belief, intellectual tolerance, scholarly objectivity, and the ability to respond to contemporary misconceptions and theological challenges through informed and evidence-based analysis.

COURSE OBJECTIVES

The course is designed to enable students to:

1. Introduce students to the meaning, origin, and historical development of Ahl al-Sunnah wa al-Jamāʿah;
2. Examine the Qur'an, Sunnah, and early Muslim community as foundations of Sunni creed;
3. Expose students to the major principles and articles of faith upheld within Sunni Islam;
4. Examine the historical development and intellectual contributions of the major Sunni theological schools;
5. Analyse the emergence of major theological sects and controversies in Islamic history;
6. Develop students' understanding of major doctrinal issues in Sunni theology;
7. Enable students to compare major theological positions objectively and academically; and
8. Develop the capacity to apply authentic principles of Islamic creed in addressing selected contemporary religious and ideological issues.

LEARNING OUTCOMES

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

1. **Describe** the meaning, characteristics, and historical identity of Ahl al-Sunnah wa al-Jamāʿah;
2. **Trace** the historical development of Sunni creed from the formative period of Islam;
3. **Identify** the Qur'an, Sunnah, and scholarly consensus as major foundations of Sunni belief;

4. **Analyse** the major doctrines and principles of the Sunni creed;
5. **Differentiate** among the major Sunni theological traditions and their approaches to theological questions;
6. **Examine** the historical origins and principal doctrines of selected theological sects in Islamic history;
7. **Compare** Sunni theological positions with those of selected non-Sunni theological schools; and
8. **Evaluate** contemporary theological and ideological issues in the light of established principles of Islamic creed.

COURSE CONTENT

- Introduction to Ahl al-Sunnah wa al-Jamāʿah
- Historical Background and Emergence of Sunni Identity
- Sources and Methodology of Sunni Creed
- The Foundations of Islamic Creed
- Tawḥīd and the Doctrine of God
- Revelation
- Revelation, Prophethood and the Unseen
- Divine Decree and Human Responsibility
- Faith, Major Sins and Religious Conduct
- Eschatology in Sunni Creed
- Major Sunni Theological Traditions
- Major Theological Sects in Islamic History
- Contemporary Issues and Challenges to Islamic Creed

CATEGORY	DETAILS
Core Competencies	• Trace and explain the historical development of Sunni identity and theological thought. • Demonstrate a sound understanding of the major concepts, principles, and doctrines of Sunni creed • Identify and interpret relevant Qur'anic and Prophetic texts relating to Islamic belief. • Analyse major theological questions and historical controversies objectively • Compare the methodologies and positions of major theological schools and sects.
Core Values	• **Tawḥīd** • **Commitment to Revelation** • **Truthfulness** • **Respect for Scholarly Tradition** • **Moderation (Wasatiyyah)**
Pedagogical Approaches	• Interactive lectures • Guided reading of selected classical and contemporary texts • Qur'anic and Hadith textual analysis • Historical inquiry and contextual analysis • Group discussions
Learning Resources	• The Qur'an • Selected authentic Hadith collections • Classical works on ʿAqīdah and Islamic theology • Selected writings of early Sunni scholars Textbooks on Islamic creed and theology • Books on the history of Islamic sects and schools of thought • Scholarly works on Ashʿarī, Māturīdī, and Atharī traditions

CATEGORY	DETAILS
Assessment Methods	• Historical understanding • Textual interpretation • Comparative analysis • Critical thinking • Objective tests • Short-answer questions • Essay questions • Text analysis • Oral presentations • Research assignments • Case-based examinations.

REFERENCES AND FURTHER READING

Abū Ḥanīfah, N. (n.d.). *Al-Fiqh al-Akbar*.

Al-Ashʿarī, A. al-Ḥ. (n.d.). *Al-Ibānah ʿan Uṣūl al-Diyānah*.

Al-Baghdādī, A. al-Q. (n.d.). *Al-Farq bayna al-Firaq*.

Al-Ghazālī, A. Ḥ. (n.d.). *Al-Iqtiṣād fī al-Iʿtiqād*.

Al-Jurjānī, A. (n.d.). *Al-Taʿrīfāt*.

Al-Lālikāʾī, H. ibn M. (n.d.). *Sharḥ Uṣūl Iʿtiqād Ahl al-Sunnah wa al-Jamāʿah*.

ISS 414 Moral Philosophy in ISLAM

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines the foundations, principles, concepts, and development of moral philosophy in Islam. It explores the Islamic understanding of morality (*akhlāq*), ethical responsibility, virtue, justice, human freedom, conscience, and moral accountability. The course studies the primary sources of Islamic morality based on the Qur'an and the Sunnah and examines the contributions of major Muslim scholars and philosophers, including al-Kindī, al-Fārābī, Ibn Miskawayh, al-Ghazālī, Ibn Sīnā, Ibn Rushd, Ibn Taymiyyah, and other notable thinkers. Particular attention is given to the relationship between faith, reason, character, intention, moral action, and spiritual development. The

course also provides opportunities for the critical application of Islamic moral principles to contemporary personal, social, professional, economic, political, educational, scientific, and technological issues.

RELEVANCE STATEMENT

Moral philosophy in Islam is essential for understanding the ethical foundations that guide Muslim individual and collective life. The course enables students to develop a sound understanding of Islamic conceptions of good and evil, virtue and vice, moral obligation, justice, responsibility, and human dignity. It strengthens students' capacity for ethical reasoning and informed moral judgement based on Islamic sources and intellectual traditions. The course is particularly relevant to contemporary challenges involving corruption, dishonesty, injustice, family relations, professional conduct, social responsibility, environmental stewardship, scientific advancement, and emerging technologies. It therefore equips students with the knowledge, values, and competences required to promote personal integrity, responsible citizenship, peaceful coexistence, and ethical conduct in contemporary society.

COURSE OBJECTIVES

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

1. Examine the meaning, nature, scope, and objectives of moral philosophy in Islam;
2. Identify the Qur'an, Sunnah, reason, and Islamic intellectual tradition as major foundations of Islamic morality;
3. Analyse major concepts and principles of Islamic moral philosophy;
4. Examine the contributions of prominent Muslim scholars and philosophers to the development of Islamic ethical thought;
5. Evaluate the relationship between faith, reason, intention, moral character, and human action;
6. Apply Islamic moral principles to selected contemporary ethical issues; and
7. Develop reasoned and responsible approaches to moral decision-making in personal and social life

LEARNING OUTCOMES

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

1. **Define and describe** the meaning, nature, scope, and major concepts of moral philosophy in Islam;

2. **Identify and explain** the primary and secondary foundations of Islamic moral thought;
3. **Analyse** Islamic perspectives on virtue, vice, good, evil, justice, responsibility, intention, and moral accountability;
4. **Compare** the ethical ideas of selected Muslim philosophers and scholars;
5. **Evaluate** the relationship between faith, reason, free will, moral responsibility, and character formation;
6. **Apply** Islamic moral principles in addressing selected personal, social, professional, and contemporary ethical issues; and
7. **Construct** logically reasoned ethical judgements and arguments based on relevant Islamic moral principles and sources.

COURSE CONTENT

- Introduction to Moral Philosophy
- Foundations of Moral Philosophy in Islam
- **Major Concepts in Islamic Moral Philosophy:**
  - Akhlāq (moral character)
  - Khayr (good) and sharr (evil)
  - Ḥasan (good/right) and qabīḥ (evil/wrong)
  - Faḍīlah (virtue) and raḏīlah (vice)
  - Adl (justice)
  - Iḥsān (excellence and benevolence)
  - Amānah (trustworthiness)
  - Ṣidq (truthfulness)
  - Taqwā (God-consciousness)
  - Ḥayāʾ (modesty and moral restraint)
- Moral Knowledge and Ethical Reasoning in Islam
- The Human Person, Freedom, and Moral Responsibility
- Virtue and Character Formation in Islam
- Moral Philosophy of Al-Kindī, Al-Fārābī, Ibn Sīnā, Ibn Miskawayh, Al-Ghazālī and Ibn Rushd
- Islamic Moral Thought and the Concept of Happiness
- Justice and Social Morality

- Applied Ethics in Islam
- Contemporary Moral Challenges
- Contemporary Relevance of Moral Philosophy in Islam

CATEGORY	DETAILS
Core Competencies	• Understand and use major concepts and terminologies in Islamic moral philosophy • Identify and interpret relevant moral teachings from the Qur'an, Sunnah, and selected Islamic texts • Analyse moral questions and develop logically reasoned ethical judgements. • Ability to examine moral theories, arguments, concepts, and positions critically. • Compare the ethical perspectives of selected Muslim philosophers and scholars.
Core Values	• **God-consciousness (*Taqwā*)** • **Integrity (*Amānah*)** • **Truthfulness (*Ṣidq*)** • **Justice (*ʿAdl*)** • **Excellence (*Iḥsān*)**
Pedagogical Approaches	• Interactive lectures • Guided study of Qur'anic and Hadith texts • Textual analysis of selected works of Muslim moral philosophers • Class discussions and question and-answer sessions • Case-based learning involving contemporary ethical dilemmas
Learning Resources	• The Qur'an and selected works of Qur'anic exegesis • Authentic collections and translations of Hadith • Primary texts on Islamic ethics and philosophy • Books on Islamic moral philosophy and *akhlāq* • Scholarly journals and academic articles

CATEGORY	DETAILS
Assessment Methods	• Class Participation • Assessment of key concepts, principles, thinkers, and moral theories • Critical analysis of a selected philosopher or philosophical issue • Collaborative presentation on selected themes or philosophers (Seminar or Group Presentation) • Assessment of conceptual understanding, and analytical

REFERENCES AND FURTHER READING

Fakhry, Majid. *Ethical Theories in Islam*. Leiden: E. J. Brill, 1991.

Fakhry, Majid. *A History of Islamic Philosophy*. 3rd ed. New York: Columbia University Press, 2004.

Leaman, Oliver. *An Introduction to Classical Islamic Philosophy*. 2nd ed. Cambridge: Cambridge University Press, 2002.

Miskawayh, Ibn. *The Refinement of Character: A Translation from the Arabic of Aḥmad ibn Muḥammad Miskawayh's Tahdhīb al-Akhlāq*. Translated by Constantine K. Zurayk. Beirut: American University of Beirut, 1968.

Al-Ghazālī. *The Alchemy of Happiness*. Translated by Claud Field. Armonk, NY: M. E. Sharpe, 1991.

ISS 415 Islamic Education and Society in Sub-Saharan Africa Before Colonialism

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines the historical development, institutions, content, methods, and societal roles of Islamic education in Sub-Saharan Africa before the advent of colonial rule. It explores the introduction and spread of Islam through trade, migration, scholarship, Sufi networks, and political interactions, and analyses the emergence of indigenous systems of Qur'anic, elementary, advanced, and informal Islamic education. Particular attention is given to the relationship between Islamic education and the development of Muslim societies, states, scholarship, literacy, culture, law, commerce, and governance in major regions of Sub-Saharan Africa, including the Western Sudan, Kanem-Borno, Hausaland, Senegambia, and the East African coast. The course further examines

prominent centres of learning, scholars, educational institutions, curricula, teaching methods, and the contributions of Islamic education to social organisation and intellectual development before colonialism.

RELEVANCE STATEMENT

The course is relevant because it provides students with a historical and contextual understanding of the indigenous development of Islamic education and Muslim societies in Sub-Saharan Africa before colonial intervention. It enables students to appreciate the contributions of African Muslim scholars and institutions to literacy, knowledge production, moral formation, social cohesion, governance, and cultural development. The course also corrects misconceptions that formal education and intellectual traditions in Sub-Saharan Africa began only with Western colonialism. Through the study of pre-colonial Islamic educational traditions, students develop the capacity to analyse the historical foundations of contemporary Islamic education and evaluate its continuing relevance to educational and societal development in Africa.

COURSE OBJECTIVES

The course is designed to enable students to:

1. Examine the historical background to the introduction and spread of Islam in Sub-Saharan Africa before colonialism;
2. Explain the emergence and development of Islamic educational institutions and traditions in pre-colonial African societies;
3. Investigate the content, curriculum, methods, and stages of traditional Islamic education;
4. Examine the relationship between Islamic education and the social, political, economic, and cultural development of Muslim societies;
5. Analyse the contributions of major African Muslim scholars, centres of learning, and intellectual traditions;
6. Assess the role of Islamic education in promoting literacy, moral development, scholarship, and social cohesion;
7. Compare major patterns of Islamic educational development across selected regions of Sub-Saharan Africa; and
8. Evaluate the historical significance and contemporary relevance of pre-colonial Islamic educational traditions.

LEARNING OUTCOMES

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

1. **Trace** the introduction and spread of Islam in major regions of Sub-Saharan Africa before colonialism;
2. **Describe** the nature, structure, and stages of Islamic education in pre-colonial African societies;
3. **Examine** the curriculum, instructional methods, and learning resources of traditional Islamic education;
4. **Analyse** the relationship between Islamic education and the development of pre-colonial Muslim societies;
5. **Identify** major scholars, centres of learning, and intellectual traditions that contributed to Islamic scholarship in Sub-Saharan Africa;
6. **Compare** Islamic educational developments across selected pre-colonial African regions and societies;
7. **Evaluate** the contributions of Islamic education to literacy, morality, governance, culture, and social development; and
8. **Assess** the enduring relevance of pre-colonial Islamic educational traditions to contemporary education in Sub-Saharan Africa.

COURSE CONTENT

- Introduction to Islamic Education and Society in Sub-Saharan Africa
- Islam and the Emergence of Muslim Societies in Sub-Saharan Africa
- Foundations of Islamic Education in Pre-Colonial Africa
- Institutions of Islamic Education
- Stages and Curriculum of Traditional Islamic Education
- Methods of Teaching and Learning Islamic Education
- Islamic Education in the Western Sudan
- Islamic Education in Kanem-Borno
- Islamic Education in Hausaland and other West African Societies
- Islamic Education in Senegambia and Wider Western African Region
- Islamic Education and Society in the East African Region
- Contributions and Legacy of Islamic Education in Pre-Colonial Sub-Saharan Africa

CATEGORY	DETAILS
Core Competencies	• Trace and interpret the historical development of Islam and Islamic education in Sub-Saharan Africa before colonialism • Demonstrate sound understanding of the concepts, nature, objectives, institutions, and characteristics of pre-colonial Islamic education. • Analyse the relationship between Islamic education and the religious, social, political, economic • Cultural development of pre-colonial African societies. • Compare the development, institutions, curricula, and methods of Islamic education across different regions and Muslim societies in Sub-Saharan Africa.
Core Values	• Interactive lectures and guided discussions • Historical inquiry and contextual analysis • Guided reading of primary and secondary sources • Analysis of selected Arabic and African Islamic manuscripts in translation where necessary • Case studies of major Muslim societies and centres of learning • Comparative study of Islamic educational traditions across African regions
Pedagogical Approaches	• Interactive lectures and guided discussions • Historical inquiry and contextual analysis • Guided reading of primary and secondary sources • Analysis of selected Arabic and African Islamic manuscripts in translation where necessary • Case studies of major Muslim societies and centres of learning
Learning Resources	• The Qur'an • Selected authentic Hadith on knowledge, teaching, learning, and moral development • Selected writings and manuscripts of African Muslim scholars • Historical chronicles and biographical works • Arabic manuscripts and their translations where available

CATEGORY	DETAILS
Assessment Methods	• Evaluation of students' historical knowledge, understanding of concepts, ability to interpret sources • Comparative analysis • Critical thinking • Research skills, and capacity to relate pre-colonial Islamic educational traditions to contemporary educational developments. • Case Studies

REFERENCES AND FURTHER READING

Ajayi, J. F. A., & Espie, I. (Eds.). (1967). *A thousand years of West African history*. Ibadan University Press.

Al-Hajj, M. A. (1968). *A seventeenth century chronicle on the origins and missionary activities of the Wangara*. Kano Studies.

Batran, A. A. (1973). *The Qadiriyyah brotherhood in West Africa and the Western Sahara: The life and times of Shaykh al-Mukhtar al-Kunti, 1729–1811*. Institut für Geschichte Afrikas.

Brenner, L. (2001). *Controlling knowledge: Religion, power and schooling in a West African Muslim society*. Indiana University Press.

Clarke, P. B., & Linden, I. (1984). *Islam in modern Nigeria: A study of a Muslim community in a post-independence state, 1960–1983*. Cambridge University Press.

Cuoq, J. M. (1985). *Histoire de l'islamisation de l'Afrique de l'Ouest des origines à la fin du XVIe siècle*. Paul Geuthner.

Hunwick, J. O. (1999). *Timbuktu and the Songhay Empire: Al-Saʿdi's Taʾrīkh al-Sūdān down to 1613 and other contemporary documents*. Brill

ISS 416 Research Methodology

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the fundamental principles and practices of educational research and effective teaching in Islamic Studies. It examines the nature, purpose, and methods of educational research, equipping students with the knowledge and skills required to identify educational problems, collect and analyse data, and apply research findings to improve teaching and learning. The course also explores essential aspects of

instructional planning, including lesson preparation, curriculum implementation, learner-centred teaching strategies, classroom management, and assessment techniques. In addition, it emphasises the effective integration of appropriate educational technologies and digital resources to enhance the teaching and learning of Islamic Studies. Through theoretical discussions and practical activities, students will develop the pedagogical and research competencies necessary for reflective, evidence-based, and technology-enhanced instruction in diverse educational settings.

RELEVANCE STATEMENT

This course equips students with the knowledge and practical skills required for conducting educational research and delivering effective instruction in Islamic Studies. It enhances competence in research design, instructional planning, classroom management, learner assessment, and the ethical integration of educational technologies. The course prepares prospective teachers and researchers to contribute to quality teaching, evidence-based educational practice, and the advancement of Islamic Studies in diverse learning environments.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the fundamental principles of research and teaching methodology in Islamic Studies;
2. Design lesson plans using appropriate instructional methods and teaching resources;
3. Apply basic research methods to investigate educational issues in Islamic Studies;
4. Demonstrate effective classroom management, communication, and assessment skills; and
5. Integrate relevant educational technologies and ethical practices into teaching and research.

LEARNING OUTCOMES

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

1. **Create** digital textile designs and clothing patterns using CAD software.
2. **Develop** graded patterns and digital markers for efficient fabric utilisation.
3. **Operate** digital textile design and pattern-making software for clothing production tasks.
4. **Design and launch** an online platform or social media page to market clothing or textile products.

5. **Produce** a digitally designed clothing or textile prototype using ICT-based tools.
6. **Apply** digital marketing techniques to promote and sell clothing and textile products online.

COURSE CONTENT

- Concept, nature, and scope of educational research
- Types and methods of research in Islamic Studies
- Identification of research problems, literature review, and research ethics
- Data collection methods, sampling techniques, and basic data analysis
- Concepts and principles of teaching methodology
- Lesson planning, instructional objectives, and scheme of work
- Teaching methods and strategies in Islamic Studies
- Instructional materials and educational technologies
- Classroom management and effective communication skills
- Assessment, evaluation, feedback, and record keeping
- Professional ethics and reflective teaching practice

CATEGORY	DETAILS
Core Competencies	• Conduct basic educational research. • Design and implement effective lesson plans. • Apply appropriate teaching methods in Islamic Studies. • Manage classrooms effectively. • Assess learners using suitable evaluation techniques.
Core Values	• Integrity and academic honesty. • Professionalism. • Responsibility and accountability. • Respect for learners and diversity. • Collaboration and teamwork.
Pedagogical Approaches	• Learner-centred and practice-oriented approaches • Interactive lectures and guided discussions. • Demonstrations and micro-teaching sessions. • Practical lesson planning and presentation. • Group projects and collaborative learning.

CATEGORY	DETAILS
Learning Resources	• University library resources. • Peer-reviewed journals in Islamic Education and Educational Research. • Digital libraries and academic databases (Google Scholar, JSTOR, ERIC). • Learning Management Systems (LMS). • Educational technology tools (Google Classroom, Microsoft Teams, Moodle).
Assessment Methods	• Assignments • Classroom presentations • Lesson plan preparation • Micro-teaching exercises • Research proposal/project

REFERENCES AND FURTHER READING

Creswell, J. W., & Creswell, J. D. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.*

Cohen, L., Manion, L., & Morrison, K. *Research Methods in Education.*

Kothari, C. R. *Research Methodology: Methods and Techniques.*

Onwuka, U. *Curriculum Development for Africa.*

Abdullahi, S. A. *Islamic Education: Theory and Practice.*

Fafunwa, A. B. *History of Education in Nigeria.*

Mangal, S. K., & Mangal, U. *Essentials of Educational Technology.*

ISS 417 Comparative Studies of World Religions

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides a systematic and critical study of the major religions of the world through a comparative approach. It examines the meaning, nature, origin, development, beliefs, scriptures, religious personalities, worship, moral teachings, institutions, festivals, and contemporary relevance of selected world religions. Particular attention is given to

Islam, Christianity, Judaism, Hinduism, Buddhism, and African Traditional Religion, with reference to other religious traditions where necessary.

The course introduces students to the principles, methods, and challenges of comparative religious studies and explores similarities and differences among religious traditions in their understanding of God or Ultimate Reality, humanity, creation, revelation, salvation, morality, worship, and life after death. It also examines religious pluralism, interreligious dialogue, tolerance, peaceful coexistence, religious conflicts, and the role of religion in addressing contemporary global and societal challenges. The course is designed to promote objective inquiry, intellectual openness, mutual understanding, respect for religious diversity, and constructive engagement with adherents of different religious traditions while maintaining academic integrity and sound understanding of Islamic perspectives.

RELEVANCE STATEMENT

The study of Comparative Studies of World Religions is relevant because contemporary societies are increasingly characterised by religious diversity and interaction. Students of Islamic Studies need an informed understanding of other religious traditions in order to engage constructively and knowledgeably with people of different faiths.

The course enables students to understand the historical and contemporary relationships among religions, identify areas of convergence and divergence, and develop the capacity for objective and respectful religious analysis. It is particularly relevant to prospective teachers, researchers, religious educators, administrators, and community leaders who may work in religiously plural societies.

Furthermore, the course promotes interreligious understanding, peaceful coexistence, tolerance, dialogue, conflict prevention, and social cohesion. It equips students with the intellectual and professional competence to address misconceptions, stereotypes, prejudice, religious extremism, and intolerance through informed scholarship and constructive engagement.

COURSE OBJECTIVES

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

1. Understand the meaning, scope, nature, and significance of comparative studies of religion;
2. Examine the major concepts, theories, and approaches used in the academic study of religions;

3. Identify the historical origins and development of selected world religions;
4. Investigate the major beliefs, scriptures, doctrines, practices, and institutions of selected religious traditions;
5. Compare major religious teachings and practices using appropriate academic criteria;
6. Analyse similarities and differences among world religions;
7. Examine Islamic perspectives on other religions and religious communities;
8. Assess the role of religion in promoting morality, peace, justice, and social development;
9. Evaluate contemporary issues arising from religious diversity and interaction; and
10. Develop attitudes of objectivity, tolerance, mutual respect, peaceful coexistence, and responsible interreligious engagement.

LEARNING OUTCOMES

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

1. **Define and distinguish** major concepts associated with the study and comparison of religions;
2. **Describe** the origin, historical development, and major characteristics of selected world religions;
3. **Identify** the principal scriptures, founders or religious personalities, beliefs, practices, and institutions of major religious traditions;
4. **Compare** the concepts of God or Ultimate Reality, humanity, revelation, morality, worship, salvation, and life after death across selected religions;
5. **Analyse** the similarities and differences among major world religions using appropriate comparative criteria;
6. **Examine** Islamic teachings and perspectives relating to other religions, religious diversity, and peaceful coexistence;
7. **Evaluate** the contributions and challenges of religion in contemporary society;
8. **Assess** issues relating to religious pluralism, dialogue, tolerance, intolerance, and conflict;
9. **Apply** principles of respectful interreligious engagement in academic and social contexts; and
10. **Construct** informed and evidence-based arguments on contemporary issues in comparative religious studies.

COURSE CONTENT

- Introduction to Comparative Studies of World Religions
- Approaches and Methods in the Study of Religion
- Classification of World Religions
- Historical origin and development of Judaism
- Christianity
- Islam
- Hinduism
- Buddhism
- Meaning, nature and characteristics of African Traditional Religion
- Comparative Study of Major Religious Concepts
- Comparative Study of Religious Practices and Ethics
- Religion, Religious Diversity and Contemporary Issues

CATEGORY	DETAILS
Core Competencies	• Demonstrate sound knowledge of the meaning, nature, and scope of comparative religious studies • Analyse religious ideas and practices using appropriate academic approaches • Identify the historical backgrounds and major characteristics of selected world religions • Demonstrate knowledge of major religious beliefs, scriptures, practices, and institutions • Recognise major areas of similarity and difference among religious traditions.
Core Values	• **Respect for Human Dignity** • **Religious Tolerance** • **Objectivity** • **Mutual Respect** • **Peaceful Coexistence**

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive lectures and guided discussions • Comparative textual analysis • Seminar presentations • Group discussions and collaborative learning • Case-study method
Learning Resources	• The Qur'an • Selected collections of Hadith • The Holy Bible • The Torah and selected Jewish texts • The Bhagavad Gita
Assessment Methods	• Multiple-choice and short-answer questions • Essay questions • Comparative analysis of religious concepts • Individual and group presentations • Critical reviews of prescribed texts

REFERENCES AND FURTHER READING

Armstrong, K. (1993). *A history of God: The 4,000-year quest of Judaism, Christianity and Islam*. Ballantine Books.

Armstrong, K. (1999). *A history of the world's religions*. Weidenfeld & Nicolson.

Bowker, J. (Ed.). (1997). *The Oxford dictionary of world religions*. Oxford University Press.

Chidester, D. (2000). *Christianity: A global history*. HarperCollins.

Eliade, M. (Ed.). (1987). *The encyclopedia of religion*. Macmillan.

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ISS 418 Orientalism and Islamic Studies

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

The course critically examines the concept, history, motives, methods and influence of Orientalism on Islamic studies and on some modern Muslim intellectuals, as well as Muslim responses to it.

RELEVANCE STATEMENT

This course is critical for ideological security. It enables future teachers to identify orientalist biases in Islamic literature and respond to distorted presentations of Islam in academia and media.

COURSE OBJECTIVES

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

1. Demonstrate the concepts of orientalism;
2. Identify the advantages and disadvantages of studying orientalist views;
3. Assess the influence of orientalism on Muslims, faith and culture;
4. Appreciate local and global Muslim responses to orientalism.

LEARNING OUTCOMES

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

1. Define the concepts of Orientalism, Orientalist scholarship, Islamic Studies and post-Orientalism;
2. Trace the historical development of Orientalism and its transition into modern Islamic Studies;
3. Identify major Western scholars, institutions and intellectual movements associated with the study of Islam;
4. Examine the major approaches employed by Orientalists in studying the Qur’an, Hadith, Islamic history, law, theology and civilisation;
5. Analyse the assumptions and methodological foundations underlying selected Orientalist writings on Islam;
6. Evaluate the contributions of Orientalist scholarship to the preservation, translation, publication and critical study of Islamic sources;

7. Critically assess Edward Said's critique of Orientalism and its implications for Islamic Studies;
8. Compare Orientalist interpretations of Islam with selected classical and contemporary Muslim approaches;
9. Assess the relationship between knowledge, representation, colonialism and power in the development of Orientalist scholarship;
10. Analyse selected Orientalist texts using appropriate historical, textual and methodological criteria;
11. Evaluate post-Orientalist and contemporary approaches to the academic study of Islam;
12. Construct balanced and evidence-based arguments concerning the contributions, limitations and continuing relevance of Orientalism to Islamic Studies.

COURSE CONTENT

- Introduction: Islam and its general characteristics
- The original sources of Islam: Al-Qur'an and Al-Sunnah
- The concept of 'Ilm (knowledge) in Islam
- **The qualification of 'Alim:** Muslim scholar
- The Orientalists and their approach to Islam: Their main motives and objectives of studying Islam
- Their main qualifications
- The historical background
- The Orientalists' influence on some 'modern' Muslim scholars e.g. Ali Abd al-Raziq: al-Islam wa Usul al-Hukm, Taha Hussain: Fi al-Shi'r al-Jahili, Ahmad Amin: Islamiyyat.
- Critical evaluation of the main works of orientalists e.g. Gibb: Mohammadanism, Goldziher: Muslim Studies, Guillaume: Islam, Hitti: History of the Arabs, Lewis: The Arabs in History, Watt: Muhammad, Prophet and Statesman.

CATEGORY	DETAILS
Core Competencies	• Conceptual competence • Historical competence • Textual competence • Methodological competence • Comparative competence

CATEGORY	DETAILS
Core Values	• Intellectual integrity • Academic objectivity • Critical thinking. • Truthfulness (Ṣidq) • Trustworthiness (Amānah)
Pedagogical Approaches	• **Intellectual Integrity** • **Academic Objectivity** • **Critical Thinking** • **Respect for Scholarly Diversity** • **Truthfulness (Ṣidq)**
Learning Resources	• Qur'anic studies • Hadith studies • Sīrah and early Islamic history • Islamic law • Islamic philosophy and theology
Assessment Methods	• Critical Book Review • Comparative Essay • Textual Analysis • Seminar Presentation • Research Project

REFERENCES AND FURTHER READING

Said, E. W. (1978). *Orientalism*. Pantheon Books.

Hallaq, W. B. (2018). *Restating Orientalism: A critique of modern knowledge*. Columbia University Press. Hallaq's work extends the critique of Orientalism to broader questions concerning modern knowledge, power and academic disciplines. (Columbia University Press)

Varisco, D. M. (2007). *Reading Orientalism: Said and the unsaid*. University of Washington Press.

Lockman, Z. (2004). *Contending visions of the Middle East: The history and politics of Orientalism*. Cambridge University Press.

Rodinson, M. (1987). *Europe and the mystique of Islam*. University of Washington Press.

Hourani, A. (1991). *A history of the Arab peoples*. Harvard University Press.

Watt, W. M. (1953**).** *Muhammad at Mecca*. Clarendon Press.

ISS 421 Textual Studies of Hadith II

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course is an advanced continuation of the study of Hadith texts, focusing on the critical reading, interpretation, analysis, and application of selected Prophetic traditions. It develops students' ability to engage directly with Arabic Hadith texts and to examine their linguistic, historical, ethical, legal, theological, and educational dimensions.

The course involves the textual study of selected Hadith from recognised classical collections, particularly *Ṣaḥīḥ al-Bukhārī*, *Ṣaḥīḥ Muslim*, *Sunan Abī Dāwūd*, *Jāmi' al-Tirmidhī*, *Sunan al-Nasā'ī*, and *Sunan Ibn Mājah*, as well as other relevant compilations where necessary. Emphasis is placed on understanding the vocabulary and structure of Hadith texts, identifying their major themes, examining their contexts and circumstances, and relating their teachings to contemporary individual and societal issues.

Students are introduced to the principles of contextual interpretation (*fiqh al-ḥadīth*), including the relationship between Hadith and the Qur'an, the consideration of *asbāb wurūd al-ḥadīth* where applicable, reconciliation of apparently divergent traditions, and the use of classical and contemporary commentaries. Selected traditions relating to faith, worship, morality, family life, social relations, knowledge, leadership, justice, economic conduct, and peaceful coexistence are examined. The course also develops students'

competence in extracting lessons, values, and practical applications from Hadith texts while maintaining fidelity to established principles of Hadith scholarship.

RELEVANCE STATEMENT

Textual Studies of Hadith II is relevant to students of Islamic Studies because the Hadith and Sunnah constitute a fundamental source of Islamic knowledge and provide essential guidance for understanding the Qur'an and the practical teachings of Islam. Competence in reading and interpreting Hadith texts enables students to engage more meaningfully with the intellectual, legal, ethical, spiritual, and educational heritage of Islam.

The course strengthens students' knowledge of Prophetic teachings and develops their ability to analyse Hadith texts beyond literal translation. It enables them to understand linguistic meanings, historical contexts, thematic relationships, and scholarly interpretations. This is particularly important in preventing misinterpretation, selective quotation, and the misuse of Hadith in contemporary religious discourse.

Furthermore, the course is relevant to the preparation of teachers, researchers, religious educators, counsellors, community leaders, and other professionals who require a sound understanding of Prophetic teachings. It promotes the application of authentic Hadith principles and values to contemporary issues while encouraging critical scholarship, moderation, moral responsibility and respect for established Islamic intellectual traditions.

COURSE OBJECTIVES

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

1. Deepen their understanding of the nature, status, and significance of Hadith and Sunnah in Islam;
2. Develop competence in reading and translating selected Arabic Hadith texts;
3. Examine the linguistic and thematic contents of selected Hadith;
4. Investigate the historical and contextual backgrounds of selected Prophetic traditions;
5. Apply appropriate principles of *fiqh al-ḥadīth* in interpreting Hadith texts;
6. Examine the relationship between the Qur'an and Hadith in understanding Islamic teachings;
7. Analyse selected Hadith on major religious, moral, social, and contemporary issues;
8. Consult and utilise selected classical and contemporary Hadith commentaries;
9. Reconcile apparently divergent Hadith texts through recognised scholarly principles; and

10. Derive relevant lessons and practical applications from authentic Hadith for contemporary life.

LEARNING OUTCOMES

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

1. Deepen their understanding of the nature, status, and significance of Hadith and Sunnah in Islam;
2. Develop competence in reading and translating selected Arabic Hadith texts;
3. Examine the linguistic and thematic contents of selected Hadith;
4. Investigate the historical and contextual backgrounds of selected Prophetic traditions;
5. Apply appropriate principles of *fiqh al-ḥadīth* in interpreting Hadith texts;
6. Examine the relationship between the Qur'an and Hadith in understanding Islamic teachings;
7. Analyse selected Hadith on major religious, moral, social, and contemporary issues;
8. Consult and utilise selected classical and contemporary Hadith commentaries;
9. Reconcile apparently divergent Hadith texts through recognised scholarly principles; and
10. Derive and communicate ethical, educational, legal and social lessons from selected from Hadith texts.

COURSE CONTENT

- Introduction and Review of Hadith Textual Studies
- **Principles and Methods of Understanding Hadith:** Fiqh al-Hadīth
- Selected Hadith on Faith and Religious Commitment
- Selected Hadith on Faith and Religious Commitment
- Selected Hadith on Worship and Spiritual Development
- Selected Hadith on Knowledge and Education
- Select ed Hadith on Morality and Character
- Selected Hadith on Family and Social Relationships
- Selected Hadith on Social Justice and Leadership
- Selected Hadith on Economic and Professional Conduct
- Selected Hadith on Peace, Coexistence and Human Relations
- Reconciling and Analysing Apparently Divergent Hadith

- Contemporary Application of Hadith Texts

CATEGORY	DETAILS
Core Competencies	• Read selected Arabic Hadith texts with reasonable accuracy • Identify important vocabulary and expressions in Hadith texts • Translate selected traditions into clear English • Recognise major linguistic features relevant to interpretation • Apply basic principles of *fiqh al-ḥadīth*
Core Values	• **Reverence for Prophetic Guidance** • **Truthfulness** • **Academic Integrity** • **Critical Inquiry** • **Moderation** **Justice**
Pedagogical Approaches	• Interactive lectures • Guided reading of Arabic Hadith texts • Textual analysis and close reading • Translation and interpretation exercises • Thematic study of selected Hadith
Learning Resources	• The Qur'an • Selected authenticated Hadith collections • *Jāmiʿ al-Uṣūl fī Aḥādīth al-Rasūl* by Ibn al-Athīr • Textbooks on Hadith studies • Books on *fiqh al-ḥadīth*
Assessment Methods	• Reading and translation of selected Arabic Hadith texts • Identification of vocabulary, concepts, and major themes • Short-answer and objective questions • Textual interpretation exercises • Comparative analysis of related Hadith

REFERENCES AND FURTHER READING

Al-Bukhārī, M. I. (n.d.). *Ṣaḥīḥ al-Bukhārī*.

Muslim ibn al-Ḥajjāj. (n.d.). *Ṣaḥīḥ Muslim*.

Abū Dāwūd, S. A. (n.d.). *Sunan Abī Dāwūd*.

Al-Tirmidhī, M. I. (n.d.). *Al-Jāmi‘ al-Ṣaḥīḥ (Sunan al-Tirmidhī)*.

Al-Nasā’ī, A. S. (n.d.). *Sunan al-Nasā’ī*.

Ibn Mājah, M. Y. (n.d.). *Sunan Ibn Mājah*.

ISS 422 Shari’ah: AL-‘Uqubat (Penal Codes)

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the principles, objectives, classifications, and applications of Islamic criminal law, commonly studied under *al-‘Uqūbāt* (penal laws or sanctions). It examines the Islamic conception of crime, criminal responsibility, punishment, justice, public order, and the protection of individual and societal rights within the broader framework and objectives of the Sharī‘ah.

The course explores the major classifications of punishments in Islamic law, particularly *ḥudūd* (fixed punishments), *qiṣāṣ* and *diyah* (retaliation and compensation), and *ta‘zīr* (discretionary punishments). It examines the legal foundations, conditions, evidentiary requirements, objectives, and classical juristic discussions relating to selected offences and sanctions. Emphasis is placed on the principles of legality, justice, proportionality, due process, prevention of wrongful conviction, evidentiary standards, repentance where legally relevant, and the role of lawful judicial authority.

The course also considers the objectives of Islamic criminal justice in relation to the preservation of life, religion, intellect, property, dignity, and social order. Students examine the relationship between Islamic criminal law and contemporary legal systems, human rights discourse, constitutionalism, crime prevention, rehabilitation, restorative justice, and current debates surrounding the implementation and interpretation of Sharī‘ah penal provisions. The course is taught as an academic study of Islamic jurisprudence and legal theory, with attention to historical contexts, juristic diversity and responsible contemporary interpretation.

RELEVANCE STATEMENT

The study of *al-ʻUqūbāt* is relevant because Islamic criminal law constitutes an important component of the broader Sharīʻah and Islamic legal tradition. A sound understanding of its principles enables students of Islamic Studies to appreciate the Islamic approach to justice, crime prevention, protection of rights, public welfare, and social responsibility.

The course helps students distinguish between the principles of Islamic criminal jurisprudence and simplistic or decontextualised representations of Islamic penal law. It develops an understanding of the conditions, safeguards, evidentiary requirements, judicial procedures, and juristic differences associated with the application of criminal sanctions in Islamic law.

The course is also relevant to contemporary discussions on law, justice, human rights, governance, security, peace, and social order. It equips students with analytical skills for engaging scholarly debates on Islamic criminal justice and for examining its relationship with modern legal institutions and constitutional frameworks. It is particularly useful for prospective teachers, researchers, legal and religious educators, community leaders, policy analysts, and students pursuing advanced studies in Islamic disciplines.

COURSE OBJECTIVES

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

1. Understand the meaning, scope, sources, and objectives of *al-ʻUqūbāt* in Islamic law;
2. Examine the Islamic conception of crime, criminal responsibility, justice, and punishment;
3. Identify the major classifications of crimes and punishments in Islamic criminal jurisprudence;
4. Investigate the legal foundations and objectives of *ḥudūd, qiṣāṣ*, *diyah*, and *taʻzīr*;
5. Examine the conditions and evidentiary principles governing criminal liability in Islamic law;
6. Analyse selected *ḥudūd* offences within their classical juristic frameworks;
7. Examine offences relating to unlawful killing and bodily injury and the principles of *qiṣāṣ* and *diyah*;
8. Assess the principles and purposes of *taʻzīr* and discretionary judicial sanctions;
9. Explore the role of judicial safeguards, due process, and the prevention of wrongful punishment in Islamic criminal justice;
10. Compare major juristic opinions on selected issues in *al-ʻUqūbāt*;

11. Examine contemporary debates relating to Islamic criminal law, human rights, and modern legal systems; and
12. Develop informed, balanced, and scholarly perspectives on the objectives and contemporary relevance of Islamic penal jurisprudence.

LEARNING OUTCOMES

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

1. **Define** major concepts associated with Islamic criminal law and *al-ʻUqūbāt*;
2. **Describe** the sources, scope, and objectives of Islamic criminal justice;
3. **Classify** crimes and punishments into *ḥudūd*, *qiṣāṣ/diyah*, and *taʻzīr*;
4. **Identify** the elements of criminal responsibility and relevant legal conditions in Islamic jurisprudence;
5. **Examine** the legal and evidentiary principles governing selected criminal offences;
6. **Analyse** selected *ḥudūd* provisions in the light of their conditions, safeguards, and juristic interpretations;
7. **Distinguish** between intentional, شبه-intentional, and unintentional offences where applicable in classical Islamic jurisprudence;
8. **Compare** selected juristic positions on issues relating to crimes and punishments;
9. **Evaluate** the role of justice, proportionality, due process, evidence, and public welfare in Islamic criminal law;
10. **Assess** contemporary debates concerning the interpretation and implementation of Islamic penal laws;
11. **Apply** principles of ethical and scholarly legal analysis to hypothetical academic cases; and
12. **Present** well-reasoned oral and written arguments on issues relating to Islamic criminal jurisprudence.

COURSE CONTENT

- Introduction to Sharīʻah and al-ʻUqūbāt
- Objectives and Principle of Islamic Criminal Justice
- Criminal Responsibility and Legal Capacity
- Classification of Crimes and Punishments
- Hudūd: Principles and General Safeguards
- Selected Hudūd Offences I

- Selected Hudūd Offences II
- Offences Relating to Intoxicants and other Classical Hudūd Discussions
- Meaning and Legal Foundations of Qiṣāṣ and Diyah
- Ta‘zīr and Discretionary Punishments
- Judicial Procedure, Evidence and Safeguards
- Contemporary Issues in Islamic Criminal Justice

CATEGORY	DETAILS
Core Competencies	• Demonstrate knowledge of the meaning, scope, and objectives of *al ‘Uqūbāt* • Identify the major categories of crimes and punishments in Islamic jurisprudence • Explain the principles underlying *ḥudūd*, *qiṣāṣ*, *diyah*, and *ta‘zīr* • Recognise major areas of agreement and disagreement among Islamic jurists. • Analyse legal issues using relevant concepts and principles of Islamic jurisprudence
Core Values	• **Justice (*‘Adl*)** • **Accountability** • **Respect for Human Dignity** • **Rule of Law** • **Due Process**
Pedagogical Approaches	• Interactive lectures • Guided study of selected Qur’anic and Hadith texts • Guided reading of selected classical and contemporary juristic materials • Case-study analysis using hypothetical academic scenarios • Problem-based learning
Learning Resources	• The Qur’an • Selected collections of authentic Hadith • Classical *fiqh* texts on *al-‘Uqūbāt* • Classical works of Islamic legal theory (*uṣūl al-fiqh*) • Selected judicial and historical legal documents

CATEGORY	DETAILS
Assessment Methods	• Objective and short-answer questions • Essay questions • Explanation and application of major legal concepts • Classification of offences and sanctions • Analysis of hypothetical academic cases

REFERENCES AND FURTHER READING

Abu Zahrah, M. (1997). *Al-Jarīmah wa al-ʻuqūbah fī al-fiqh al-Islāmī* [Crime and punishment in Islamic jurisprudence]. Dār al-Fikr al-ʻArabī.

Awdah, A. Q. (1982). *Al-Tashrīʻ al-jināʼī al-Islāmī muqāranan bi al-qānūn al-waḍʻī* [Islamic criminal legislation compared with positive law] (Vols. 1–2). Muʼassasat al-Risālah.

Bassiouni, M. C. (1982). *The Islamic criminal justice system*. Oceana Publications.

Kamali, M. H. (2008). *Shariʼah law: An introduction*. Oneworld Publications.

Peters, R. (2005). *Crime and punishment in Islamic law: Theory and practice from the sixteenth to the twenty-first century*. Cambridge University Press.

ISS 423 Science of Tafsir (Exegesis) of the Qur'an

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the science, principles, methodologies, sources, schools, and historical development of Qur'anic exegesis (*ʻIlm al-Tafsīr*). It examines the methods employed by Muslim scholars in explaining the meanings, linguistic features, legal injunctions, theological teachings, ethical principles, historical narratives, and guidance contained in the Qur'an.

The course explores the major sources of Tafsīr, including the Qur'an itself, Prophetic traditions (*Sunnah*), statements of the Companions and Successors, Arabic language and literature, principles of Islamic jurisprudence, and other recognised scholarly disciplines. It examines major approaches to Qur'anic interpretation, including *Tafsīr bi al-Maʼthūr* (tradition-based exegesis), *Tafsīr bi al-Raʼy* (reasoned interpretation within accepted scholarly parameters), linguistic, legal, theological, philosophical, mystical, thematic, and contemporary approaches.

Students are introduced to major classical and contemporary exegetes and their works, including al-Ṭabarī, Ibn Kathīr, al-Zamakhsharī, al-Qurṭubī, Fakhr al-Dīn al-Rāzī, al-Suyūṭī, Ibn ʻĀshūr, and selected modern commentators. Attention is given to the qualifications and ethical responsibilities of the Mufassir, principles of sound interpretation, causes of interpretive disagreement, *asbāb al-nuzūl* (occasions of revelation), Makkan and Madinan classifications, *nāsikh wa mansūkh*, *muḥkamāt* and *mutashābihāt*, Qur'anic language, *qirā'āt*, and the contextual interpretation of Qur'anic verses.

The course further examines contemporary challenges in Qur'anic interpretation, including scientific interpretation, gender-related interpretations, human rights, pluralism, environmental concerns, digital resources, and the interpretation of the Qur'an in modern social contexts. Emphasis is placed on methodological rigour, textual integrity, scholarly responsibility, and avoidance of arbitrary or decontextualized interpretation.

RELEVANCE STATEMENT

The study of Tafsīr is fundamental to Islamic Studies because the Qur'an is the primary source of Islamic belief, values, law, ethics, spirituality, and worldview. A sound knowledge of the science of Tafsīr enables students to understand Qur'anic verses within their linguistic, historical, textual, and interpretive contexts rather than relying solely on literal or isolated readings.

The course is particularly relevant to students of Islamic Studies because it develops their ability to engage critically and responsibly with Qur'anic interpretation. It provides the methodological foundation necessary for teachers, researchers, scholars, preachers, curriculum developers, and other professionals who work with Islamic texts.

In contemporary society, the Qur'an is frequently interpreted and disseminated through social media, websites, digital applications, public lectures, and other platforms. This creates both opportunities and challenges. The course therefore equips students with the tools necessary to distinguish sound scholarly interpretation from unsupported claims, selective quotation, and decontextualised readings.

The study of Tafsīr also promotes informed engagement with contemporary issues while maintaining fidelity to the Qur'anic text and established principles of Islamic scholarship. It contributes to intellectual development, ethical formation, religious literacy, and the responsible teaching and application of Qur'anic guidance.

COURSE OBJECTIVES

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

1. Understand the meaning, nature, scope, and significance of the science of Tafsīr;
2. Examine the historical development of Qur'anic interpretation from the Prophetic period to the contemporary era;
3. Identify the major sources of Qur'anic exegesis;
4. Examine the principles and methodologies employed by classical and contemporary Mufassirūn;
5. Distinguish between major approaches and schools of Tafsīr;
6. Analyse the linguistic, historical, theological, legal, ethical, and contextual dimensions of Qur'anic interpretation;
7. Examine important Qur'anic sciences relevant to Tafsīr;
8. Investigate the causes of differences among Qur'anic exegetes;
9. Develop competence in consulting and comparing major Tafsīr works;
10. Evaluate selected classical and contemporary interpretations of Qur'anic verses;
11. Apply appropriate principles of Tafsīr to selected Qur'anic passages; and
12. Develop responsible and methodologically sound approaches to contemporary Qur'anic interpretation.

LEARNING OUTCOMES

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

1. **Define** Tafsīr and explain its relationship with related Qur'anic sciences;
2. **Describe** the historical development of Qur'anic exegesis across major periods;
3. **Identify** the principal sources used in interpreting the Qur'an;
4. **Classify** major methods, approaches, and schools of Tafsīr;
5. **Examine** the role of Arabic language, Hadith, and early Muslim scholarship in Qur'anic interpretation;
6. **Analyse** selected Qur'anic verses using recognised principles of Tafsīr;
7. **Distinguish** between tradition-based, reasoned, linguistic, legal, theological, thematic, and contemporary approaches to Tafsīr;
8. **Compare** interpretations of selected Qur'anic passages from different Mufassirūn;
9. **Evaluate** the methodological strengths and limitations of selected Tafsīr works;
10. **Apply** relevant Qur'anic sciences such as *asbāb al-nuzūl*, Makkan/Madinan classification, *nāsikh wa mansūkh*, and *muḥkam/mutashābih* in textual interpretation;
11. **Assess** selected contemporary approaches to Qur'anic interpretation; and

12. **Demonstrate** responsible, evidence-based, and academically sound interpretation of selected Qur'anic passages.

COURSE CONTENT

- Introduction to the Science of Tafsīr
- Historical Development of Tafsīr
- Sources of Tafsīr
- Qualifications and Ethics of the Mufassir
- Major Methods of Tafsīr
- Major Schools and Approaches to Tafsīr
- Major Classical Tafsīr Works and Exegetes: Al-Ṭabarī and Jāmi‘ al-Bayān, Al-Zamakhsharī and Al-Kashshāf, Ibn Kathīr and Tafsīr al-Qur'ān al-‘Aẓīm, Al-Qurṭubī and Al-Jāmi‘ li-Aḥkām al-Qur'ān, Fakhr al-Dīn al-Rāzī and Mafātīḥ al-Ghayb, Al-Baghawī and Ma‘ālim al-Tanzīl, Al-Suyūṭī and al-Maḥallī and Tafsīr al-Jalālayn, Ibn ‘Aṭiyyah and Al-Muḥarrar al-Wajīz
- Makkan and Madinan revelation
- Asbāb al-nuzūl
- Nāsikh wa mansūkh
- Muḥkamāt and mutashābihāt

CATEGORY	DETAILS
Core Competencies	• Read selected Qur'anic passages accurately • Identify important Qur'anic vocabulary • Consult relevant Arabic dictionaries • Recognise basic grammatical and rhetorical features • Relate Qur'anic expressions to their immediate textual contexts.
Core Values	• **Reverence for the Qur'an** • **Truthfulness** • **Intellectual Integrity** • Responsible engagement with classical and contemporary scholarship. • **Critical Inquiry**

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive lectures • Guided Qur'anic reading • Arabic textual analysis • Close reading of selected Tafsīr passages • Comparative Tafsīr analysis.
Learning Resources	• The Qur'an • Major authentic Hadith collections • Classical Arabic dictionaries • Works on Qur'anic sciences • Classical Tafsīr literature
Assessment Methods	• Qur'anic vocabulary and comprehension exercises • Arabic-to-English translation • Short-answer questions • Objective tests • Interpretation of selected Qur'anic verses

REFERENCES AND FURTHER READING

Al-Baghawī, H. M. (n.d.). *Ma'ālim al-tanzīl*. Dār Ṭayyibah.

Al-Qurṭubī, M. A. (n.d.). *Al-Jāmi' li-aḥkām al-Qur'ān*. Dār al-Kutub al-Miṣriyyah.

Al-Rāzī, F. D. (n.d.). *Mafātīḥ al-ghayb*. Dār Iḥyā' al-Turāth al-'Arabī.

Al-Suyūṭī, J. D. (n.d.). *Al-Itqān fī 'ulūm al-Qur'ān*. Al-Hay'ah al-Miṣriyyah al-'Āmmah lil-Kitāb.

Al-Ṭabarī, M. J. (n.d.). *Jāmi' al-bayān 'an ta'wīl āy al-Qur'ān*. Dār Hajr.

Al-Zamakhsharī, M. U. (n.d.). *Al-Kashshāf 'an ḥaqā'iq ghawāmiḍ al-tanzīl*. Dār al-Kitāb al-'Arabī.

ISS 424 Islamic Political Thought and Movement

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines the development of Islamic political thought and political movements from the formative period of Islam to the contemporary era. It explores Islamic perspectives on governance, political authority, leadership, justice, consultation (*shūrā*), citizenship, political legitimacy, law, public welfare, accountability, and the relationship between religion and the state.

The course begins with the political teachings and practices of Prophet Muhammad (SAW) and the Rightly Guided Caliphs, followed by an examination of major classical contributions to Islamic political thought. It considers the ideas of prominent Muslim thinkers such as al-Māwardī, al-Fārābī, al-Ghazālī, Ibn Taymiyyah, Ibn Khaldūn, and Ibn Rushd. Attention is given to concepts such as *khilāfah*, *imāmah*, *bay‘ah*, *shūrā*, *‘adl*, *maṣlaḥah*, *siyāsah shar‘iyyah*, and the responsibilities of rulers and citizens.

The course subsequently examines the impact of colonialism, modernity, nationalism, and the abolition of the Ottoman Caliphate on Muslim political thought. It analyses major modern reformist and revivalist movements and the contributions of thinkers such as Jamāl al-Dīn al-Afghānī, Muḥammad ‘Abduh, Rashīd Riḍā, Abul A‘lā Mawdūdī, Hasan al-Bannā, Sayyid Quṭb, and other influential scholars and activists.

Particular attention is given to Islamic political movements in Africa and Nigeria, including reform, revival, educational, and socio-political movements. The course critically examines contemporary issues such as democracy, constitutionalism, human rights, political participation, political pluralism, citizenship, Islamic activism, political Islam, extremism, peaceful political engagement, and the role of Muslims in contemporary nation-states.

The course adopts an academic and comparative approach, distinguishing Islamic political ideas from the political programmes of particular movements and encouraging students to evaluate competing interpretations using historical evidence and recognised scholarly sources.

RELEVANCE STATEMENT

The study of Islamic Political Thought and Movements is relevant to Islamic Studies because political organisation, leadership, justice, social responsibility, and governance

constitute Important dimensions of the Islamic intellectual tradition. Understanding these ideas enables students to appreciate how Muslim scholars and communities have historically addressed questions of political authority, governance, social order, and public welfare.

The course is particularly relevant in contemporary societies where questions concerning religion and politics, citizenship, democracy, constitutionalism, human rights, political participation, religious pluralism, and social justice remain important. It equips students with the intellectual tools necessary to distinguish between foundational Islamic principles, historical political practices, and modern ideological movements.

For students in Nigeria and Sub-Saharan Africa, the course provides a framework for understanding the historical and contemporary political activities of Muslim communities and Islamic movements within pluralistic and constitutional states. It promotes informed discussion of political participation, peaceful coexistence, responsible citizenship, social justice, and community development.

The course is also relevant to prospective teachers, researchers, civil society practitioners, religious educators, administrators, and community leaders who require a balanced understanding of the relationship between Islamic thought and contemporary political realities.

COURSE OBJECTIVES

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

1. Understand the meaning, nature, scope, and historical development of Islamic political thought;
2. Examine the political teachings and practices of Prophet Muhammad (SAW) and the Rightly Guided Caliphs;
3. Explain major concepts in Islamic political thought, including *khilāfah*, *imāmah*, *shūrā*, *bay'ah*, *'adl*, and *maṣlaḥah*;
4. Examine the contributions of major classical Muslim political thinkers;
5. Analyse the impact of colonialism, modernity, nationalism, and political transformation on Muslim political thought;
6. Examine major reformist, revivalist, Islamist, and other contemporary Islamic political movements;
7. Investigate the development of Islamic political movements in Africa and Nigeria;

8. Compare Islamic political concepts with selected contemporary political ideas and institutions;
9. Evaluate diverse Muslim perspectives on democracy, citizenship, constitutionalism, human rights, and political participation; and
10. Develop balanced, evidence-based perspectives on contemporary Islamic political thought and movements.

LEARNING OUTCOMES

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

1. **Define** major concepts and terminology associated with Islamic political thought;
2. **Describe** the political organisation and governance practices of the Prophetic and early Islamic periods;
3. **Explain** major principles of Islamic governance, leadership, justice, consultation, and accountability;
4. **Identify** the contributions of major classical and modern Muslim political thinkers;
5. **Analyse** the historical development of Islamic political thought;
6. **Compare** major schools and perspectives on Islamic governance and political authority;
7. **Examine** the historical development and objectives of selected Islamic political movements;
8. **Evaluate** the impact of colonialism, modernity, nationalism, and globalisation on Muslim political thought;
9. **Assess** Muslim perspectives on democracy, citizenship, constitutionalism, human rights, and political participation;
10. **Analyse** selected Islamic political movements in Nigeria and Sub-Saharan Africa;
11. **Differentiate** between Islamic political principles, historical political institutions, and contemporary political ideologies; and
12. **Formulate** balanced and evidence-based arguments concerning contemporary questions of Islam and politics.

COURSE CONTENT

- Introduction to Islamic Political Thought
- The Prophetic Model of Governance
- The Khulafā’ al-Rāshidūn and Early Islamic Political Thought

- Major Concepts in Islamic Political Thought
- Classical Islamic Political Thought
- Islamic Political Thought in the Medieval and Ottoman Periods
- Colonialism, Modernity, and Muslim Political Thought
- **Modern Islamic Political Thinkers:** Jamāl al-Dīn al-Afghānī; Muḥammad ʻAbduh; Rashīd Riḍā; ʻAlī ʻAbd al-Rāziq; Abul Aʻlā Mawdūdī; Hasan al-Bannā; Sayyid Quṭb; Hasan al-Turābī
- Islamic Political Movements
- Islamic Political Movements in Africa and Nigeria
- Islam, Democracy, Citizenship, and Human Rights
- Contemporary Islamic Political Thought and Movements

CATEGORY	DETAILS
Core Competencies	• Explain fundamental concepts in Islamic political thought • Distinguish between *khilāfah*, *imāmah*, *shūrā*, and other political concepts • Explain the Islamic principles of justice, accountability, consultation, and public welfare • Trace the development of Islamic political institutions • Analyse the Prophetic and early caliphate models
Core Values	• **Justice (*ʻAdl*)** • **Consultation (*Shūrā*)** • **Accountability** • **Integrity (*Amānah*)** • **Public Service**
Pedagogical Approaches	• Interactive lectures • Guided reading of classical political texts • Textual analysis • Historical case studies • Comparative analysis of political thinkers

CATEGORY	DETAILS
Learning Resources	• The Qur'an • Authentic Hadith collections • The Constitution/Charter of Madinah • Classical works of *siyāsah shar'iyyah* • Classical works on *khilāfah* and governance
Assessment Methods	• Objective questions • Short-answer questions • Essays • Textual analysis of classical political works • Comparative analysis of Muslim political thinkers

REFERENCES AND FURTHER READING

Al-Fārābī, A. N. (1985). *Al-Madīnah al-fāḍilah* [The virtuous city]. Dār al-Mashriq.

Al-Ghazālī, A. H. (1997). *Al-tibr al-masbūk fī naṣīḥat al-mulūk* [The precious jewel concerning advice to kings]. Dār al-Kutub al-'Ilmiyyah.

Al-Māwardī, A. H. (1996). *Al-aḥkām al-sulṭāniyyah wa al-wilāyāt al-dīniyyah*. Dār al-Kutub al-'Ilmiyyah.

Al-Māwardī, A. H. (n.d.). *Adab al-dunyā wa al-dīn*. Dār Maktabat al-Ḥayāh.

Ibn Khaldūn, A. R. (1967). *The Muqaddimah: An introduction to history* (F. Rosenthal, Trans.). Princeton University Press.

Ibn Taymiyyah, A. H. (1983). *Al-siyāsah al-shar'iyyah fī iṣlāḥ al-rā'ī wa al-ra'iyyah*. Dār al-Kutub al-'Ilmiyyah.

ISS 425 Entrepreneurial Skills (Calligraphy)

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the principles, history, techniques, aesthetics, and entrepreneurial applications of Arabic calligraphy as a creative and income-generating skill. It examines Arabic calligraphy as an important component of Islamic artistic heritage and as a contemporary creative industry with applications in education, publishing,

graphic design, architecture, decoration, fashion, digital media, advertising, event management, and cultural production.

The course provides practical training in the basic principles and techniques of Arabic calligraphy, including the use of traditional and contemporary tools and materials. Students are introduced to major Arabic calligraphic scripts such as **Kūfic, Naskh, Thuluth, Diwani, Ruqʻah, and Nastaliq**, with emphasis on their distinctive characteristics, applications, and aesthetic principles.

The entrepreneurial component of the course develops students' abilities to transform calligraphic skills into viable economic activities. Topics include opportunity identification, creativity and innovation, product development, branding, pricing, marketing, customer relations, portfolio development, digital calligraphy, social media marketing, business planning, financial management, intellectual property, and ethical business practices.

Students are expected to produce practical calligraphic works and develop a basic entrepreneurial project or business plan based on Arabic calligraphy. The course therefore links Islamic artistic heritage with contemporary entrepreneurship, employability, self-reliance, and creative enterprise.

RELEVANCE STATEMENT

Arabic calligraphy occupies a significant position in Islamic cultural and artistic heritage because of its historical association with the writing and preservation of the Qur'an, Islamic manuscripts, architecture, literature, and religious expression. At the same time, contemporary demand for personalised artwork, Islamic décor, graphic design, digital content, branding, educational materials, and cultural products has created opportunities for Arabic calligraphers.

The course is relevant because it equips students with both practical artistic skills and entrepreneurial competencies that can contribute to self-employment and economic empowerment. It provides an avenue for students to develop marketable skills that can be applied within formal employment, freelance work, creative industries, and small-scale enterprise.

For students of Islamic Studies, the course provides an opportunity to connect Islamic cultural heritage with contemporary economic realities. It encourages students to preserve and promote Arabic and Islamic artistic traditions while exploring legitimate and innovative means of generating income.

The course is particularly relevant in the Nigerian context, where entrepreneurship, vocational competence, creativity, and employability are increasingly important components of higher education. It enables graduates to establish small creative enterprises, offer calligraphy services, produce artistic works, teach calligraphy, provide digital design services, and participate in cultural and creative industries.

COURSE OBJECTIVES

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

1. Understand the meaning, history, significance, and development of Arabic calligraphy;
2. Identify the major Arabic calligraphic scripts and their distinguishing features;
3. Acquire basic practical skills in Arabic calligraphic writing;
4. Demonstrate appropriate techniques for using traditional and contemporary calligraphy tools;
5. Apply principles of proportion, composition, balance, spacing, and aesthetics in calligraphic design;
6. Appreciate the cultural, educational, religious, and artistic significance of Arabic calligraphy;
7. Examine the entrepreneurial potential of Arabic calligraphy;
8. Identify business opportunities within the calligraphy and creative industries;
9. Develop skills in product development, branding, pricing, marketing, and customer relations;
10. Apply digital technologies to Arabic calligraphy and creative design;
11. Develop a portfolio of calligraphic products suitable for exhibition or commercial purposes; and
12. Prepare a basic business plan for a calligraphy-based enterprise.

LEARNING OUTCOMES

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

1. **Define** Arabic calligraphy and explain its historical and cultural significance;
2. **Identify** major Arabic calligraphic scripts and distinguish their characteristics;
3. **Demonstrate** basic techniques of Arabic calligraphy using appropriate tools and materials;
4. **Produce** selected Arabic calligraphic compositions using appropriate scripts;

5. **Apply** principles of proportion, balance, spacing, harmony, and aesthetic composition;
6. **Evaluate** the quality and artistic features of selected calligraphic works;
7. **Identify** viable entrepreneurial opportunities associated with Arabic calligraphy;
8. **Develop** marketable calligraphic products for specific customer groups;
9. **Apply** basic principles of branding, pricing, marketing, sales, and customer relationship management;
10. **Use** appropriate digital tools in producing, editing, displaying, and marketing calligraphic works;
11. **Prepare** a professional calligraphy portfolio; and
12. **Develop** a basic business plan for a sustainable Arabic calligraphy enterprise.

COURSE CONTENT

- Introduction to Arabic Calligraphy
- Historical Development of Arabic Calligraphy
- **Major Arabic Calligraphy Scripts:** Kūfic, Naskh, Thuluth, Ruq‘ah; Diwani; Diwani Jali; Nastaliq; Muhaqqaq; Rayhani
- Calligraphy Tools and Materials
- Principles and Techniques of Arabic Calligraphy
- Practical Calligraphy Exercise
- Aesthetics and Creative Design
- Arabic Calligraphy Contemporary Creative Industries
- Entrepreneurship and Opportunity Identification
- Marketing and Business Management
- Digital Arabic Calligraphy
- Business Planning and Calligraphy Enterprise Development

CATEGORY	DETAILS
Core Competencies	• Handle basic calligraphy tools appropriately • Prepare and use calligraphic pens and materials • Form Arabic letters correctly • Write selected Arabic scripts • Maintain appropriate proportions and spacing

CATEGORY	DETAILS
Core Values	• **Creativity** • **Excellence (*Iḥsān*)** • **Patience (*Ṣabr*)** • **Discipline** • **Entrepreneurial Spirit** • **Integrity (*Amānah*)**
Pedagogical Approaches	• Demonstration method • Practical studio sessions • Guided practice • Skill-based instruction • Master-apprentice approach
Learning Resources	• Reed pens (*qalam*) • Bamboo pens • Calligraphy ink • Special calligraphy paper • Rulers, Ink containers, Pen-cutting tools, Pencils and erasers, Measuring tools and Brushes
Assessment Methods	• Correct handling of calligraphy tools • Letter formation • Script accuracy • Proportion • Technical development; and

REFERENCES AND FURTHER READING

Al-Qalqashandī, A. A. (1987). *Ṣubḥ al-aʿshā fī ṣināʿat al-inshāʾ*. Dār al-Kutub al-Miṣriyyah.

Blair, S. S. (2006). *Islamic calligraphy*. Edinburgh University Press.

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James, D. (1992). *The master scribes: Qur'ans of the 10th to 14th centuries AD*. The Nour Foundation.

Khatibi, A., & Sijelmassi, M. (1996). *The splendour of Islamic calligraphy*. Thames & Hudson.

Schimmel, A. (1984). *Calligraphy and Islamic culture*. New York University Press.

ISS 426 Trends and Issues in Islamic Education

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines major contemporary trends, emerging developments, challenges, and issues affecting Islamic education in the modern world, with particular emphasis on Nigeria and Sub-Saharan Africa. It explores the changing nature, aims, structures, curriculum, institutions, teaching methods, and administration of Islamic education in response to social, technological, economic, political, cultural, and educational transformations.

The course examines the historical transition of Islamic education from traditional Qur'anic schools, *kuttāb*, *madāris*, and scholarly circles to contemporary formal, non-formal, and informal educational systems. It critically considers the interaction between traditional Islamic education and modern Western education, the development of integrated Islamic schools, Islamic universities, teacher education, curriculum reform, and the challenges of dual educational systems.

Particular attention is given to contemporary issues such as educational technology, artificial intelligence, digital Islamic learning, online education, curriculum integration, quality assurance, teacher professionalism, gender and access to education, religious pluralism, secularisation, globalisation, extremism, moral education, inclusive education, and the preservation of Islamic identity. Students are encouraged to examine these issues

critically and propose contextually appropriate strategies for strengthening Islamic education.

RELEVANCE STATEMENT

The study of Trends and Issues in Islamic Education is relevant because Islamic education operates within rapidly changing social, technological, cultural, and educational environments. Understanding these changes is essential for students who intend to become Islamic Studies teachers, educational administrators, researchers, curriculum developers, policy-makers, and community educators.

The course enables students to examine how contemporary developments influence the philosophy, objectives, curriculum, pedagogy, administration, and outcomes of Islamic education. It also provides an opportunity to critically assess the strengths and limitations of traditional and modern approaches to Islamic education.

The course is particularly relevant to the Nigerian educational context, where Islamic education exists within traditional Qur'anic institutions, formal schools, integrated institutions, universities, and diverse community-based learning environments. It equips students to address challenges such as curriculum relevance, teacher quality, inadequate resources, technological change, educational inequality, religious intolerance, and the reconciliation of Islamic educational values with contemporary educational demands.

COURSE OBJECTIVES

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

1. Understand the meaning, nature, scope, and contemporary dimensions of Islamic education;
2. Examine major historical and contemporary trends in Islamic education;
3. Analyse the transformation of traditional Islamic educational institutions in the modern era;
4. Examine the influence of modernity, globalisation, and technological development on Islamic education;
5. Investigate contemporary developments in Islamic education in Nigeria and Sub-Saharan Africa;
6. Examine emerging approaches to curriculum development and instructional delivery in Islamic education;
7. Analyse the opportunities and challenges presented by ICT, artificial intelligence, and digital learning;

8. Examine contemporary issues relating to Islamic education, teachers, learners, institutions, and educational policy;
9. Evaluate strategies for improving the quality, relevance, accessibility, and effectiveness of Islamic education; and
10. Develop informed recommendations for addressing emerging challenges in Islamic education.

LEARNING OUTCOMES

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

1. **Define** major concepts associated with contemporary trends and issues in Islamic education;
2. **Identify** major historical and contemporary developments influencing Islamic education;
3. **Describe** emerging trends in Islamic educational institutions, curriculum, pedagogy, and administration;
4. **Analyse** the effects of modernisation, globalisation, and technological advancement on Islamic education;
5. **Examine** contemporary challenges confronting Islamic education in Nigeria and Sub-Saharan Africa;
6. **Compare** traditional, formal, integrated, online, and contemporary models of Islamic education;
7. **Evaluate** the effectiveness of emerging technologies and innovative pedagogical approaches in Islamic education;
8. **Assess** contemporary issues relating to Islamic identity, values, inclusion, gender, religious diversity, and educational access;
9. **Formulate** evidence-based strategies for improving Islamic education in contemporary society; and
10. **Design** informed responses to selected contemporary problems and emerging trends in Islamic education.

COURSE CONTENT

- Conceptual Trends and Issues in Islamic Education
- Historical Transformation of Islamic Education
- Islamic Education in Nigeria and Sub-Saharan Africa
- Curriculum Trends in Islamic Education

- Trends in Teaching and Learning Islamic Education
- Islamic Education and Information and Communication Technology
- Artificial Intelligence and Emerging Technologies in Islamic Education
- Teachers and Professional Development in Islamic Education
- Contemporary Issues in Access, Inclusion and Educational Equity
- Islamic Education, Globalisation and Contemporary Society
- Islamic Education, Peace, Ethics and Social Cohesion
- Emerging Issues and Future Directions

CATEGORY	DETAILS
Core Competencies	• Demonstrate a comprehensive understanding of major contemporary trends and issues in Islamic education • Analyse the historical contemporary transformation • Evaluate the relevance of traditional modern, integrated and contemporary • Examine the influence of globalisation, secularisation, modernity and socio-cultural change on Islamic education. • Access contemporary developments in Islamic education
Core Values	• Taqwā (God-consciousness) • ʿIlm (commitment to knowledge) • Amānah (trustworthiness) • Ṣidq (truthfulness) • ʿAdl (justice and fairness)
Pedagogical Approaches	• Interactive lectures • Guided study of selected Qur'anic and Hadith texts • Guided reading of selected classical and contemporary juristic materials • Case-study analysis using hypothetical academic scenarios • Problem-based learning

CATEGORY	DETAILS
Learning Resources	• The Holy Qur'an. • Major collections of authentic Hadith. • Classical works on Islamic education and *Tarbiyah*. • Selected writings of Muslim educational thinkers. • Classical works of scholars such as al-Ghazālī, Ibn Sīnā, al-Zarnūjī, Ibn Khaldūn, Ibn Taymiyyah, and al-Māwardī.
Assessment Methods	• Interactive Lectures • Discussion Method • Seminar Presentations • Case-Study Method • Problem-Based Learning

REFERENCES AND FURTHER READING

Al-Attas, S. M. N. (1979). *The concept of education in Islam: A framework for an Islamic philosophy of education*. International Institute of Islamic Thought and Civilization.

Al-Attas, S. M. N. (1993). *Islam and secularism*. International Institute of Islamic Thought and Civilization.

Al-Ghazālī, A. H. (1995). *Iḥyā' 'ulūm al-dīn* [The revival of the religious sciences]. Dār al-Ma'rifah.

Ashraf, S. A. (1985). *New horizons in Muslim education*. Hodder and Stoughton.

Ashraf, S. A., & Hussain, S. S. (Eds.). (1979). *Crisis in Muslim education*. Hodder and Stoughton.

Hashim, R., & Langgulung, H. (2008). *Islamic religious curriculum in Muslim countries: The experiences of Indonesia and Malaysia*. Bulletin of Education & Research.

ISS 427 Early Muslim Philosophers

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the origin, development, and major trends of early Muslim philosophy. It examines the intellectual foundations of Islamic philosophy, its relationship with the Qur'an, Sunnah, theology (*Kalām*), and the philosophical heritage of

ancient civilisations, particularly Greek philosophy. The course focuses on the lives, works, and philosophical contributions of prominent early Muslim philosophers such as al-Kindī, al-Fārābī, Ibn Sīnā, Ibn Miskawayh, the Ikhwān al-Ṣafāʾ, and Ibn Rushd. Major philosophical issues, including the nature of knowledge, reason and revelation, metaphysics, the soul, ethics, politics, and the relationship between philosophy and religion, are critically examined. The course also considers the contributions and limitations of early Muslim philosophy and its influence on subsequent Islamic and Western intellectual traditions.

RELEVANCE STATEMENT

The course provides students with a foundational understanding of the intellectual heritage of Islam and the contributions of early Muslim philosophers to human knowledge. It develops students' ability to appreciate the interaction between reason, revelation, science, and philosophy in the Islamic intellectual tradition. The course is relevant to the study of Islamic thought, theology, ethics, education, and contemporary intellectual discourse, while also equipping students with critical, analytical, and reflective skills for engaging philosophical and religious issues.

COURSE OBJECTIVES

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

1. Introduce the meaning, origin, scope, and development of early Muslim philosophy;
2. Examine the major intellectual and religious foundations of Islamic philosophical thought;
3. Analyse the lives, works, and philosophical ideas of selected early Muslim philosophers;
4. Evaluate major philosophical issues relating to knowledge, metaphysics, ethics, politics, and the soul;
5. Examine the relationship between reason, revelation, philosophy, and religion in Islamic thought;
6. Assess the contributions of early Muslim philosophers to Islamic and global intellectual development; and
7. Apply philosophical and critical reasoning to contemporary issues affecting Islamic thought and society.

LEARNING OUTCOMES

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

1. **Describe** the meaning, historical background, major sources, and development of early Muslim philosophy;
2. **Distinguish** between philosophy, *Kalām*, and other major traditions of Islamic intellectual thought;
3. **Analyse** the major philosophical ideas and contributions of selected early Muslim philosophers;
4. **Compare** the positions of Muslim philosophers on reason, revelation, knowledge, metaphysics, ethics, and politics;
5. **Evaluate** the influence of Greek and other intellectual traditions on the development of Muslim philosophy;
6. **Assess** the contributions of early Muslim philosophers to Islamic civilisation and subsequent Western intellectual development; and
7. **Formulate** reasoned arguments on selected philosophical and contemporary issues from an informed Islamic perspective.

COURSE CONTENT

- Introduction to Early Muslim Philosophers
- Historical background and development Muslim philosophy
- Sources and Foundations of Muslim Philosophy
- The life, intellectual, major works, contributions to science and Islamic philosophy by al-Kindī, al-Fārābī, Ibn Sīnā (Avicenna), Ibn Rushd (Averroe)
- Ibn Miskawayh and Islamic Ethical Philosophy
- Origin and identity of the Ikhwān al-Ṣafā, Major Issues in Early Muslim Philosophy
- Muslim Philosophers and their Intellectual Legacy and Contemporary Relevance of Early Muslim Philosophy

CATEGORY	DETAILS
Core Competencies	• Philosophical and Conceptual Competence • Historical Competence distinguish different types of Islamic contracts • Analytical and Critical Thinking Competence • Comparative Competence • Application Competence

CATEGORY	DETAILS
Core Values	• **Critical Inquiry** • **Intellectual Integrity** • **Objectivity** • **Respect for Knowledge** • **Open-mindedness**
Pedagogical Approaches	• Interactive lectures • Guided study of Qur'anic verses and Hadith • Analysis of classical Fiqh texts • Comparative study ofMadhāhib • Case-study analysis
Learning Resources	• Selected works and translated extracts from early Muslim philosophers, including: • Al-Kindī – *On First Philosophy* and selected treatises • Al-Fārābī – *The Virtuous City* and selected works on logic and philosophy • Ibn Sīnā (Avicenna) *The Book of Healing* and *The Canon of Medicine* (selected intellectual and scientific discussions) • Ibn Miskawayh – *The Refinement of Character* (*Tahdhīb al-Akhlāq*)
Assessment Methods	• Objective questins • Short-answer questions • Essay questions • Identification of philosophers and their major works • Explanation of philosophical concepts

REFERENCES AND FURTHER READING

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Fakhry, Majid. *A History of Islamic Philosophy*. 3rd ed. New York: Columbia University Press, 2004.

Leaman, Oliver. *An Introduction to Classical Islamic Philosophy*. 2nd ed. Cambridge: Cambridge University Press, 2002.

Nasr, Seyyed Hossein, and Oliver Leaman, eds. *History of Islamic Philosophy*. 2 vols. London: Routledge, 1996.

Sharif, M. M., ed. *A History of Muslim Philosophy*. 2 vols. Wiesbaden: Otto Harrassowitz, 1963–1966.

Al-Farabi. *The Virtuous City*. Translated by Richard Walzer. Oxford: Clarendon Press, 1985.

ISS 510 Advanced Uṣūl AL-FIQH

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides an advanced study of the principles of Islamic jurisprudence, legal maxims, and the objectives of Shariah, tracing their evolution and application by different schools of law.

RELEVANCE STATEMENT

This course is central to developing the teacher's capacity for legal reasoning (ijtihad) and understanding the higher objectives of Shariah, enabling them to relate classical jurisprudence to contemporary issues.

COURSE OBJECTIVES

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

1. Appreciate the jurisprudential methodologies followed by different Schools of Law;
2. Distinguish between Uṣūl al-Fiqh, al-Qawa'id al-Fiqhiyyah and Maqasid al-Shari'ah;
3. Identify the basic stages of Maqasid al-Shari'ah;
4. Assess critically the efforts of the early jurists;
5. Develop the capacity to deploy expertise in the deduction of jurisprudential rulings.

LEARNING OUTCOMES

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

LEARNING OUTCOMES

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

1. **Demonstrate an informed appreciation** of the jurisprudential methodologies adopted by different Schools of Islamic Law.
2. **Differentiate accurately** between Uṣūl al-Fiqh, *al-Qawa'id al-Fiqhiyyah*, and *Maqasid al-Shari'ah*.
3. **Identify and explain** the basic stages in the development of *Maqasid al-Shari'ah*.
4. **Critically evaluate** the contributions and efforts of early Muslim jurists to the development of Islamic jurisprudence.
5. **Apply acquired jurisprudential knowledge and skills** in the deduction and formulation of Islamic legal rulings on relevant issues.

COURSE CONTENT

- Advanced Introduction to Uṣūl al-Fiqh
- Sources and Evidences of Islamic Law
- Advanced Qur'anic Legal Interpretation
- Commands and Prohibitions
- Naskh and Chronological Interpretation
- Advanced Qiyās and Juristic Reasoning
- Ijmāʿ and Collective Juristic Authority
- Disputed Sources of Islamic Law
- Conflict and Reconciliation of Evidence
- Maqāṣid al-Sha al-Sharīʿah and Uṣūl al-Fiqh
- Comparative Uṣū Methodology
- Application of Uṣūl al-Fiqh to Contemporary Issue

CATEGORY	DETAILS
Core Competencies	• Analyse advanced concepts and methodologies of Uṣūl al-Fiqh. • Distinguish between different categories of legal evidence and textual indications. • Evaluate the methodologies of the major schools of Islamic jurisprudence. • Interpret Qur'anic and Prophetic legal texts using appropriate uṣūl principles. • Apply qiyās, istiḥsān, maṣlaḥah, istiṣḥāb, ʿurf and sadd al-dharāʾiʿ to appropriate legal cases
Core Values	• Justice (ʿAdl) • Truthfulness (Ṣidq) • Trustworthiness (Amānah) • Objectivity • Intellectual Integrity
Pedagogical Approaches	• Interactive lectures • Guided discussions • Inquiry-based learning • Problem-based learning • Research workshops
Learning Resources	• The Qur'an and recognised works of Qur'anic interpretation. • Major collections of Ḥadīth and Sunnah. • Classical Uṣūl al-Fiqh texts. • Arabic editions and selected translations of major uṣūl works. • Selected contemporary works on Uṣūl al-Fiqh and Maqāṣid al-Sharīʿah.
Assessment Methods	• Analytical Assignment • Comparative Jurisprudential Essays • Textual Analysis • Case Studies • Seminar Presentation

REFERENCES AND FURTHER READING

Al-Ghazālī, A. Ḥ. (1993). *Al-Mustaṣfā min ʿilm al-uṣūl*. Dār al-Kutub al-ʿIlmiyyah.

Al-Juwaynī, A. M. (1997). *Al-Burhān fī uṣūl al-fiqh*. Dār al-Kutub al-ʿIlmiyyah.

Al-Shāfiʿī, M. I. (1993). *Al-Risālah*. Maktabat al-Ḥalabī.

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Al-Āmidī, S. A. (2003). *Al-Iḥkām fī uṣūl al-aḥkām*. Al-Maktab al-Islāmī.

Ibn Qudāmah, M. A. (1999). *Rawḍat al-nāẓir wa junnat al-munāẓir*. Muʾassasat al-Rayyān.

ISS 511 ISLAM and the Girl-Child Education

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines the Islamic perspective on the education, upbringing, development, rights, and empowerment of the girl child. It explores the philosophical, religious, historical, social, and educational foundations of girls' education in Islam, with particular attention to the Qur'an, Sunnah, and the educational practices of the Prophet Muhammad (S.A.W.).

The course investigates the status of women and girls before Islam and the reforms introduced by Islam to protect their dignity, rights, education, and participation in society. It examines Islamic teachings on the acquisition of knowledge by both males and females and highlights the contributions of notable Muslim women to scholarship, education, leadership, literature, health, social welfare, and other aspects of civilisation.

Attention is given to the challenges affecting girl-child education in contemporary societies, including cultural barriers, poverty, early marriage, gender stereotypes, insecurity, discrimination, inadequate educational facilities, parental attitudes, and harmful traditional practices. The course also examines contemporary debates surrounding gender, equality, women's rights, education, and empowerment from Islamic and educational perspectives.

Particular emphasis is placed on the Nigerian and African contexts, where the education of the girl child remains an important social and educational concern. Students will examine policies, programmes, institutions, family practices, and community initiatives that promote access, retention, completion, and meaningful participation of girls in education.

The course further develops students' capacity to advocate for the education and welfare of the girl child within the framework of Islamic values, social justice, human dignity, family responsibility, and responsible citizenship.

RELEVANCE STATEMENT

The education of the girl child is fundamental to individual development, family well-being, community progress, and national development. Islam places great importance on knowledge and learning and recognises the dignity and intellectual potential of both males and females. Therefore, the study of Islam and girl-child education is essential for understanding Islamic teachings relating to women's and girls' rights to education and their contributions to society.

The course is relevant to students of Islamic Studies because it enables them to distinguish authentic Islamic teachings concerning female education from cultural practices, misconceptions, and discriminatory attitudes that may limit girls' educational opportunities. It provides students with the intellectual and pedagogical foundation required to address contemporary issues affecting the girl child from informed Islamic and educational perspectives.

The course is particularly relevant in Nigeria and other African societies where access to quality education for girls may be influenced by economic, social, cultural, religious, geographical, and security-related factors. It equips students with the knowledge and skills to analyse these challenges and propose appropriate solutions consistent with Islamic principles and contemporary educational needs.

For prospective teachers, educational administrators, researchers, counsellors, community leaders, and Islamic educators, the course develops competence in promoting inclusive, equitable, safe, and supportive learning environments for girls. It also encourages advocacy for policies and practices that protect the dignity, educational rights, welfare, and holistic development of the girl child.

COURSE OBJECTIVES

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

1. Understand the concept and scope of girl-child education;
2. Examine the Islamic foundations of education and knowledge acquisition;
3. Analyse the status and treatment of the girl child before and after the advent of Islam;
4. Examine Qur'anic and Prophetic teachings relating to the dignity, rights, and education of females;

5. Explain the importance of education for the intellectual, moral, social, and economic development of the girl child;
6. Identify notable Muslim women who contributed to education, scholarship, and civilisation;
7. Examine the roles of the family, school, religious institutions, and society in promoting girl-child education;
8. Analyse cultural, social, economic, and educational barriers affecting girls' access to education;
9. Examine contemporary issues and debates concerning girls' education and women's empowerment;
10. Assess policies and programmes relating to girl-child education;
11. Apply Islamic principles to contemporary challenges affecting the education and welfare of girls; and
12. Develop appropriate strategies for promoting equitable and quality education for the girl child.

LEARNING OUTCOMES

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

1. Define the concept of girl-child education and identify its major dimensions;
2. Explain the Islamic foundations for the acquisition and dissemination of knowledge;
3. Compare the status of the girl child in selected pre-Islamic societies with the reforms introduced by Islam;
4. Interpret selected Qur'anic verses and Hadith relating to human dignity, education, family responsibility, and the rights of women and girls;
5. Analyse the contributions of notable Muslim women to Islamic scholarship and civilisation;
6. Identify major factors affecting girls' access, participation, retention, and completion in education;
7. Evaluate cultural practices and social attitudes affecting girl-child education in the light of Islamic teachings;
8. Assess selected educational policies and programmes designed to promote girls' education;
9. Apply relevant Islamic and educational principles to practical cases involving girl-child education;

10. Design appropriate strategies for addressing selected barriers to girls' education;
11. Advocate for safe, inclusive, equitable, and supportive educational opportunities for girls; and
12. Conduct basic research and present evidence-based arguments on issues relating to Islam and girl-child education.

COURSE CONTENT

- Introduction to Islam and the Girl-Child Education
- Islamic Concept of Knowledge and Education
- The Status of Girl Child before Islam
- Islamic Reforms and the Dignity of Girl-Child Education
- Islamic Foundations of Female Education
- Notable Muslim Women and their Education
- Roles of Social Institutions in Girl-Child Education
- Barriers to Girl-Child Education
- Islam, Gender, Rights and Educational Justice
- Contemporary Issues in Girl-Child Education
- Girl Child Education in Nigeria
- Strategies for Promoting Girl-Child Education

CATEGORY	DETAILS
Core Competencies	• Identify Islamic sources relating to knowledge, education, human dignity, and family responsibility • Interpret selected Qur'anic and Prophetic teachings relevant to girls' education • Conduct basic comparative research on religious issues • Apply comparative religious knowledge to contemporary social issues. • Historical and Analytical Competence
Core Values	• Human Dignity (*Karāmah)* • Justice (*ʿAdl*) • Knowledge (*ʿIlm*) • Compassion (*Raḥmah*) • Trustworthiness (*Amānah*)

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive lectures • Guided study of relevant Qur'anic verses and Hadith • Textual analysis • Group discussions • Cooperative learning
Learning Resources	• The Qur'an • Tafsīr literature • Ṣaḥīḥ al-Bukhārī • Ṣaḥīḥ Muslim • Sunan Abī Dāwūd, Jāmiʿ al-Tirmidhī, Sunan al-Nasāʾī, Sunan Ibn Mājah
Assessment Methods	• Objective questions • Short-answer questions • Essay questions • Qur'anic and Hadith textual analysis • Case-study reports

REFERENCES AND FURTHER READING

Ahmed, L. (1992). *Women and gender in Islam: Historical roots of a modern debate*. Yale University Press.

Al-Attas, S. M. N. (1999). *The concept of education in Islam: A framework for an Islamic philosophy of education*. International Institute of Islamic Thought and Civilization.

Al-Faruqi, L. I. (1982). *Women, Muslim society, and Islam*. American Trust Publications.

Al-Ghazālī, M. (n.d.). *Muslim women: Their status and rights*. Various editions.

Barlas, A. (2002). *"Believing women" in Islam: Unreading patriarchal interpretations of the Qur'an*. University of Texas Press.

Bewley, A. (1999). *Muslim women: A biographical dictionary*. Ta-Ha Publishers.

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ISS 512 Modern Contributions to Hadith Studies

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines the science of Hadith criticism (Naqd al-Sanad wa al-Matn), orientalist contributions and critiques, and recent developments including the use of modern technology in Hadith authentication.

RELEVANCE STATEMENT

Relevant for equipping students with critical tools to defend Hadith authenticity against modern challenges and for utilising technology in Hadith studies.

COURSE OBJECTIVES

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

1. Explain efforts made at preserving hadith through criticism and scrutiny of its chain of transmission and content;
2. Identify the objectives, methods and critiques of orientalists in the Hadith Studies;
3. Examine the influence exerted by orientalists on modern Islamic scholarship;
4. Highlight some of the recent works on hadith literature in both the Muslim World and the West.

LEARNING OUTCOMES

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

1. **Explain** the major efforts undertaken by Muslim scholars to preserve and authenticate Ḥadīth through systematic criticism and scrutiny of the *isnād* (chain of transmission) and *matn* (content);
2. **Identify** the major objectives, methodologies and critical approaches employed by Orientalist scholars in the study of Ḥadīth;
3. **Analyse** the major criticisms and scholarly assumptions underlying Orientalist approaches to Ḥadīth studies;
4. **Examine** the influence of Orientalist scholarship on the development of modern Islamic scholarship and contemporary Ḥadīth studies;
5. **Compare** classical Muslim methodologies of Ḥadīth criticism with selected modern Muslim and Western approaches;

6. **Evaluate** the contributions and limitations of Orientalist scholarship to the study, preservation and interpretation of Ḥadīth literature;
7. **Identify and review** selected recent scholarly works on Ḥadīth literature produced in the Muslim world and the West;
8. **Assess** contemporary developments and debates in Ḥadīth studies using relevant classical and modern scholarly sources;
9. **Demonstrate** the ability to critically engage with diverse perspectives on the authenticity, transmission and interpretation of Ḥadīth;
10. **Construct** balanced, evidence-based academic arguments concerning modern contributions and challenges in Ḥadīth studies

COURSE CONTENT

- **The preservation of hadith through criticism of the chain of transmission and text:** naqd al-sanad wa-al-matn
- Orientalism in Hadith Studies, objectives, methods, and criticism of orientalists on hadith
- **The influence of orientalists on some Muslim scholars:** mustaghribun
- Recent works on hadith literature in the Muslim World and the West, as well as study of ten selected hadith
- The role of modern technology and AI in Hadith authentication and Takhrij

CATEGORY	DETAILS
Core Competencies	• .1.Demonstrate comprehensive knowledge of the historical and intellectual development of modern Ḥadīth studies. • Apply appropriate classical and contemporary methodologies for examining *isnād*, *matn*, narrators and textual variants. • Critical-Analytical Competence • Comparative Competence • Research Competence
Core Values	• Truthfulness (Ṣidq) • Trustworthiness (Amānah) • Intellectual Integrity • Critical Thinking • Academic Objectivity

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive Lectures • Textual Analysis • Comparative Method • Case-Study Method • Problem-Based Learning
Learning Resources	• The Qur'an. • Major canonical Ḥadīth collections. • Classical works of *Muṣṭalaḥ al-Ḥadīth*. • Classical works of *al-Jarḥ wa al-Taʿdīl*. • Classical biographical dictionaries of narrators.
Assessment Methods	• Hadith Verification Exercise • Critical Review • Comparative Essay • Seminar Presentation • Research Paper

REFERENCES AND FURTHER READING

Al-Khaṭīb, M. ʿAjjāj. (1989). *Uṣūl al-Ḥadīth: ʿUlūmuhu wa Muṣṭalaḥuhu*. Dār al-Fikr.

Al-Suyūṭī, J. (2004). *Tadrīb al-rāwī fī sharḥ Taqrīb al-Nawawī*. Dār Ibn al-Jawzī.

Ibn al-Ṣalāḥ, ʿU. (1986). *Muqaddimat Ibn al-Ṣalāḥ fī ʿulūm al-ḥadīth*. Dār al-Fikr.

Al-Nawawī, Y. (1985). *Al-Taqrīb wa al-taysīr li-maʿrifat sunan al-bashīr al-nadhīr*. Dār al-Kitāb al-ʿArabī.

Ibn Ḥajar al-ʿAsqalānī, A. (1995). *Nuzhat al-naẓar fī tawḍīḥ Nukhbat al-fikar*. Maṭbaʿat al-Ṣabāḥ.

Al-Aʿẓamī, M. M. (1978). *Studies in early Hadith literature*. American Trust Publications.

ISS 513 Introduction to Maqasid AL-Shari'ah

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to Maqāṣid al-Sharīʿah, the higher objectives, purposes, and underlying wisdoms of Islamic law. It examines the conceptual foundations, historical development, classifications, levels, and methodological significance of Maqāṣid within Islamic jurisprudence. Particular attention is given to the contributions of major jurists such as al-Juwaynī, al-Ghazālī, al-ʿIzz ibn ʿAbd al-Salām, al-Qarāfī, Ibn Taymiyyah, Ibn al-Qayyim, and al-Shāṭibī. The course also introduces contemporary developments associated with scholars such as Ibn ʿĀshūr, Mohammad Hashim Kamali, and Jasser Auda. Contemporary scholarship identifies the five classical essentials – protection of religion, life, intellect, progeny, and property – as central *ḍarūriyyāt*, while modern discussions have broadened the scope of Maqāṣid to include issues such as human dignity, rights, governance, environment, and sustainable development.

RELEVANCE STATEMENT

The study of Maqāṣid al-Sharīʿah is relevant to Islamic Studies because it enables students to understand Islamic law beyond isolated legal rulings by examining the purposes, values, benefits, and objectives underlying those rulings. It provides an important framework for understanding the relationship between Sharīʿah, Uṣūl al-Fiqh, Fiqh, Ijtihād, and Maṣlaḥah. The subject is particularly significant for addressing contemporary issues while maintaining fidelity to the Qur'an, Sunnah, and established principles of Islamic jurisprudence.

Contemporary scholarship also regards Maqāṣid as relevant to the renewal of *ijtihād* and to areas such as human rights, peace, environmental protection, good governance, science, wealth, contracts, and sustainable development

COURSE OBJECTIVES

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

1. Define and discuss the meaning and significance of Maqāṣid al-Sharīʿah.
2. Examine the Qur'anic and Prophetic foundations of the objectives of Sharīʿah.
3. Trace the historical development of Maqāṣid al-Sharīʿah from the formative period to contemporary scholarship.

4. Identify the contributions of major Muslim jurists to the development of Maqāṣid theory.
5. Examine the relationship between Maqāṣid al-Sharīʿah, Uṣūl al-Fiqh, Fiqh, and Ijtihād.
6. Analyse the major classifications and levels of Maqāṣid.
7. Explain the concepts of *ḍarūriyyāt*, *ḥājiyyāt*, and *taḥsīniyyāt*.
8. Examine the concept of *maṣlaḥah* and its relationship with Maqāṣid.
9. Apply Maqāṣid principles to selected contemporary issues.
10. Develop the ability to assess contemporary applications of Maqāṣid critically and responsibly.

LEARNING OUTCOMES

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

1. Define Maqāṣid al-Sharīʿah and distinguish it from related concepts such as Uṣūl al-Fiqh, Fiqh, and Maṣlaḥah.
2. Identify Qur'anic and Prophetic evidence relating to the objectives and purposes of Sharīʿah.
3. Trace major stages in the historical development of Maqāṣid al-Sharīʿah.
4. Recognise the contributions of major classical and contemporary scholars to Maqāṣid theory.
5. Classify the objectives of Sharīʿah according to their levels, including *ḍarūriyyāt*, *ḥājiyyāt*, and *taḥsīniyyāt*.
6. Analyse the five essential objectives concerning the protection of religion, life, intellect, progeny, and property.
7. Differentiate between general, specific, and particular objectives of Sharīʿah.
8. Examine the relationship between Maqāṣid, Maṣlaḥah, Uṣūl al-Fiqh, and Ijtihād.
9. Assess the methodological contributions of al-Ghazālī, al-Shāṭibī, Ibn ʿĀshūr, Kamali, Auda, and other significant scholars.
10. Apply selected Maqāṣid principles to contemporary legal and social issues.
11. Evaluate the strengths and limitations of contemporary approaches to Maqāṣid al-Sharīʿah.
12. Construct evidence-based arguments on the relevance of Maqāṣid to contemporary Islamic legal thought.

COURSE CONTENT

- Introduction to Maqāṣid al-Sharīʿah
- Foundations of Maqāṣid al-Sharīʿah
- Historical Development of Maqāṣid
- Classification of Maqāṣid
- The Five Essential Objectives of Maqāṣid al-Sharīʿah
- Maqāṣid and Uṣūl al-Fiqh
- Maqāṣid, Maslahah and Legal Reasoning
- Maqāṣid and Ijtihād
- Contemporary Approaches to Maqāṣid
- Contemporary Applications of Maqāṣid

CATEGORY	DETAILS
Core Competencies	• Demonstrate conceptual knowledge of Maqāṣid al-Sharīʿah. • Interpret relevant Qur'anic and Prophetic evidence concerning the objectives of Sharīʿah. • Analyse the historical development of Maqāṣid theory. • Identify and evaluate the contributions of major Maqāṣid scholars. • Classify and prioritise different categories of Maqāṣid.
Core Values	• Justice (*ʿAdl*) • Mercy (*Raḥmah*) • Public welfare (*Maṣlaḥah*) • Truthfulness (*Ṣidq*) • Trustworthiness (*Amānah*)
Pedagogical Approaches	• Interactive lectures • Qur'anic and Hadith textual analysis • Classical text analysis • Comparative juristic analysis • Case-study method

CATEGORY	DETAILS
Learning Resources	• The Qur'an. • Major Hadith collections. • Classical works on Uṣūl al-Fiqh. • Classical works on Maqāṣid al-Sharīʿah. • Selected writings of al-Ghazālī, al-Shāṭibī, Ibn Taymiyyah, Ibn al-Qayyim, and Ibn ʿĀshūr.
Assessment Methods	• Class Tests/Quizzes • Individual Assignment • Seminar Presentation • Maqāṣid Case Analysis • Assess competing interests and harms, and formulate a reasoned conclusion.

REFERENCES AND FURTHER READING

Al-Ghazālī, A. Ḥ. (1993). *Al-Mustaṣfā min ʿilm al-uṣūl*. Dār al-Kutub al-ʿIlmiyyah.

Al-Shāṭibī, I. (1997). *Al-Muwāfaqāt*. Dār Ibn ʿAffān.

Ibn ʿĀshūr, M. al-Ṭ. (2006). *Treatise on Maqāṣid al-Sharīʿah* (M. El-Tahir El-Mesawi, Trans.). International Institute of Islamic Thought.

Ibn al-Qayyim, M. (1991). *Iʿlām al-muwaqqiʿīn ʿan Rabb al-ʿālamīn*. Dār al-Kutub al-ʿIlmiyyah.

Al-ʿIzz ibn ʿAbd al-Salām. (1991). *Qawāʿid al-aḥkām fī maṣāliḥ al-anām*. Dār al-Kutub al-ʿIlmiyyah.

Auda, J. (2008). *Maqāṣid al-Sharīʿah: A*

ISS 514 Ideas and Institutions of Islamic Education

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course covers major ideas and institutions of Islamic education. A study of the principles and development of Islamic education. The educational philosophies of prominent Muslim scholars such as al-Mawardi, al-Ghazzali, al-Khadib alBaghdadi, ibn-Sayyidin Nasi, Ibn Abdil Bar, Ibn Khaldun, Ibn Taimiyyah and host of others. The

evolution of Islamic education institutions. The role of Awqaf (endowments) in supporting and advancing Islamic education.

RELEVANCE STATEMENT

Islamic education has played a central role in shaping Muslim civilisation through the transmission of knowledge, moral values, and intellectual traditions. This course provides students with an understanding of the principles, philosophies, institutions, and historical development of Islamic education. It also examines the educational contributions of renowned Muslim scholars and the role of **Awqaf (Islamic endowments)** in sustaining educational development. The course equips students with the knowledge and skills to appreciate Islamic educational heritage and apply its principles to contemporary challenges.

COURSE OBJECTIVES

The objectives of this course are to:

1. Introduce the concepts, principles and historical development of Islamic education;
2. Examine the major ideas, theories and philosophies of Islamic education;
3. Analyse the educational contributions of prominent Muslim scholars;
4. Explain the evolution, organisation and functions of Islamic educational institutions;
5. Evaluate the role of Awqaf in supporting and advancing Islamic education; and
6. Relate the principles of Islamic education to contemporary educational practice and development.

LEARNING OUTCOMES

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

1. Explain the major ideas and theories of Islamic education;
2. Examine the educational philosophies and contributions of leading Muslim scholars;
3. Describe the evolution, development and functions of Islamic educational institutions; and
4. Evaluate the role of Awqaf (endowments) in the promotion and developments of Islamic education.

COURSE CONTENT

- Foundations of Islamic Education
- Major Ideas and Theories of Islamic Education

- Educational Philosophies of Muslim Scholars: Al-Māwardī, Al-Ghazālī, Al-Khaṭīb al-Baghdādī, Ibn Sayyid al-Nās, Ibn ‘Abd al-Barr, Ibn Khaldūn, Ibn Taymiyyah and Contributions of other notable Muslim educational thinkers
- Evolution of Islamic Educational Institutions
- Awqaf and Educational Development
- Contemporary Issues in Islamic Education

CATEGORY	DETAILS
Core Competencies	• Critical thinking and analytical reasoning • Historical and philosophical analysis • Research and academic writing • Communication and presentation skills • Ethical decision-making
Core Values	• Taqwa (God-consciousness) • Integrity (Amanah) • Justice (‘Adl) • Excellence (Iḥsān) • Respect for knowledge and scholarship
Pedagogical Approaches	• Learner-centred and participatory teaching strategies • Interactive lectures • Seminar presentations • Case study analysis • Group discussions
Learning Resources	• Classical Islamic educational literature • Books on Islamic philosophy and educational thought • Academic journals in Islamic education • Digital Islamic libraries • Learning Management Systems (LMS)

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment (Assignments, Quizzes and Class Participation) • Seminar Presentation • Mid-Semester Test • Research Assignment/Project • Final Examination

REFERENCES AND FURTHER READING

Al-Attas, S. M. N. (1991). *The Concept of Education in Islam*. International Institute of Islamic Thought and Civilization (ISTAC).

Al-Abrashī, M. A. (1974). *The Spirit of Islamic Education*. Dar al-Fikr.

Al-Ghazālī. (2005). *Iḥyā' 'Ulūm al-Dīn* (selected sections on knowledge and education). Islamic Texts Society.

Ashraf, S. A., & Husain, S. S. (1979). *Crisis in Muslim Education*. Hodder and Stoughton.

Halstead, J. M. (2004). *An Islamic Concept of Education*.

ISS 515 The Spread of ISLAM in Nigeria

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory | **LECTURE HOURS** 45 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides an advanced historical and analytical study of the introduction, expansion, consolidation and transformation of Islam in the geographical area now known as Nigeria. The course examines the various factors, processes, personalities, institutions and historical circumstances that contributed to the spread and development of Islam among the diverse peoples and societies of Nigeria.

The course traces the earliest contacts between Muslim traders, scholars and communities and the peoples of the ancient West African states, with particular attention to the trans-Saharan trade networks and their relationship with the development of Muslim communities. It examines the growth of Islam in Kanem-Borno, Hausaland, the Middle Belt, Yorubaland, Nupe, Ilorin, and other parts of present-day Nigeria.

Particular emphasis is placed on the roles of trade, migration, scholarship, Qur'anic education, Muslim clerics, rulers, Sufi networks, diplomacy, intermarriage and indigenous agency in the process of Islamisation. The course also examines the nineteenth-century Islamic reform movements, particularly the Sokoto Jihad and the emergence of the Sokoto Caliphate, as well as the spread of Islam in southern Nigeria.

The course further explores colonial encounters, missionary activities, the development of Islamic organisations and educational institutions, post-independence Islamic movements, contemporary Islamic scholarship and the changing character of Islam in Nigeria.

Rather than presenting the spread of Islam as a single event or a purely military process, the course encourages students to understand Islamisation as a complex, gradual and regionally diverse historical process involving religious, intellectual, political, economic and social factors.

RELEVANCE STATEMENT

Islam is one of the major religious traditions in Nigeria and has played a significant role in the country's history, culture, education, politics, intellectual development and social institutions. Understanding how Islam spread across different Nigerian societies is therefore essential for students of Islamic Studies, History, Religious Studies and related disciplines.

The course is particularly relevant because it enables students to critically examine the historical processes through which Islam interacted with indigenous cultures and political systems. It helps students understand the diversity of Muslim experiences in Nigeria and the distinct historical trajectories of regions such as Borno, Hausaland, Yorubaland, Nupe and other areas.

The course also provides students with the ability to distinguish between historical evidence, religious narratives, oral traditions and later interpretations, thereby developing a balanced and academically responsible understanding of Nigerian Islamic history.

In contemporary Nigeria, where religion continues to influence social relations and public discourse, knowledge of the historical development of Islam can contribute to greater intellectual understanding, religious literacy, interfaith awareness and responsible citizenship.

COURSE OBJECTIVES

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

1. Explain the geographical and historical context of pre-Islamic Nigeria.

2. Examine the earliest contacts between Islam and the peoples of the Nigerian region.
3. Analyse the role of trans-Saharan trade in the spread of Islam.
4. Examine the development of Islam in Kanem-Borno.
5. Discuss the emergence and development of Islam in Hausaland.
6. Examine the role of Muslim scholars and merchants in Islamisation.
7. Analyse the contribution of rulers and political institutions to the development of Islam.
8. Examine the role of Qur'anic schools and Islamic scholarship.
9. Discuss the spread of Islam among the Yoruba and other southern Nigerian peoples.
10. Examine the development of Islam in Nupe, Ilorin and neighbouring regions.
11. Analyse the role of Sufi orders and networks in Islamic expansion.
12. Examine the nineteenth-century Islamic reform movements.
13. Analyse the causes, development and consequences of the Sokoto Jihad.
14. Examine the emergence and development of the Sokoto Caliphate.
15. Analyse the colonial encounter with Muslim communities and institutions.
16. Examine the development of Islamic education during and after colonial rule.
17. Discuss post-independence Islamic organisations and movements.
18. Examine contemporary trends in Nigerian Islam.
19. Evaluate historical sources relating to the spread of Islam in Nigeria.
20. Conduct independent research into selected aspects of Nigerian Islamic history.

LEARNING OUTCOMES

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

1. Identify the major geographical regions associated with the spread of Islam in Nigeria.
2. Explain the historical circumstances surrounding the arrival of Islam.
3. Describe the major routes through which Islam entered and expanded in the Nigerian region.
4. Analyse the roles of trade, migration, scholarship and political relationships.
5. Explain the development of Islam in Kanem-Borno.
6. Discuss the Islamisation of Hausaland.
7. Analyse the contributions of major Muslim scholars and rulers.
8. Explain the role of Qur'anic and Islamic education in Islamic expansion.

9. Analyse the development of Islam in Yorubaland, Ilorin and Nupe.
10. Evaluate the contribution of Sufi networks and religious scholars.
11. Explain the historical significance of the Sokoto Jihad and Sokoto Caliphate.
12. Assess the effects of colonialism on Islamic institutions.
13. Compare the historical development of Islam in northern and southern Nigeria.
14. Critically evaluate primary and secondary sources relating to Nigerian Islamic history.
15. Conduct historical research using appropriate academic methods.
16. Present balanced and evidence-based arguments concerning the spread of Islam in Nigeria.

COURSE CONTENT

- Nigeria before the Spread of Islam
- Early Muslim Contacts with the Nigerian Region
- The spread of Islam in Kanem-Borno
- The Spread of Islam in Hausaland
- Muslim Scholars and Agents of Islamisation
- Islamic Education and the Spread of Islam
- Islam in Nupe and the Middle Belt
- The Spread of Islam in Yorubaland
- Ilorin and Its Islamic Heritage
- The Nineteenth-Century Reform Movements
- The Sokoto Caliphate and the Expansion of Islam
- Islam in Southern Nigeria
- Colonialism and Islam in Nigeria
- Post-Independence and Contemporary Islam in Nigeria

CATEGORY	DETAILS
Core Competencies	• Historical Knowledge Competences • Historical Analysis Competences • Source-Criticism Competences • Research Competence • Comparative Competences

CATEGORY	DETAILS
Core Values	• Historical consciousness • Respect for diversity • Religious literacy • Intellectual honesty • Objectivity
Pedagogical Approaches	• Interactive Lectures • Source-Based Learning. • Historical Case Studies • Case-Based Learning • Group Discussions
Learning Resources	• The Qur'ān. • Hadith collections. • Arabic chronicles. • Biographical dictionaries. • Historical manuscripts.
Assessment Methods	• Attendance & Class Participation • Quizzes/Short Tests • Individual Assignment 1. Group Seminar Presentation • Entrepreneurial/Research Project

REFERENCES AND FURTHER READING

Trimingham, J. Spencer. *A History of Islam in West Africa*. Oxford University Press.

Hiskett, Mervyn**.** *The Development of Islam in West Africa*. Longman.

Levtzion, Nehemia, and Randall L. Pouwels (eds.). *The History of Islam in Africa*. Ohio University Press.

Levtzion, Nehemia**.** *Ancient Ghana and Mali*. Methuen.

Clarke, Peter B. *West Africa and Islam*. Edward Arnold.

Trimingham, J. Spencer**.** *Islam in West Africa*. Oxford University Press.

Second Semester

ISS 521 FIQH of Contemporary Issues

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the principles, methodologies, and applications of Islamic jurisprudence in addressing emerging issues and challenges in modern society. The course examines how Islamic legal principles derived from the Qur'an, Sunnah, Ijmāʿ, Qiyās and other recognised sources of Islamic law can be applied to situations that were not explicitly addressed in the classical juristic literature.

The course explores contemporary questions relating to finance, medicine, technology, artificial intelligence, bioethics, family and social relations, governance, the environment, food and consumption, media, and other developments affecting Muslim individuals and communities. Emphasis is placed on *maqāṣid al-sharīʿah*, *qawāʿid fiqhiyyah* (legal maxims), *ijtihād*, *fatwā*, and the role of qualified scholars and contemporary fiqh academies in developing appropriate Islamic legal responses.

RELEVANCE STATEMENT

The rapid development of science, technology, medicine, economics and social structures has generated numerous issues for which direct rulings may not be readily found in classical Islamic legal texts. This makes the study of contemporary Islamic jurisprudence particularly relevant to students of Islamic Studies.

ISS 521 equips students with the intellectual and methodological tools required to understand how Islamic law responds to changing circumstances while remaining faithful to its fundamental sources and objectives. The course enables students to critically examine contemporary issues from an Islamic legal perspective rather than relying on assumptions, cultural practices or uninformed opinions.

The course is particularly relevant to students preparing for careers in Islamic education, research, da'wah, community leadership, counselling, journalism, public administration and other fields where knowledge of contemporary Islamic legal questions is valuable.

COURSE OBJECTIVES

At the end of the course, the course should enable students to:

1. Explain the meaning, scope and significance of contemporary *fiqh*.
2. Examine the sources and methodological foundations of Islamic jurisprudence.
3. Explain the concept and conditions of *ijtihād* in addressing emerging issues.
4. Examine the role of *maqāṣid al-sharīʿah* in contemporary legal reasoning.
5. Apply relevant *qawāʿid fiqhiyyah* to contemporary problems.
6. Analyse contemporary issues using Qur'anic, Prophetic and juristic evidence.
7. Examine contemporary developments in Islamic finance and their legal implications.
8. Discuss contemporary medical and bioethical questions from an Islamic perspective.
9. Examine the Islamic legal dimensions of modern technology, artificial intelligence and digital communication.
10. Evaluate contemporary social, family, environmental and economic issues using appropriate Islamic legal methodologies.
11. Distinguish between legitimate scholarly disagreement and uninformed religious opinion.
12. Develop the ability to conduct basic research into contemporary Islamic legal questions.

LEARNING OUTCOMES

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

1. Define contemporary *fiqh* and explain its importance.
2. Identify the major sources and principles used in Islamic legal reasoning.
3. Explain the relationship between *Shariah*, *fiqh*, *fatwā*, *ijtihād* and *maqāṣid al-sharīʿah*.

4. Apply selected Islamic legal maxims to contemporary situations.
5. Analyse modern financial, medical, technological and social issues from an Islamic jurisprudential perspective.
6. Evaluate different scholarly positions on disputed contemporary issues.
7. Differentiate between established rulings and issues requiring further *ijtihād*.
8. Use relevant Qur'anic verses, Prophetic traditions and juristic principles in analysing contemporary problems.
9. Critically assess contemporary fatwas and resolutions issued by recognised Islamic scholarly bodies.
10. Conduct basic academic research on contemporary Islamic legal issues.
11. Present reasoned Islamic legal arguments orally and in writing.
12. Demonstrate intellectual balance, respect for legitimate scholarly disagreement and awareness of the objectives of Islamic law.

COURSE CONTENT

- Introduction to Fiqh of Contemporary Issues
- Sources and Methodologies of Contemporary Islamic Jurisprudence
- Maqāṣid al-Sharīʿah and Contemporary Fiqh
- Islamic Legal Maxims
- Contemporary Issues in Islamic Finance
- Contemporary Medical and Bioethical Issues
- Islamic Perspectives on Technology, Artificial Intelligence, Digital Media and Social Media
- Contemporary Family and Social Issues
- Food, Medicine and Consumption
- Environment and Public Issues
- Contemporary Governance and Social Relations
- Contemporary Fatwa and Fiqh Institutions
- Case Studies and Application

CATEGORY	DETAILS
Core Competencies	• Knowledge Competence • Identify the legal dimensions of emerging issues • Compare different scholarly positions • Analyse evidence and legal reasoning • Locate relevant Qur'anic, Hadith and juristic sources
Core Values	• Faithfulness to revelation • Justice (*ʿadl*) • Knowledge • Wisdom (*ḥikmah*) • Moderation (*wasatiyyah*)
Pedagogical Approaches	• Interactive Lectures • Close reading and analysis of selected Qur'anic verses, Hadith, classical juristic texts and contemporary resolutions. • Case-Based Learning • Problem-Based Learning • Seminar Presentations • Group Discussions
Learning Resources	• The Qur'an. • Authentic collections of Hadith. • Classical works of *uṣūl al-fiqh*. • Classical works of *qawāʿid fiqhiyyah*. • Contemporary fiqh resolutions and fatwas.
Assessment Methods	• Short-answer and objective quizzes. • Analysis of selected contemporary fiqh cases. • Student presentations. • Comparative analysis of scholarly opinions. • Written research assignment.

REFERENCES AND FURTHER READING

Al-Zuḥaylī, Wahbah. *Uṣūl al-Fiqh al-Islāmī*. Damascus: Dār al-Fikr.

Al-Zuḥaylī, Wahbah. *Al-Fiqh al-Islāmī wa Adillatuhu*. Damascus: Dār al-Fikr.

Al-Qaraḍāwī, Yūsuf. *Al-Ijtihād fī al-Sharīʿah al-Islāmiyyah*. Cairo: Dār al-Qalam.

Al-Qaraḍāwī, Yūsuf. *Fiqh al-Nawāzil: Dirāsah Jadīdah fī Fiqh al-Wāqiʿ*. Cairo.

Al-Khādimī, Nūr al-Dīn. *ʿIlm al-Maqāṣid al-Sharʿiyyah*. Riyadh.

Al-Shāṭibī, Abū Isḥāq. *Al-Muwāfaqāt fī Uṣūl al-Sharīʿah*.

ISS 522 The Contribution of West African Scholars to the Study of ISLAM

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

The course traces the introduction of Islam into West Africa and examines the scholarly contributions of major West African Ulama from the medieval empires to the Sokoto Caliphate and colonial/post-colonial periods.

RELEVANCE STATEMENT

This course is relevant for decolonising Islamic knowledge and fostering pride in African Islamic heritage. It highlights indigenous scholarship relevant to the NCE teacher teaching in a West African environment.

COURSE OBJECTIVES

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

1. Discuss the trends of scholarship in Africa;
2. Recognise the contributions of scholars to the development of Islamic scholarship;
3. Analyse the historical data of the establishment of formal institutions;
4. Evaluate the challenges that Islamic scholarship encountered during the colonial and post-colonial rules.

LEARNING OUTCOMES

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

1. **Define** the nature, scope, and significance of Islamic scholarship in West Africa.

2. **Identify** major West African Muslim scholars and intellectual centres associated with the study and dissemination of Islam.
3. **Trace** the historical development of Islamic scholarship in West Africa from the pre-colonial period to the contemporary era.
4. **Examine** the contributions of West African scholars to Qur'anic studies, Hadith, Tafsīr, Fiqh, ʿAqīdah, Sīrah, Arabic literature, and Islamic education.
5. **Analyse** the intellectual contributions of scholars associated with major centres such as **Timbuktu, Gao, Agadez, Kano, Katsina, Sokoto, and other centres of Islamic learning.**
6. **Assess** the contributions of selected scholars such as **Aḥmad Bābā al-Timbuktī, ʿUthmān ibn Fūdī, ʿAbdullāh ibn Fūdī, Muḥammad Bello, Nana Asma'u**, and other West African scholars.
7. **Analyse** the influence of West African Islamic scholarship on Muslim communities, educational institutions, and intellectual development.
8. **Construct** evidence-based arguments on the significance and continuing relevance of West African scholarship to contemporary Islamic Studies.

COURSE CONTENT

- The introduction of Islam into West Africa
- The Kunta Ulama
- Shaykh Muhammad bn Abdulkarim al-Maghili
- Abdullahi Suka, Dan Marina and Dan Masani
- The Borno Ulama, Shaykh Muhammad Abd al-Rahman al-Barnawi, Shaykh Tahir Fairamma etc. The rise of Shaykh Uthman bn Fudi and His School.
- Shaykh Umar al-Futi and Shaykh Ahmad al-Bakka'i etc. Islamic scholarship in West Africa under colonial rule.
- Islamic scholarship in West Africa during the post-colonial rule
- Islamic scholarship in formal institutions

CATEGORY	DETAILS
Core Competencies	• **Historical Competence** • **Scholarly Identification Competence** • **Biographical Competence** • **Textual Analysis Competence** • **Manuscript Studies Competence**

CATEGORY	DETAILS
Core Values	• **ʿIlm (Knowledge)** • **Amānah (Trustworthiness Ṣidq (Truthfulness) intellectual Integrity respect for Islamic Heritage**
Pedagogical Approaches	• **Interactive Lectures** • **Textual Analysis** • **Historical-Contextual Approach** • **Biographical Study** • **Comparative Approach**
Learning Resources	• Qur'an and major Hadith collection • Original Arabic writings of West African Muslim scholars. • Works of **Aḥmad Bābā al-Timbuktī** • Works of ʿ**Uthmān ibn Fūdī**.Works of ʿ**Abdullāh ibn Fūdī**.
Assessment Methods	• Attendance & Class Participation • Quizzes/Short Tests • Individual Assignment • Group Seminar Presentation • Mid-Semester Test

REFERENCES AND FURTHER READING

Hunwick, J. O. (1995). *Arabic literature of Africa: Volume 2, The writings of Central Sudanic Africa*. Brill.

Hunwick, J. O., & O'Fahey, R. S. (Eds.). (1995–2003). *Arabic literature of Africa*. Brill.

Hiskett, M. (1984). *The development of Islam in West Africa*. Longman.

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Levtzion, N., & Pouwels, R. L. (Eds.). (2000). *The history of Islam in Africa*. Ohio University Press.

Trimingham, J. S. (1962). *A history of Islam in West Africa*. Oxford University Press.

ISS 523 The Dignity of Labour and Entrepreneurship in the Life and Teachings of Early Muslim Scholars and Educators

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines the Islamic conception of the dignity, value and ethics of labour, with particular emphasis on the lives, teachings and socioeconomic practices of early Muslim scholars, educators and intellectuals. The course explores the Islamic perspective on work as a legitimate means of livelihood, personal dignity, social responsibility and contribution to human welfare.

It examines Qur'anic and Prophetic teachings concerning lawful earning, productivity, professional excellence, self-reliance, entrepreneurship, trade and economic responsibility. Particular attention is given to the lives of early Muslim scholars and educators who combined intellectual and religious pursuits with occupations such as trade, agriculture, craftsmanship, teaching, writing, medicine and other productive activities.

The course further examines the relationship between knowledge and economic productivity, the ethics of entrepreneurship, Islamic commercial values, *ḥalāl* earnings, trustworthiness, fairness, innovation, risk-taking and social responsibility. It also considers the contributions of Muslim entrepreneurs, scholars and educational institutions to economic and social development.

The course concludes by examining the relevance of these principles to contemporary entrepreneurship, graduate employability, self-reliance, youth development and sustainable socioeconomic development.

RELEVANCE STATEMENT

In contemporary society, unemployment, underemployment, economic dependency and inadequate entrepreneurial opportunities constitute significant challenges, particularly among young people. Islamic teachings provide a positive conception of lawful work, productive effort, entrepreneurship and economic responsibility.

Studying the lives of early Muslim scholars and educators demonstrates that intellectual and spiritual pursuits were not necessarily separated from productive economic activity. Many Muslim scholars engaged in trade, agriculture, craftsmanship, medicine, teaching, book production and other occupations while contributing to intellectual and religious life.

ISS 523 is therefore relevant because it enables students to understand work not merely as a means of obtaining income, but also as an avenue for dignity, self-reliance, service to society and fulfilment of ethical responsibility. It equips students with Islamic ethical principles that can guide entrepreneurial activity and professional conduct in contemporary society.

The course also contributes to the development of an entrepreneurial mindset among students by connecting Islamic teachings on lawful earning, innovation, responsibility and social welfare with contemporary economic realities.

COURSE OBJECTIVES

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

1. Explain the Islamic conception of labour, work and entrepreneurship.
2. Examine Qur'anic teachings concerning work, earning and economic responsibility.
3. Examine Prophetic teachings concerning lawful livelihood and productive effort.
4. Explain the dignity accorded to lawful labour in Islam.
5. Examine the relationship between work, worship and social responsibility.
6. Identify early Muslim scholars and educators who engaged in productive occupations.
7. Examine the economic and professional activities of selected Muslim scholars.
8. Analyse the entrepreneurial practices of early Muslim merchants and businesspeople.
9. Explain Islamic ethical principles governing trade and entrepreneurship.
10. Examine the importance of honesty, trustworthiness and fairness in economic activities.
11. Discuss the prohibition of exploitation, fraud, deception, *ribā* and unjust enrichment.
12. Examine the role of education and knowledge in economic empowerment.
13. Analyse the relationship between scholarship, teaching and economic self-reliance.
14. Examine the contribution of Muslim entrepreneurs and institutions to social development.
15. Apply Islamic principles of ethical entrepreneurship to contemporary socioeconomic challenges.
16. Develop an entrepreneurial and productive mindset informed by Islamic values.

LEARNING OUTCOMES

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

1. Define labour, entrepreneurship, livelihood and economic dignity from an Islamic perspective.
2. Explain Qur'anic and Prophetic teachings on lawful work and earning.
3. Discuss the dignity and religious significance of lawful labour.
4. Identify examples of early Muslim scholars who combined scholarship with productive occupations.
5. Analyse the professional and economic activities of selected early Muslim scholars.
6. Explain Islamic principles governing entrepreneurship and commercial transactions.
7. Distinguish between lawful and unlawful forms of economic activity.
8. Evaluate business practices according to Islamic ethical principles.
9. Explain the importance of honesty, trust, justice and transparency in business.
10. Analyse the relationship between education, skills and economic empowerment.
11. Discuss the role of *waqf*, *zakāh* and charitable institutions in socioeconomic development.
12. Evaluate contemporary entrepreneurial practices from an Islamic perspective.
13. Develop basic entrepreneurial ideas consistent with Islamic ethical principles.
14. Demonstrate professional responsibility, integrity and respect for productive labour.
15. Conduct basic research into the economic lives and teachings of Muslim scholars.

COURSE CONTENT

- Introduction to Labour and Entrepreneurship in Islam
- Qur'anic Foundations of Labour and Economic Activity
- Prophetic Teachings on Work and Livelihood
- Dignity of Labour in Islamic Thought
- Entrepreneurship in the Early Muslim Community
- **Early Muslim Scholars and Their Professions:** Imām Abū Ḥanīfah; Imām Mālik ibn Anas; Imām al-Shāfiʿī; Imām Aḥmad ibn Ḥanbal; Al-Bukhārī; Ibn Khaldūn
- Muslim Scholars, Educators and Professional Occupations
- Islamic Ethics of Entrepreneurship
- Prohibited Economic Practice
- Islamic Commercial Institutions
- Knowledge, Education and Economic Empowerment
- Waqf, Zakāh and Social Entrepreneurship

- Women, Labour and Entrepreneurship in Islamic History
- Contemporary Entrepreneurship and Islamic Values
- Labour, Entrepreneurship and Contemporary Development

CATEGORY	DETAILS
Core Competencies	• Historical Competences • Knowledge Competences • Entrepreneurial Competences • Ethical Competence • Research Competences
Core Values	• Dignity of lawful labour • Self-reliance • Honesty (*ṣidq*) • Trustworthiness (*amānah*) • Justice (*ʿadl*)
Pedagogical Approaches	• Interactive Lectures • Primary Source Analysis. • Biographical Learning • Case-Based Learning • Group Discussions
Learning Resources	• The Qur'ān. • Ṣaḥīḥ al-Bukhārī & Ṣaḥīḥ Muslim • Classical works of Islamic jurisprudence. • Classical works on Islamic ethics. • Biographical dictionaries of Muslim scholars.

CATEGORY	DETAILS
Assessment Methods	Attendance & Class Participation
	Quizzes/Short Tests
	Individual Assignment
	Group Seminar Presentation
	Mid-Semester Test
	Entrepreneurial/Research Project
	Final Examination

REFERENCES AND FURTHER READING

The Qur'ān – particularly passages relating to work, trade, wealth, contracts, justice and charity.

Al-Bukhārī, Muḥammad ibn Ismāʿīl**.** *Ṣaḥīḥ al-Bukhārī* – Books relating to sales, partnerships, hiring, agriculture and business transactions.

Muslim ibn al-Ḥajjāj**.** *Ṣaḥīḥ Muslim* – relevant chapters on commerce, earning and social responsibility.

Al-Nawawī, Yaḥyā ibn Sharaf**.** *Riyāḍ al-Ṣāliḥīn* – sections on work, honesty, trustworthiness, earning and social conduct.

Al-Ghazālī, Abū Ḥāmid**.** *Iḥyāʾ ʿUlūm al-Dīn* – especially sections on lawful earning, business ethics and social conduct.

Ibn Khaldūn, ʿAbd al-Raḥmān**.** *Al-Muqaddimah* (*The Muqaddimah: An Introduction to History*). – Particularly the discussions of labour, production, livelihood, trade, taxation and economic development.

Al-Māwardī, Abū al-Ḥasan**.** *Al-Aḥkām al-Sulṭāniyyah*. – Relevant sections on governance, markets and economic administration.

.

ISS 524 Islamic Law of MĪRĀTH (INHERITANCE)

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the principles, sources, rules, and practical application of Islamic law of inheritance (*ʿilm al-farāʾiḍ*). It examines the Qur'anic, Prophetic, and juristic foundations governing the distribution of the estate of a deceased Muslim among eligible heirs. Particular attention is given to the Islamic concept of inheritance, its objectives, conditions, impediments, categories of heirs, prescribed shares, residuary heirs, exclusion, and methods of calculating inheritance.

The course examines the major Qur'anic provisions on inheritance, particularly those contained in **Sūrat al-Nisāʾ (4:7, 4:11, 4:12 and 4:176)**, together with relevant Prophetic traditions and the contributions of classical Muslim jurists. Students are introduced to the technical terminology and computational principles of *ʿilm al-farāʾiḍ*, including *aṣḥāb al-furūḍ* (sharers), *ʿaṣabah* (residuaries), *ḥajb* (exclusion), *ʿawl* (proportional reduction), *radd* (return), *taṣḥīḥ* (correction of shares), and related concepts.

The course provides extensive practical training in solving inheritance problems involving spouses, parents, grandparents, children, siblings, and other eligible heirs. Students also examine the relationship between inheritance and other estate obligations, including funeral expenses, debts, bequests (*waṣiyyah*), and the settlement of outstanding rights before distribution.

Attention is given to differences among the major Sunni schools of law and selected Shi'i perspectives. Contemporary issues such as inheritance of adopted children, illegitimate children, missing persons, digital assets, joint property, wills, family disputes, women's inheritance rights, modern financial assets, and the application of Islamic inheritance principles within contemporary legal systems are also examined.

The course seeks to develop both theoretical understanding and practical competence so that students can interpret inheritance rules accurately, perform calculations, analyse case studies, and

RELEVANCE STATEMENT

The Islamic law of inheritance is one of the most systematically developed areas of Islamic jurisprudence. Its importance is demonstrated by the detailed Qur'anic provisions governing the shares of various heirs. Understanding *mīrāth* enables students to appreciate the Islamic approach to property distribution, family rights, social justice, financial responsibility, and preservation of wealth.

The course is particularly relevant to students of Islamic Studies because inheritance constitutes an essential component of *Fiqh al-Muʿāmalāt* and Islamic family law. It provides students with knowledge required to understand, interpret, and apply the rules governing the estates of deceased Muslims.

The course is also socially relevant because inheritance disputes can have significant consequences for families and communities. Proper knowledge of Islamic inheritance principles can contribute to equitable distribution of estates, prevention of injustice, protection of vulnerable heirs, and peaceful settlement of family disputes.

In the Nigerian context, the course is particularly relevant to Muslim communities where questions concerning inheritance frequently intersect with Islamic jurisprudence, customary practices, family structures, statutory law, and contemporary property arrangements. It enables students to identify differences between Islamic inheritance rules and cultural practices and to promote informed and responsible approaches to estate administration.

For prospective teachers, researchers, community educators, Islamic legal advisers, and graduates of Islamic Studies, the course develops the knowledge and practical skills required to explain inheritance principles accurately and responsibly.

COURSE OBJECTIVES

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

1. Understand the meaning, nature, sources, and significance of Islamic inheritance law;
2. Examine the Qur'anic and Prophetic foundations of *mīrāth*;
3. Identify the conditions governing succession to the estate of a deceased person;
4. Classify heirs into prescribed sharers, residuaries, and other categories;
5. Explain the prescribed shares of major categories of heirs;
6. Examine the principles of exclusion (*ḥajb*) and priority among heirs;
7. Apply the principles of *ʿawl*, *radd*, and other methods of adjusting inheritance shares;

8. Calculate inheritance shares in simple and complex cases;
9. Examine the relationship between inheritance, debts, funeral expenses, and bequests;
10. Compare selected juristic opinions on inheritance issues;
11. Analyse contemporary inheritance problems from an Islamic jurisprudential perspective; and
12. Develop competence in presenting appropriate solutions to practical inheritance cases.

LEARNING OUTCOMES

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

1. **Define** *mīrāth, farāʾiḍ, tarikah,* and other fundamental inheritance terminology;
2. **Identify** the principal Qur'anic verses and Prophetic traditions relating to inheritance;
3. **Explain** the conditions, causes, and impediments of inheritance;
4. **Classify** heirs according to their prescribed shares and residuary status;
5. **Determine** the prescribed shares of eligible heirs;
6. **Apply** the principles of *ḥajb, ʿawl*, *radd*, and *taṣḥīḥ* in inheritance calculations;
7. **Calculate** the shares of heirs in straightforward and complex inheritance cases;
8. **Analyse** the relationship between debts, bequests, and inheritance distribution;
9. **Compare** selected positions of the major schools of Islamic jurisprudence on inheritance;
10. **Evaluate** contemporary inheritance practices in relation to Islamic legal principles;
11. **Solve** practical inheritance case studies accurately; and
12. **Communicate** Islamic inheritance principles clearly and responsibly to individuals and communities.

COURSE CONTENT

- Introduction to Islamic Inheritance Law
- Estate and Succession
- Causes, Conditions and impediments of Inheritance
- Categories of Heirs
- Prescribed Shares
- Residuary Heirs ('Asabah)
- Exclusion (Hajb) and Its Principles
- Special Problems in Inheritance

- Practical Calculation of Inheritance
- Inheritance and Wasiyyah (Bequest)
- Comparative and Contemporary Issues
- Islamic Inheritance in Contemporary Society

CATEGORY	DETAILS
Core Competencies	• Jurisprudential Competence • Computational Competence • Analytical Competence • Problem-Solving Competence • Research Competences
Core Values	• **Justice (***ʿAdl***)** • **Equity** • **Trustworthiness (***Amānah family Responsibility 5. Transparency)*
Pedagogical Approaches	• Interactive lectures • Qur'anic textual analysis • Hadith analysis • Classical Fiqh text study • Step-by-step inheritance calculations
Learning Resources	• The Qur'an, particularly Sūrat al-Nisāʾ 4:7, 4:11, 4:12 and 4:176 • Ṣaḥīḥ al-Bukhārī, Ṣaḥīḥ Muslim, Sunan Abīu Dāwūd, Jāmiʿ al-Tirmidhī and Sunan al-Nasāī • Relevant classical works of *farāʾiḍ* • *Al-Sirājiyyah* in Islamic inheritance jurisprudence • *Al-Raḥbiyyah* in *ʿilm al-farāʾiḍ*

CATEGORY	DETAILS
Assessment Methods	1. objective questions; 2. short-answer questions; • Qur'anic and Hadith interpretation; • terminology tests; • Inheritance calculation exercises;

REFERENCES AND FURTHER READING

Al-Sābūnī, M. A. (1989). *Al-mawārīth fī al-sharīʿah al-Islāmiyyah fī ḍawʾ al-kitāb wa al-sunnah*. Dār al-Ṣābūnī.

Al-Raḥbī, M. A. (n.d.). *Matn al-Raḥbiyyah fī ʿilm al-farāʾiḍ*. Various editions.

Ibn Qudāmah, A. A. (n.d.). *Al-Mughnī*. Maktabat al-Qāhirah.

Ibn Rushd, M. A. (1996). *Bidāyat al-mujtahid wa nihāyat al-muqtaṣid*. Dār al-Ḥadīth.

Al-Kāsānī, A. B. (1986). *Badāʾiʿ al-ṣanāʾiʿ fī tartīb al-sharāʾiʿ*. Dār al-Kutub al-ʿIlmiyyah.

Al-Marghīnānī, A. B. (n.d.). *Al-Hidāyah fī sharḥ Bidāyat al-mubtadī*. Dār Iḥyāʾ al-Turāth al-ʿArabī.

ISS 525 AL-UQUD WAL Mu'amilat (Contract)

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces students to the principles, rules, classifications, conditions, and applications of contracts and financial transactions in Islamic jurisprudence (*Fiqh al-Muʿāmalāt*). It examines the Islamic legal and ethical framework governing commercial dealings, contractual relationships, ownership, property, financial obligations, and economic activities.

The course begins with the foundational principles of Islamic commercial jurisprudence, including the concepts of property (*māl*), ownership (*milk*), possession, contractual

capacity, consent, offer and acceptance, consideration, and the objectives of Islamic commercial law. Students examine the essential elements and conditions of valid contracts and the distinction between valid (*ṣaḥīḥ*), defective (*fāsid*), and void (*bāṭil*) transactions.

Major Islamic contracts and transactions are studied, including **bayʿ (sale), ijārah (lease/hire), qarḍ (loan), rahn (pledge), kafālah (guarantee), ḥawālah (transfer of debt), wakālah (agency), shirkah (partnership), muḍārabah (profit-sharing partnership), muzāraʿah (sharecropping), musāqāh (irrigation partnership), salam (forward sale), istiṣnāʿ (manufacturing contract), and juʿālah (reward-based contract).**

The course also examines prohibited commercial practices, including *ribā* (usury/interest), *gharar* (excessive uncertainty), *maysir* (gambling), fraud, deception, monopoly, bribery, and unjust enrichment. Contemporary applications such as Islamic banking, Islamic insurance (*takāful*), e-commerce, digital contracts, electronic payment systems, Islamic microfinance, and contemporary financial products are considered.

Emphasis is placed on the application of Islamic contractual principles to contemporary commercial practices, ethical business conduct, dispute resolution, consumer protection, and responsible economic behaviour.

RELEVANCE STATEMENT

The study of *Al-ʿUqūd wa al-Muʿāmalāt* is important because commercial and contractual transactions constitute an essential part of human social and economic life. Islam provides detailed ethical and legal principles governing commercial relationships, ownership, exchange, debt, partnership, leasing, investment, and financial responsibility.

The course is particularly relevant to students of Islamic Studies because it equips them with knowledge of the Islamic legal framework governing everyday economic activities. It enables students to distinguish lawful (*ḥalāl*) transactions from prohibited (*ḥarām*) practices and to appreciate the ethical foundations of Islamic commercial dealings.

The course is also relevant to contemporary economic life, where conventional and Islamic financial institutions, e-commerce, digital transactions, entrepreneurship, Islamic banking, and investment opportunities are increasingly expanding. Understanding Islamic contractual principles enables students to evaluate contemporary financial practices from an Islamic jurisprudential perspective.

In the Nigerian context, the course provides useful knowledge for understanding Islamic commercial practices among Muslim communities and the development of Islamic finance, ethical entrepreneurship, cooperative ventures, and Shariah-compliant economic

activities. It also prepares graduates who may work as Islamic Studies teachers, researchers, advisers, entrepreneurs, community educators, or professionals within Islamic financial institutions.

COURSE OBJECTIVES

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

1. Understand the meaning, scope, sources, and principles of *Fiqh al-Muʿāmalāt*;
2. Examine the Islamic concept of property, ownership, wealth, and economic rights;
3. Identify the essential elements and conditions of Islamic contracts;
4. Distinguish between valid, defective, and void contracts;
5. Examine the major types of contracts recognised in Islamic jurisprudence;
6. Analyse the rules governing sales, leases, partnerships, loans, guarantees, and other transactions;
7. Examine prohibited commercial practices such as *ribā*, *gharar*, *maysir*, fraud, and deception;
8. Compare different juristic positions on selected contractual and transactional issues;
9. Examine contemporary applications of Islamic commercial contracts;
10. Evaluate contemporary financial and commercial practices from an Islamic legal and ethical perspective; and
11. Apply Islamic contractual principles to practical commercial situations.

LEARNING OUTCOMES

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

1. **Define** *ʿuqūd* and *muʿāmalāt* and explain their significance in Islamic jurisprudence;
2. **Identify** the primary sources and principles governing Islamic commercial transactions;
3. **Describe** the essential elements and conditions of a valid Islamic contract;
4. **Classify** contracts according to their legal nature, purpose, and effects;
5. **Distinguish** between valid, defective, and void contracts;
6. **Analyse** the legal principles governing sales, leases, partnerships, loans, agency, guarantees, and other contracts;
7. **Examine** the Islamic legal and ethical basis for prohibiting *ribā*, *gharar*, *maysir*, fraud, and other unjust practices;
8. **Compare** selected juristic opinions concerning contemporary contractual issues;

9. **Evaluate** contemporary financial and commercial transactions from a Shariah perspective;
10. **Apply** Islamic contractual principles to practical case studies;
11. **Assess** selected Islamic financial products and contemporary business practices; and
12. **Formulate** appropriate Shariah-compliant solutions to selected commercial and contractual problems.

COURSE CONTENT

- Introduction to Fiqh al-Muʿāmalāt
- Islamic Concepts of Property, Ownership, and Wealth
- Concept and Formation of Islamic Contracts
- Validity, Defects, and Termination of Contracts
- Bayʿ – Islamic Law of Sale
- Leasing and Other Exchange Contracts
- Partnerships and Investment Contracts
- Loans, Debts, and Security Contracts
- Agency, Deposits, and Trust-Based Contracts
- Prohibited Transactions in Islam
- Contemporary Islamic Commercial Transactions
- Islamic Contractual Ethics and Contemporary Applications

CATEGORY	DETAILS
Core Competencies	• Explain fundamental principles of *Fiqh al-Muʿāmalāt* • Identify relevant sources of Islamic commercial law • Distinguish different types of Islamic contracts • Explain the legal conditions governing major transactions • Identify the essential components of contracts
Core Values	• **Honesty (*Ṣidq*):** • **Trustworthiness (*Amānah*)** • **Justice (*ʿAdl*)** • **Mutual Consent** • **Transparency**

CATEGORY	DETAILS
Pedagogical Approaches	• Interactive lectures • Guided study of Qur'anic verses and Hadith • Analysis of classical Fiqh texts • Comparative study ofMadhāhib • Case-study analysis
Learning Resources	• The Qur'an • Ṣaḥīḥ al-Bukhārī, Ṣaḥīḥ Muslim, Sunan Abī Dāwūd, Jāmiʿ al Tirmidhī, Sunan al-Nasā'ī, and Sunan Ibn Mājah • Classical works of Islamic jurisprudence • *Bidāyat al-Mujtahid* by Ibn Rushd • *Al-Majmūʿ* by al-Nawawī
Assessment Methods	• Objective tests • Short-answer questions • Essay questions • Qur'anic and Hadith analysis • Fiqh text analysis

REFERENCES AND FURTHER READING

Al-Kāsānī, A. B. (1986). *Badā'iʿ al-ṣanā'iʿ fī tartīb al-sharā'iʿ*. Dār al-Kutub al-ʿIlmiyyah.

Al-Marghīnānī, A. B. (n.d.). *Al-Hidāyah fī sharḥ Bidāyat al-mubtadī*. Dār Iḥyā' al-Turāth al-ʿArabī.

Al-Nawawī, Y. S. (n.d.). *Al-Majmūʿ sharḥ al-Muhadhdhab*. Dār al-Fikr.

Ibn Qudāmah, A. A. (n.d.). *Al-Mughnī*. Maktabat al-Qāhirah.

Ibn Rushd, M. A. (1996). *Bidāyat al-mujtahid wa nihāyat al-muqtaṣid*. Dār al-Ḥadīth.

Al-Sarakhsī, M. A. (n.d.). *Al-Mabsūṭ*. Dār al-Maʿrifah.

ISS 526 Islamic Literature in Vernacular

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines the importance, scope, types and challenges of Islamic literature produced in Nigerian indigenous languages using Ajami and Latin scripts, with reference to major works and centres.

RELEVANCE STATEMENT

Highly relevant for grassroots da'wah and effective teaching in Nigerian local communities. It promotes the development of Islamic knowledge in mother tongues and preservation of Ajami heritage.

COURSE OBJECTIVES

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

1. Appreciate the significance of producing Islamic literature in indigenous languages;
2. Explain the scope, types, and relevance of Islamic literature in vernacular to Nigerian society;
3. Critically analyse challenges facing the production of Islamic literature in vernacular in Nigeria;
4. Examine some outstanding Islamic works produced by Nigerian scholars in vernacular.

LEARNING OUTCOMES

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

1. Explain the meaning, scope, characteristics, and historical development of Islamic literature in Nigerian indigenous languages.
2. Identify major forms and genres of Islamic literature produced in Hausa, Yoruba, Fulfulde, Kanuri, Nupe, and other Nigerian indigenous languages.
3. Discuss the contributions of Muslim scholars, poets, authors, translators, and educators to the development of indigenous Islamic literature in Nigeria.
4. Examine the influence of Arabic and Islamic literary traditions on Nigerian indigenous-language literature.

5. Analyse selected Islamic literary works in Nigerian indigenous languages in terms of their themes, language, style, structure, and religious messages.
6. Interpret Islamic concepts, values, and teachings expressed through indigenous-language poetry, prose, sermons, narratives, and didactic literature.
7. Compare the literary characteristics of selected Islamic works written in different Nigerian indigenous languages.
8. Evaluate the role of indigenous-language Islamic literature in preserving Islamic knowledge, culture, history, and identity.
9. Demonstrate competence in translating selected Islamic literary passages between Arabic, English, and an appropriate Nigerian indigenous language.
10. Assess the contribution of Islamic literature in indigenous languages to Islamic education, daʿwah, moral development, and community enlightenment.
11. Critically examine contemporary challenges affecting the production, preservation, publication, and transmission of indigenous Islamic literature in Nigeria.
12. Produce a short critical review, translation, or creative literary work based on selected indigenous Islamic literature.

COURSE CONTENT

- The imperative of producing Islamic works in Nigerian languages
- Selected works on Islamic literature in vernacular
- **Its scope:** e.g. devotional, spiritual, social, economic, political
- **Its types:** original and translation
- Importance and relevance to daily life situations
- Libraries and research centres with focus on Islamic literature in vernacular
- Challenges facing Islamic literature in vernacular and solutions
- The role of Ajami script and the development of Hausa, Yoruba, and Fulfulde Islamic literature

CATEGORY	DETAILS
Core Competencies	• Historical Competences • Language competence • Translation competence • Critical-thinking competence • Research competence

CATEGORY	DETAILS
Core Values	• Faith and God-consciousness (Taqwā) • Truthfulness (Ṣidq) • Trustworthiness (Amānah) • Respect for cultural and linguistic diversity • Intellectual integrity
Pedagogical Approaches	• Interactive Lectures • Textual analysis. • Seminar presentations • Comparative literary analysis • Translation exercises
Learning Resources	• Selected Islamic literary texts in Hausa, Yoruba, Fulfulde, Kanuri, Nupe, and other Nigerian indigenous languages. • Arabic manuscripts and classical Islamic literary works. • Translated editions of indigenous Islamic literary texts. • Digitised manuscripts and electronic archives. • Dictionaries of Nigerian indigenous languages.
Assessment Methods	• Class participation and attendance. • Textual analysis. • Translation exercise. • Seminar presentation. • Individual/group research project.

REFERENCES AND FURTHER READING

Abdullahi, A. (Ed.). *Studies in Hausa literature and Islamic literary traditions*. Ahmadu Bello University-related publications.

Adamu, A. U. *Pastoralists and Islamic scholarship in Northern Nigeria*. Selected academic publications.

Furniss, G. (1996). *Poetry, prose and popular culture in Hausa*. Edinburgh University Press.

Loimeier, R. (1997). *Islamic reform and political change in northern Nigeria*. Northwestern University Press.

Mack, B., & Boyd, J. (Eds.). (1997). *One woman's jihad: Nana Asma'u, scholar and Islamic leader*. Indiana University Press.

Paden, J. N. (1973). *Religion and political culture in Kano*. University of California Press.

Last, M. (1967). *The Sokoto Caliphate*. Longmans.

Hunwick, J. O. (Ed.). *Arabic literature of Africa*. Brill.

Hiskett, M. (1984). *The development of Islam in West Africa*. Longman.

Hiskett, M. (1975). *The sword of truth: The life and times of the Shehu Usuman dan Fodio*. Oxford University Press.

Trimingham, J. S. (1962). *A history of Islam in West Africa*. Oxford University Press.

Bivar, A. D. H., & Hiskett, M. *The Arabic calligraphy and Islamic literary tradition of West Africa*. Selected scholarly studies.

Selected works of ʿUthmān dan Fodio, Muḥammad Bello, Nana Asmaʾu, Abdullahi dan Fodio, and other West African Muslim scholars, particularly where their works have been translated, adapted, or transmitted through Nigerian indigenous languages.

Selected works of Nigerian Muslim writers and poets in Hausa, Yoruba, Fulfulde, Kanuri, Nupe, and other indigenous languages.

Relevant journals on African Islamic studies, Hausa/Yoruba literature, African languages, Islamic education, and manuscript studies.

Digitised collections of West African Arabic and Ajami manuscripts, including materials written in Hausa Ajami, Yoruba Ajami, and other African-language Arabic scripts.

PROGRAMME 5 OF 6

Political Science Education

Overview of Political Science Programme

The B.Sc. (Ed) Political Science curriculum is a five-year Dual Mandate programme that enables a College of Education to award both the Nigeria Certificate in Education (NCE) at the end of 300 Level and a Bachelor's Degree in Education at the end of 500 Level. 100 Level to 300 Level correspond to the NCE phase of the programme, and 400 Level and 500 Level correspond to the degree-completion phase; this document presents both phases as a single, continuous curriculum.

Political Science provides the foundation for democratic citizenship, civic literacy, and informed political participation. The programme equips prospective teachers with the knowledge, skills and dispositions required to understand and teach the political, governmental and diplomatic processes that shape today's interconnected world, and to translate that understanding into effective classroom practice. It builds competence across four connected strands that run across all five years: Political Theory and Comparative Government, Public Administration and Political Economy, International Affairs and Diplomacy, and Research, Pedagogy and Professional Practice. Each strand begins with foundational, introductory treatment in 100 Level and 200 Level, is consolidated and applied in 300 Level, and is then deepened to degree level in 400 Level and 500 Level, so that no course is repeated across the programme and every later course visibly builds on an earlier one.

As a continuation of the NCE-phase preparation, the 400 Level and 500 Level curriculum provides more advanced academic, professional, practical and research-based experience, combining advanced political science knowledge with professional teacher education and applied skills in policy analysis, political research, comparative governance, public administration, electoral and legislative processes, diplomacy, and civic education fieldwork. The programme is therefore structured to prepare graduates who can function effectively as professional Political Science teachers, researchers, policy analysts, public administrators, and education professionals.

Philosophy of Political Science

The philosophy of Political Science is to build civic competence, democratic literacy, and ethical political engagement among teachers and, through them, their learners, growing in a single, unbroken line from NCE to degree level. It rests on the conviction that every citizen, and especially every teacher, needs a working understanding of governance, authority and the state to participate meaningfully in society and to model informed citizenship for learners. The programme treats political knowledge as a civic necessity rather than abstract theory, and deliberately orients the teaching of Nigerian and comparative government toward national cohesion and democratic values that transcend ethnic, religious and regional lines.

The same analytical habits, critical thinking, evidence-based argument, and comparative reasoning that 100 Level begins to build are the habits 500 Level's independent research project ultimately tests, so that concepts are learned progressively, moving from foundational description through normative reasoning to comparative and applied analysis, and always as tools for engaging real governance issues rather than as knowledge held for its own sake. Political Science is inherently interdisciplinary, drawing from history, law, sociology, economics and digital technology; this breadth is delivered through structured instruction, seminars, case studies, fieldwork and guided research, ensuring that graduates leave the programme with both theoretical grounding and practical competence, and with the ethical and value orientation of teachers who are socially responsible, tolerant and grounded.

At every stage, the curriculum treats subject mastery and pedagogical skill as inseparable: a graduate should not merely know Political Science but should be able to teach it well, at the level appropriate to Basic and Secondary Education, and the professional education courses running alongside the subject-specialisation courses in every year exist to build exactly that combined competence.

The programme is competency-based. Every course states its learning outcomes as observable performances, ends its content with an applied task, and lists at least one hands-on assessment, so that progression from 100 Level to 500 Level is measured by what trainees can do, not only what they can recall. Delivery follows the principles of Universal Design for Learning (UDL): lecturers present content in more than one format, give trainees more than one way to show what they have learned, and make materials accessible to trainees with disabilities. Social-emotional learning (SEL), learner well-being, gender-responsive teaching and blended (face-to-face and online) delivery are built

into the professional courses, so graduates can create safe, inclusive and supportive Civic Education classrooms, including in communities affected by conflict or displacement.

Regulation (Programme Structure)

Admission and Graduation Requirements

Admission Requirements

NCE Phase (100–300 Level)

i. Candidates require a Senior Secondary School Certificate (SSCE/WAEC/NECO/NABTEB) or GCE 'O' Level with credit passes in the subjects prescribed by NCCE for the programme, including English Language and a subject relevant to Political Science, such as Government, History, Economics or Civic Education.

ii. All candidates must satisfy the requirements of a selection examination organised by an accredited body such as the Joint Admissions and Matriculation Board (JAMB).

iii. Colleges retain the latitude to administer additional screening tests or interviews for the selection of candidates.

Degree Phase (400–500 Level)

i. A candidate who completes the NCE phase with a cumulative grade point average equivalent to Second Class Lower or above proceeds directly into the two-year degree-completion phase (400–500 Level).

ii. A candidate whose NCE cumulative grade point average is equivalent to Third Class or below is required to acquire two years of post-qualification teaching experience before being admitted into the degree phase.

iii. Direct Entry into 400 Level is also open to candidates who hold a National Certificate in Education (NCE) obtained elsewhere with passes at merit level in two relevant teaching subjects, or an IJMB certificate with passes in two relevant subjects.

Graduation Requirements

NCE Programme: Candidates for the award of the Nigeria Certificate in Education (NCE) in Political Science at the end of 300 Level must complete and pass all Core courses and the required Elective courses set out in the 100 Level to 300 Level course

distribution tables, and must attain the Cumulative Grade Point Average (CGPA) determined by the Academic Board in line with NCCE regulations, viz:

Total Minimum Credit Units Required for NCE Graduation: 80 Credit Units

S/N	Component	Weight/Credit Load
1.	Core Subject (32 Core + 8 Elective units)	40
2.	General Education	22
3.	Teaching Practice (TP)	06
4.	General Studies (GSE)	12
	Total Units:	80

Degree Programme: Candidates for the award of the B.Sc. (Ed) Political Science degree at the end of 500 Level must, in addition to completing the NCE phase, complete and pass all courses set out in the 400 Level and 500 Level course distribution tables, and must attain the CGPA determined by the Senate of the awarding institution in line with NUC regulations under the Dual Mandate Programme, viz:

Total Minimum Credit Units Required for NCE-Degree Graduation: 70 Credit Units

S/N	Component	Weight/Credit Load
1.	Degree Phase (400–500 Level) Core Subject Courses	54
2.	General Education	06
3.	Teaching Practice (TP)	06
4.	General Studies (GSE)	04
	Total Units:	70

National Goals of Education in Nigeria

ii. Total integration of the individual into the immediate community, the Nigerian society and the world.

iii. Provision of equal access to qualitative educational opportunities for all citizens at all levels of education within and outside the formal school system.

iv. Inculcation of national consciousness, values and national unity; and

v. Development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to society.

b. Ensure the quality of education delivery at all levels.

c. Promote functional education for skill acquisition, job creation and poverty reduction.

d. Ensure periodic review, effectiveness and relevance of the curriculum at all levels to meet the needs of society and the world of work.

e. Collaborate with development partners, the private sector, non-governmental organisations and local communities to support and fund education; and

f. Promote information technology capability at all levels.

Objectives of Political Science Programme

The objectives of the B.Sc. (Ed) Political Science programme, 100 Level to 500 Level, are to enable pre-service teachers to:

a. Receive comprehensive training in the principles of Political Science and their application to classroom instruction, from 100 Level through 500 Level;

b. Develop intellectual capacity to analyse, interpret and proffer solutions to societal problems, with that capacity deepening progressively across the five years;

c. Establish a sound theoretical and empirical foundation on the structures, processes and institutions of society, and foster the ability to apply such knowledge constructively;

d. Acquire the requisite skills for the resolution of social conflicts and governance challenges;

e. Develop entrepreneurial and self-reliant competencies for sustainable livelihoods;

f. Develop a thorough understanding of political dynamics and their implications for socio-economic development and societal well-being;

g. Instil democratic values, civic responsibility and respect for human rights;

h. Teach Social Studies, Civic Education and Government competently at the Basic and Secondary Education levels;

i. Apply Information Technology and Artificial Intelligence in contemporary classroom engagement; and

j. Ensure a seamless, non-duplicating progression from the NCE phase to the degree phase, so that graduates who continue from 300 Level into 400 Level experience genuine intellectual advancement rather than repetition.

Learning Outcomes of Political Science Programme

By the end of the programme, graduates should be able to:

a. Teach Political Science, Social Studies and Civic Education effectively at the Basic and Secondary levels and, on degree completion, at more advanced levels, in a digital and technology-driven environment;

b. Explain core concepts in political theory, government, public administration and international relations;

c. Analyse the structure and workings of Nigerian and comparative political systems;

d. Relate global and comparative political knowledge to the Nigerian context and to African political thought;

e. Apply democratic values, the rule of law and respect for human rights in classroom and civic practice;

f. Design inclusive, well-structured lesson plans that make use of modern instructional technologies;

g. Conduct guided research and produce a well-organised research report;

h. Engage in public policy analysis, advocacy and governance-related research;

i. Communicate and collaborate effectively with learners, colleagues and communities in the course of professional practice;

j. Demonstrate professional ethics, reflective practice and responsible citizenship;

k. Establish and manage political and governance consultancy services for practical application of knowledge; and

l. Pursue further postgraduate study, public-sector careers, or governance-related consultancy and civil-society work.

- Critical Thinking and Problem Solving
- Collaboration and Teamwork
- Digital and Information Literacy
- Creativity and Innovation
- Decision Making and Goal Setting
- Self-Management and Leadership
- Interpersonal and Advocacy Communication
- Proficiency in Community and Social Service

Unique Features of the Programme

The distinctive features of the B.Sc. (Ed) Political Science programme include:

- A single, five-year curriculum architecture in which the NCE phase (100–300 Level) and the degree phase (400–500 Level) are designed together, rather than as two separate documents, so that duplication is designed out from the start;
- Integration of political and economic discourse tailored for digitally oriented learners in a 21st-century context;
- Emphasis on values and belief systems that promote national development, regional integration and global engagement;
- Promotion of norms and values that foster national cohesion, peaceful coexistence and civic responsibility in a pluralistic society;
- Development of analytical and evaluative skills for objective appraisal of socio-political issues and human behaviour, deepening year on year;
- Extension of learning beyond the formal classroom through fieldwork, digital resources, community engagement and, at degree level, an independent research project; and
- Integration of cross-cutting issues identified in the UNESCO NCE baseline assessment (digital and AI literacy, climate education, social-emotional learning, Universal Design for Learning and inclusion, blended pedagogy, global citizenship (SDG 4.7), gender-responsive pedagogy, resilience in fragile contexts, parental involvement and learner well-being) into named Political Science courses.

Relevance Statement for Political Science

The Political Science programme is important because, across all five years, it produces teachers equipped with civic literacy, analytical tools and governance competencies to address real-world political and social challenges. By integrating digital and ICT skills with the study of political theory, public administration and international affairs, the programme ensures that graduates can deliver functional, technology-driven instruction and guide learners toward informed citizenship, democratic participation and national cohesion. As Nigerian society grows more complex and more connected to global affairs, citizens need civic literacy, critical thinking and information management skills, including the skills to evaluate AI-generated information, to participate meaningfully in national life.

The programme further prepares prospective teachers with the professional communication skills and ethical values needed to teach confidently and effectively in diverse classrooms, positioning them to make a positive and lasting difference in their schools, communities and the nation. At degree level, graduates additionally gain the advanced research, policy-analysis and diplomatic competence needed to function as political science specialists, governance practitioners and education professionals. The programme also equips graduates to address the governance challenges that threaten social cohesion, including corruption, insecurity and weak accountability, and to model good citizenship for the learners in their care.

NCE-MAS (Minimum Academic Standards) for Political Science Programme

Staffing Requirements (Personnel)

Academic Staff

i. A minimum of ten (10) full-time lecturers holding at least a Master's degree in Political Science or Political Science Education, with a spread of specialisation across Political Theory and Comparative Government, Public Administration and Political Economy, and International Affairs and Diplomacy.

ii. First-degree second-class lower holders may be employed into training positions.

iii. All teaching staff must be registered with the Teachers Registration Council of Nigeria (TRCN).

iv. Staff with terminal degrees (PhD) and demonstrable research output should be represented, particularly in Public Administration and International Affairs.

General Staffing Guidelines (NCCE/NUC)

At least four (4) core staff with a minimum of a Master's degree and relevant teaching qualification are required for appointment as a Lecturer in a College of Education, in each department from the School of Social Sciences Education. The recommended staff/student ratio is 1:25 for Political Science, in view of the fact that all students in the College offer the programme (NCCE Guidelines).

For the degree programme, at least four (4) core staff with a PhD in a relevant teaching qualification are required, among whom there must be at least one full-time professor. The programme must be administered by a staff member not lower than Senior Lecturer cadre.

The NUC guideline on staff/student ratio of 1:30 applies for Political Science department. It is expected that all academic staff should possess a PhD degree; however, the proportion of academic staff with a PhD degree should not be less than 70%. Students carry a minimum load of 18 units per semester, and a minimum of six full-time-equivalent staff is required in each programme. Staff should have a maximum of 15 contact hours per week for lectures, tutorials, practicals, and supervision of projects.

Support Staff

a. One (1) department secretary and one (1) clerical officer;
b. Two (2) ICT technicians to maintain the digital research laboratory, and two (2) media technicians to support the smart board, projectors and recording equipment;
c. One (1) librarian to manage the departmental library and one (1) to manage the resource room; and
d. Two (2) administrative/support staff to assist the Head of Department's office, and six (6) to maintain the facilities.

Facilities

A Political Science department should be resourced to serve its anticipated student population, with theoretical classes planned for 30–35 students and seminar or practical sessions for 15–20 students, in line with a recommended space allowance of one square metre per student. These facilities shall include, but not be limited to, the following:

1. **Classrooms:** At least four (4) large, well-ventilated classrooms suitable for theory instruction (30–35 students each), with seating and instructional furniture appropriate for interactive, learner-centred teaching.
2. **ICT and Digital Research Laboratory:** Networked computers with internet access to support data analysis, digital research and e-governance simulation exercises, together with projection equipment, a smart board and a digital library subscription for access to journals, treaties and policy documents.
3. **Resource Room and Library:** A resource centre stocked with current Political Science textbooks, journals, constitutions, treaties and government policy documents,

together with maps, atlases, newspapers and audio-visual materials for the study of current affairs, elections and international relations.

4. **Moot Chamber and Media Centre:** A moot chamber or seminar hall furnished for debates, mock parliamentary sessions and model international organisation simulations, together with a public address system, cameras and recording equipment for micro-teaching and civic media exercises.
5. **Teaching Practice and Field Study Resources:** Transport and logistical arrangements for excursions to the National Assembly, State Houses of Assembly, courts and diplomatic missions, together with safety and coordination arrangements for teaching practice placements in Basic and Secondary schools.

Pedagogical Approaches, Modes of Assessment and Instructional Materials for Political Science

Political Science delivery relies on simulation-based, technology-integrated instruction, continuous skill-based evaluation, and specialised learning resources to build both subject mastery and pedagogical competence across the five-year programme.

Pedagogical Approaches

- Field Practicals: Structured excursions to the National Assembly, State Houses of Assembly, courts and diplomatic missions that ground classroom theory in observable governance and diplomatic processes.
- Simulation-Based Learning: Mock parliamentary sessions, model international organisation simulations and structured debates conducted in the moot chamber to build applied political reasoning.
- ICT and Data Analysis Exercises: Hands-on sessions in the Digital Research Laboratory using policy databases and e-governance simulation tools to build digital and data literacy.
- Problem-Based Learning: Structuring tasks around real-world governance, policy and conflict-resolution problems for students to investigate and resolve.
- Micro-teaching: Peer teaching and video-mediated practice sessions, supported by the Media Centre’s recording equipment, that build classroom delivery skills alongside subject knowledge.

- Universal Design for Learning (UDL): Planning every lesson with multiple ways of presenting content, engaging learners and letting them show what they have learned, including accessible materials for learners with disabilities.
- Blended and Hybrid Learning: Combining face-to-face sessions with online activities on the institution's learning management system, recorded lectures and moderated discussion groups, so learning continues when physical attendance is disrupted.
- Gender-responsive Pedagogy: Ensuring equal participation of female and male trainees in debates, simulations and leadership roles, and using teaching materials free of gender stereotypes.
- Social-Emotional Learning (SEL): Building self-awareness, empathy and respectful disagreement into debates and simulations on sensitive political issues, and modelling a safe, supportive classroom climate.

Modes of Assessment

Assessment Category	Type	Purpose and Specific Methods
Continuous Assessment	Formative	Evaluates ongoing progress through policy briefs, class participation and short quizzes.
Moot/Simulation Examinations	Skill-Based	Tests practical competence in debate, mock parliamentary and diplomatic-simulation exercises.
Project Reports	Outcome-Based	Assesses independent and group research work, including the NCE-phase and degree-phase research projects.
Field/Excursion Reports	Applied/Authentic	Evaluates observation, analysis and presentation skills demonstrated during visits to legislative, judicial and diplomatic institutions.
Performance Tasks	Competency-Based	Rubric-scored practical tasks listed for every Political Science course, such as micro-teaching a Basic 7–9 Civic Education lesson, mock elections, field reports and policy briefs.
Examinations	Summative	Measures cumulative mastery of course content through term and semester examinations.

Instructional Materials

- Core Textbooks: Standard reference texts in Political Theory, Comparative Government, Public Administration and International Relations.
- Constitutions, Treaties and Policy Documents: Primary source materials for the analysis of governance, law and diplomacy.
- ICT and E-Governance Software: Digital research tools, policy databases and a digital library subscription for journals and policy documents.
- Media and Recording Equipment: Public address systems, cameras and recording equipment for micro-teaching and civic media exercises.

Personnel

Category of Staff	Number Required	Remark
Academic Staff	Minimum of 10 lecturers	Drawn across the relevant subject areas of Political Science, with at least one specialist in each of Political Theory, Nigerian and Comparative Government, Public Administration, and International Relations.
ICT and Media Support Staff	4	Two ICT technicians to maintain the digital research laboratory, and two media technicians to support the smart board, projectors and recording equipment.
Librarians/Resource Centre Managers	2	One to manage the departmental library and one to manage the resource room.
Administrative/Support Staff	8	Two to support the Head of Department's office, and six to maintain the facilities.

Core Competencies and Values Framework

The framework below summarises the core competencies, values, pedagogical approaches, assessment methods and resources that underpin the delivery of the Political Science programme as a whole. Course-specific competency frameworks are presented alongside each course description in the Course Descriptions section.

CATEGORY	DETAILS
Core Competencies	• Critical Thinking • Digital Literacy • Communication • Problem-Solving • Pedagogic Knowledge • Creativity and Innovation • Environmental Literacy • Social-Emotional Competence
Core Values	• Democratic Values • Integrity • Civic Responsibility • Tolerance • Patriotism • Inclusiveness • Gender Equity • Empathy
Pedagogical Approaches	• Discussion and Debate • Case Study Method • Seminars and Tutorials • Simulation and Role-Play • Micro-Teaching • Blended and Online Learning • Universal Design for Learning • Social-Emotional Learning
Learning Resources	• Core Textbooks • Constitutions and Statutes • Journals and Policy Documents • ICT Laboratory • Moot Chamber • Learning Management System • Accessible and Open Educational Resources • Online Databases and Policy Archives

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Term Examination • Group Presentation • Project Reports • Practical Assessment • Performance Tasks • Portfolio Assessment • Peer and Self-Assessment

NCE Course Distribution (100–300 Level)

NCE 100 Level: First Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 111	Introduction to Teaching and Historical Foundations of Education	C	2	30	30	4
EDU 112	Educational Psychology	C	2	30	0	4
GSE 111	General English I	C	1	15	15	2
GSE 112	Introduction to Library Studies	C	1	15	15	2
GSE 113	Family Life, Human Trafficking and Other Emerging Issues	C	1	15	15	2
POL 111	Introduction to Political Science	C	2	30	0	4
POL 112	Nigerian Government and Politics	E	1	15	0	2
POL 113	Principles of Political Science I	C	2	30	0	4
POL 114	Introduction to International Relations	C	2	30	0	4
CSC 111	ICT Application in Political Science	C	2	15	15	4
POL 115	Introduction to Local Government	E	2	30	0	4
POL 116	State and Local Government Adminis-tration	E	1	15	0	2
POL 117	Constitutional Development in West African States	E	2	30	0	4
Total			**18**			

NB: Students should choose one of POL 112 and POL 116, and one of POL 115 and POL 117.

NCE 100 Level: Second Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 121	Principles and Methods of Teaching in Basic Education	C	2	30	60	4
EDU 122	Sociological and Philosophical Foundations of Education	C	2	30	60	4

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
GSE 121	English Proficiency for Teachers	C	1	15	15	2
GSE 122	Digital Literacy and AI for Educators	C	1	15	15	2
GSE 123	Media and Information Literacy I	C	1	15	15	2
POL 121	Principles of Political Science II	C	2	30	0	4
POL 122	Elements of Public Administration	C	2	30	0	4
POL 123	Political Theory	C	2	30	0	4
POL 124	Government and Politics of African States	E	2	30	0	4
POL 125	Military in Politics	E	2	30	0	4
Total			**15**			

NB: Students should choose one of POL 124 and POL 125.

NCE 200 Level: First Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 211	Classroom Management	C	1	15	15	2
EDU 212	Curriculum and Curriculum Delivery	C	2	30	30	4
EDU 213	Micro Teaching I (Theory and Practice)	C	2	30	60	4
GSE 211	General English II	C	1	15	15	2
GSE 212	Introduction to Foundational Literacy	C	1	15	15	2
GSE 213	Media and Information Literacy II	C	1	15	15	2
POL 211	Introduction to Classical Political Thought	C	2	30	0	4
POL 212	Comparative Government and Politics	C	2	30	0	4
POL 213	Teaching Methods in Political Science	C	2	20	10	4
POL 214	Nigerian Constitutional Development	C	2	30	0	4
POL 215	Human Rights Education	E	2	30	0	4
POL 216	Introduction to Political Behaviour	E	1	15	0	2
POL 217	Nation Building in Africa	E	2	30	0	4

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
POL 218	Political Parties and Pressure Groups	E	1	15	0	2
Total			**19**			

NB: Students should choose one of POL 215 and POL 217, and one of POL 216 and POL 218.

NCE 200 Level: Second Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 221	Research Methods, Measurement and Evaluation	C	2	30	60	4
EDU 222	Educational Administration, Planning and Supervision	C	1	15	15	2
EDU 223	Introduction to Educational Technology	C	1	15	15	2
EDU 224	Micro Teaching II (Practicum)	C	2	30	30	4
GSE 221	Introduction to Foundational Numeracy	C	1	15	15	2
GSE 222	Entrepreneurship and Green Skills	C	1	15	15	2
POL 221	Introduction to Modern Political Thought	C	1	15	0	2
POL 222	Principles of International Relations	C	2	30	0	4
POL 223	Nigerian Foreign Policy	C	1	15	0	2
POL 224	Research Methods in Political Science	C	2	30	0	4
Total			**14**			

NCE 300 Level: First Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 311	Teaching Practice (TP)	C	6	45	270	0
Total			**6**			

NCE 300 Level: Second Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 321	Research Project	C	2	45	135	4
EDU 322	Theory and Practice of Guidance and Counselling	C	1	15	15	2
GSE 321	Global Citizenship Education and Political Economy	C	1	15	15	2
POL 321	African Political Thought	C	1	15	0	2
POL 322	International Organisations	C	1	15	0	2
POL 323	Nigerian Public Administration	C	1	15	0	2
POL 324	Political Economy of African States	C	1	15	0	2
Total			**8**			

Degree Course Distribution (400–500 Level)

Degree 400 Level: First Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
GSE 412	Peace and Conflict Resolution	C	2	30	0	4
POL 411	Development Administration	C	2	30	0	4
POL 412	Conflict Management in Independent Africa	C	2	30	0	4
POL 413	Political Thought I	C	3	45	0	4
POL 414	Democratic Practice in Africa	C	2	30	0	4
POL 415	Public Financial Management	C	3	45	0	4
POL 416	Electoral Systems and Processes	C	2	30	0	4
POL 417	Foundations of Political Economy	C	2	30	0	4
Total			**18**			

Degree 400 Level: Second Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 402	Educational Measurements, Tests, Research Methods and Statistics	C	3	45	0	6
ENT 412	Venture Creation	C	2	30	0	4
POL 421	State and Economy	C	2	30	0	4
POL 422	Contemporary Defence and Strategic Studies	C	2	30	0	4
POL 423	Introduction to Political Philosophy	C	2	30	0	4
POL 424	Logic and Method of Political Research	C	2	30	0	4
POL 425	Political Thought II	C	3	45	0	4
POL 426	Political Behaviour and Electoral Politics	C	2	30	0	4

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
POL 427	Pre-Colonial African Inter-State Relations	C	2	30	0	4
Total			**20**			

Degree 500 Level: First Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 501	Teaching Practice	C	6	0	90	0
POL 512	Comparative Public Administration	C	2	30	0	4
POL 513	Politics of Development and Under-development	C	3	45	0	4
POL 514	Public Sector Reform and Governance	C	3	45	0	4
Total			**14**			

Degree 500 Level: Second Semester

Course Code	Course Title	Status	Credits	Lecture Hours	Practical Hours	Tutorial Hours
EDU 500	Research Project	C	3	0	45	6
POL 521	Comparative Federalism	C	2	30	0	4
POL 522	Theory and Practice of Marxism	C	2	30	0	4
POL 523	Democratisation Studies	C	2	30	0	4
POL 524	Public Policy Analysis	C	2	30	0	4
POL 525	Contemporary Political Analysis	C	3	45	0	4
POL 526	Globalisation and the World Capitalist System	C	2	30	0	4
POL 527	International Law and Organisation	C	2	30	0	4
Total			**18**			

NCE Course Descriptions (100–300 Level)

NCE 100 Level: First Semester

POL 111 Introduction to Political Science

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course introduces students to the systematic study of politics as an academic discipline. It examines the nature and scope of political science, its scientific status, its relationship with other social sciences, its major sub-fields, and the approaches used to study political phenomena. Students learn the basic language, concepts and methods of politics that later courses build on. The course also situates Nigerian political experience within this broader disciplinary map from the outset, so that the more specialised courses that follow can build on a shared conceptual foundation. Worked examples in the course move deliberately between classic reference points, such as Aristotle's classification of governments and the pluralist-elitist debate on where power actually sits, and Nigerian cases, so that the discipline's core vocabulary is tested against a political system students already live in. The course also prepares trainees for the Basic 7–9 Civic Education classroom, where learners first meet ideas such as government, authority, rights and citizenship, and it gives trainees accurate vocabulary to explain those ideas at that level.

RELEVANCE STATEMENT

Every classroom decision a Government or Civic Education teacher makes, from how they explain the presidency to how they moderate a class debate on state policing, rests on concepts this course introduces. Without a firm grasp of what political science studies and how it studies it, a teacher risks reducing government to a list of facts to memorise rather than a living system learners can analyse and question. This course gives trainee teachers the conceptual vocabulary and the scientific orientation that make political ideas teachable rather than merely recitable. Beyond the classroom, the course builds the analytical habits Nigeria's civic life needs from its citizens and its teachers alike: the capacity to separate evidence from opinion, to trace how power and legitimacy actually operate, and to compare competing accounts of the same political event. These habits carry directly into a teacher's own conduct as a model citizen, and they equip graduates to keep pace with a

discipline that continues to evolve alongside Nigeria's democracy. It also lays the groundwork for every later Political Science course in the programme, since the vocabulary and habits of mind introduced here are assumed, not re-taught, in the courses that build on it. A trainee who can distinguish authority from raw coercion, for instance, is better placed to help a Basic 9 class understand why a traditional ruler's directive and a police order carry different kinds of legitimacy, a distinction civic education syllabuses expect teachers to draw out.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to differentiate political science from other social science disciplines on the basis of subject matter, method and purpose.
2. Enable students to evaluate the scientific status of political science by weighing the claims and criticisms of the behavioural and post-behavioural movements.
3. Equip students to analyse the major sub-fields of political science to determine how each contributes to a rounded understanding of politics.
4. Train students to distinguish the traditional and behavioural approaches to studying politics and justify the choice of approach for a given research question.
5. Lead students to apply the concepts of power, authority, legitimacy and sovereignty to assess a contemporary Nigerian political event.
6. Help students critique the strengths and limitations of at least two approaches to the study of political phenomena.
7. Support students to synthesise power, authority, legitimacy and sovereignty into a single framework for analysing an unfamiliar political system.

LEARNING OUTCOMES

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

1. Construct a reasoned argument distinguishing political science from a related discipline such as sociology or law, supported by concrete examples.
2. Defend a position on whether political science qualifies as a science, using evidence drawn from the behavioural debate.
3. Map the major sub-fields of political science onto real institutions and processes in Nigeria.
4. Apply the traditional and behavioural approaches to analyse the same political event and compare the resulting insights.

5. Evaluate a current news report using the concepts of power, authority, legitimacy and sovereignty.
6. Produce a short analytical brief that applies at least three core political concepts to a live governance issue.
7. Apply the synthesised framework of power, authority, legitimacy and sovereignty to produce a written analysis of a political system not covered in class.

COURSE CONTENT

- **Meaning, Definition and Evolving Scope:** political science as an academic discipline
- **Scientific Status of Political Science:** behavioural and post-behavioural debates surrounding it
- **Relationship Between Political Science and Cognate Disciplines:** including history, philosophy, law, sociology and economics
- **Major Sub-fields of Political Science:** comparative politics, public administration, international relations, political philosophy and political economy
- **Traditional Approach to the Study of Politics:** including its historical, legal and institutional methods, and its strengths and criticisms
- **Behavioural Approach to the Study of Politics:** strengths and criticisms relative to the traditional approach
- **Core Concepts:** power and its sources, authority and its traditional, legal-rational and charismatic bases, legitimacy, influence, and legal and political sovereignty
- **Meaning, Elements and Functions:** state, and its distinction from government and nation
- **Three Arms of Government:** executive, the legislature and the judiciary, and the principle of separation of powers
- **Political Culture and Political Socialisation:** introductory definitions only; both are studied in depth in POL 216
- **Political Science and the Civic Education Classroom:** how the discipline's core concepts map onto Basic 7–9 Civic Education themes
- **Forms and Classifications of Democracy:** direct, representative, liberal and participatory democracy, and their relevance to civic education
- **Classification of Political Systems:** unitary, federal and confederal arrangements, previewed here as a bridge to later comparative courses

- **Gender and Political Power:** women's representation in Nigerian political institutions and its effect on legitimacy

CATEGORY	DETAILS
Core Competencies	• Critical thinking • Analytical reasoning • Conceptual application • Digital literacy for research • Problem-solving competence • Public speaking and debate skills • Report writing skills • Concept mapping of Nigerian institutions
Core Values	• Intellectual honesty • Objectivity • Respect for evidence-based argument • Commitment to academic excellence • Civic responsibility • Diligence and hard work • Discipline
Pedagogical Approaches	• Four-in-One Model (Lecture-Discussion, Case Analysis, Concept Mapping, Debate) • Guided Seminar Discussion • Role-Play Simulation • Peer Teaching
Learning Resources	• Core Textbooks • Current Affairs Media • E-Library Access • Documentaries and Video Materials • E-Learning Platform

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Analytical Brief • Term Examination • Take-home Assignment • Seminar Presentation • Practical: concept-map poster linking power, authority and legitimacy to a Nigerian institution

REFERENCES AND FURTHER READING

Powell, G. B., Jr., Dalton, R. J., & Strøm, K. W. (Eds.). (2015). *Comparative politics today: A world view (11th ed.)*. Pearson.

Heywood, A. (2019). *Politics (5th ed.)*. Red Globe Press.

Easton, D. (1953). *The political system: An inquiry into the state of political science*. Alfred A. Knopf.

POL 112 Nigerian Government and Politics

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course traces Nigeria's political journey from pre-colonial governance, through British colonial administration, to the structures of the present Fourth Republic. It covers constitutional development, the cycles of military intervention, the politics of federalism and revenue allocation, and the mechanics of the current presidential system. It closes by connecting this history directly to the party realignments and electoral contests of the current Fourth Republic, so that students see Nigerian political history as a living, still-unfolding process rather than a closed historical record. Specific turning points, the 1966 coups, the 1967–70 Civil War, the 1999 return to civil rule and successive revenue-allocation formulae, are treated as case studies through which students test competing explanations of why Nigerian federalism has repeatedly been renegotiated. Teachers use this material directly when they teach the Civic Education and Social Studies themes on Nigeria's political history, national symbols and arms of government to Basic 7–9 learners.

RELEVANCE STATEMENT

A Government teacher who cannot explain why Nigeria is federal rather than unitary, or why the Civil War still shapes debates on restructuring, cannot help learners make sense of the headlines they encounter daily. This course supplies that explanatory power, converting Nigeria's political history from a sequence of dates into a coherent account of how present-day institutions, grievances and reform debates came to be. The course also has a direct civic purpose: it is the raw material from which patriotic, informed citizenship is built. By understanding the costs of past instability and the design choices behind the current constitutional order, trainee teachers are better placed to nurture in their own learners a commitment to national unity, lawful dissent and democratic participation. It also gives trainee teachers a shared, accurate factual foundation from which to discuss current events with learners without inadvertently misrepresenting the historical record. A teacher who can walk learners through why the 1999 Constitution retained a federal structure despite decades of military centralisation gives those learners a factual anchor for evaluating restructuring proposals they will meet in the news rather than a vague sense that 'Nigeria has always argued about this'.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to trace and evaluate the evolution of the Nigerian state from pre-colonial times to the Fourth Republic, identifying continuities and ruptures.
2. Enable students to assess the impact of British colonial policy, including Indirect Rule and the 1914 Amalgamation, on present-day Nigerian federalism.
3. Equip students to compare the successive Nigerian constitutions from 1922 to 1999 to determine how each addressed or aggravated the national question.
4. Train students to analyse the causes and consequences of military intervention in Nigerian politics between 1966 and 1999.
5. Lead students to evaluate the structure and functioning of the Executive, Legislature and Judiciary under the 1999 Constitution against the principle of separation of powers.
6. Help students appraise the politics of revenue allocation and its effect on the viability of local government in Nigeria's federal structure.
7. Support students to synthesise the lessons of the Civil War and subsequent federal reforms to appraise the current strength of Nigerian unity.

LEARNING OUTCOMES

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

1. Construct a timeline-based argument linking colonial policy decisions to at least two specific features of present-day Nigerian federalism.
2. Defend a position on whether the amalgamation of 1914 strengthened or weakened Nigeria's long-term political stability.
3. Compare two Nigerian constitutions and evaluate which better addressed the national question, citing specific provisions.
4. Assess a given episode of military intervention against at least two competing explanations for military coups.
5. Critique the current separation of powers arrangement using a concrete example of executive-legislative conflict.
6. Propose and justify one reform to Nigeria's revenue allocation formula, anticipating likely objections.
7. Present, in a class debate, an evidence-based verdict on whether Nigerian unity is stronger or weaker today than at the end of the Civil War, drawing on at least two post-war reforms.

COURSE CONTENT

- **Pre-colonial Political Systems in Nigeria:** centralised Hausa/Fulani emirate system, the Yoruba/Oyo constitutional monarchy, and the decentralised, acephalous Igbo system
- **British Colonial Conquest and the Policy of Indirect Rule:** long-term consequences for Nigeria's traditional institutions
- **1914 Amalgamation of the:** Northern and Southern Protectorates and its lasting effect on Nigerian federalism
- **Rise of Nationalist Movements and the Struggle for Independence:** including the roles of the major nationalist leaders and political associations
- **Overview of Constitutional Change in Colonial Nigeria:** main turning points only; each constitution is studied in detail in POL 214
- **Republican Constitution of 1963:** collapse of the First Republic, and the causes and consequences of the Nigerian Civil War (1967–1970)
- **Cycles of Military Rule Between 1966 and 1999:** transition programmes that returned Nigeria to civilian government

- **Change From Parliamentary to Presidential Government in 1979:** reasons for the change and its consequences for Nigerian politics
- **Executive-Legislative Relations in the Fourth Republic:** budget disputes, confirmation hearings and impeachment threats
- **Federalism, Revenue Allocation, and the:** constitutional status and funding of local government within the federal structure
- **Political Parties:** Independent National Electoral Commission (INEC), and the conduct of elections in Nigeria
- **Contemporary Governance Challenges:** including corruption, insecurity and the ongoing national debate over restructuring and state policing
- **Recent Political Developments Since the 2015 Transition:** party realignment, the 2023 general election, and their implications for the Fourth Republic's party system
- **Women, Youth and Inclusion in Nigerian Politics:** women's representation in the National Assembly, the Not Too Young To Run Act 2018, and participation of persons with disabilities

CATEGORY	DETAILS
Core Competencies	• Historical-political analysis • Critical and reflective thinking • Argument construction and defence • Research and inquiry skills • Effective oral and written communication • Report writing skills • Numeracy and statistical literacy • Historical timeline construction
Core Values	• Patriotism and national consciousness • Unity in diversity • Integrity in civic discourse • Commitment to professional ethics • Tolerance and open-mindedness • Discipline • Perseverance

CATEGORY	DETAILS
Pedagogical Approaches	• Four-in-One Model (Historical Narrative, Case Study, Structured Debate, Concept Mapping) • Primary Source Analysis • Peer Teaching • Brainstorming Session
Learning Resources	• Core Textbooks • Primary Constitutional Documents • Media and Current Affairs Archive • E-Learning Platform • Government Gazettes
Assessment Methods	• Continuous Assessment • Group Presentation • Term Examination • Seminar Presentation • Class Test • Practical: illustrated timeline of Nigeria's political development prepared for use in a Basic 8 Social Studies lesson

REFERENCES AND FURTHER READING

Anifowose, R., & Enemuo, F. C. (2015). *Elements of politics (2nd ed.)*. Sam Iroanusi Publications.

Elaigwu, J. I. (2007). *The politics of federalism in Nigeria*. Adonis & Abbey Publishers.

Dudley, B. J. (1973). *Instability and political order: Politics and crisis in Nigeria*. Ibadan University Press.

POL 116 State and Local Government Administration

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course introduces the structure, functions and challenges of state and local government administration in Nigeria, the tier of government closest to citizens' daily lives. It examines how state and local government are constituted, financed and held

accountable, and the reforms proposed to strengthen their capacity to deliver services. It closes with a critical look at reform proposals, including direct federal funding of local councils, aimed at strengthening this tier of government's capacity to deliver services. Particular attention is given to the joint state-local government account, the practice widely blamed for starving councils of funds, and to the Fourth Schedule functions, such as primary healthcare and motor-park levies, that most directly shape a community's daily welfare. Basic 7–9 Civic Education and Social Studies teach state and local government and the services they provide, and this course gives trainees the detail to teach those topics using the learners' own state and council as examples.

RELEVANCE STATEMENT

Most of the governance decisions that touch ordinary Nigerians directly, refuse collection, primary healthcare, market regulation, come from local rather than federal government, yet many citizens and even teachers understand this tier least well. This course corrects that gap. For a Government or Civic Education teacher, a working grasp of state and local administration turns abstract constitutional theory into the concrete institutions learners can see and question in their own communities. This grounding also equips graduates to engage confidently with the recurrent public debate over whether local government should receive its statutory allocation directly rather than through the states. Understanding exactly how a council's budget is squeezed before it reaches ward level equips a Civic Education teacher to explain, concretely rather than abstractly, why a local government chairman might struggle to fix a road that residents see broken every day.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the constitutional basis of state and local government in Nigeria.
2. Enable students to describe the structure and organs of state government administration.
3. Equip students to describe the structure and functions of local government councils.
4. Train students to analyse the relationship between state and local government in Nigeria.
5. Lead students to evaluate the challenges facing local government administration in Nigeria.
6. Help students assess the role of traditional institutions in local governance.

7. Support students to examine reform proposals for strengthening local government autonomy.

LEARNING OUTCOMES

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

1. Locate and interpret the sections of the 1999 Constitution that establish state and local government, citing section numbers.
2. Draw an organogram of a named state government showing its executive, legislative and judicial organs.
3. Prepare a profile of their own local government council showing its structure, officers and services.
4. Analyse a specific state-local government relationship issue using a Nigerian example.
5. Write a case report on one named challenge facing a specific local government and recommend a remedy.
6. Interview a traditional ruler or council official and report how the traditional institution supports local governance.
7. Draft a short memo to a State House of Assembly committee proposing one measure for local government autonomy.

COURSE CONTENT

- Constitutional Basis of State and Local Government in Nigeria
- **Structure and Organs of State Government:** executive, legislature and judiciary at state level
- **Local Government Councils Under State Law:** how State Houses of Assembly create, structure and dissolve councils
- **Functions and Responsibilities of Local Government:** Fourth Schedule of the Constitution
- State Independent Electoral Commissions and the Conduct of Local Government Elections
- Local Government Finance and the Federation Account Allocation
- **State Councils of Traditional Rulers:** their legal status under state law and their advisory role to local councils
- **Challenges of Local Government Administration in Nigeria:** corruption, poor funding, political interference

- Local Government Autonomy Debate and Reform Proposals
- Citizen Participation in Local Governance
- State Houses of Assembly and Law-making at State Level
- **Sharing Service Delivery Between State and Local Government:** primary healthcare, basic education and sanitation
- Proposals for Direct Federal Allocation to Local Councils and the Debate Over Local Government Autonomy
- **Gender and Inclusion in Local Governance:** women's participation in local councils and ward-level decision making

CATEGORY	DETAILS
Core Competencies	• Institutional analysis • Civic engagement skills • Policy evaluation • Governance literacy • Community mobilisation skills • Numeracy and statistical literacy • Media and information literacy • Community needs assessment
Core Values	• Civic responsibility • Transparency and accountability • Respect for local traditions • Public service orientation • Patriotism and national consciousness • Perseverance • Humility
Pedagogical Approaches	• Lecture-Discussion • Case Study • Guest Talk by a Local Government Official and Group Presentation • Brainstorming Session • Video/Documentary Analysis

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • 1999 Constitution (as amended) • Local Government Handbooks and State Gazettes • Online Databases (JSTOR, Google Scholar) • Library Reference Materials
Assessment Methods	• Continuous Assessment • Term Paper • Examination • Class Test • Quiz • Practical: field report on a visit to a Local Government Council, adapted into a Basic 7 Civic Education lesson on community leadership

REFERENCES AND FURTHER READING

Agagu, A. A., & Ola, R. F. (2023). *Local government administration in Nigeria: Trends and challenges*. Ibadan: Bookman Publishers. Wraith, R. (2021). Local government in Nigeria (2nd ed.). Lagos: Malthouse Press.

Gboyega, A. (1987). *Political values and local government in Nigeria*. Lagos: Malthouse Press.

POL 113 Principles of Political Science I

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course builds on POL 111 by examining the ideological, constitutional and participatory foundations of political life. It surveys the major political ideologies, the doctrines of the rule of law and separation of powers, and the mechanisms through which citizens participate in politics, including parties, pressure groups and elections. It closes by connecting these principles directly to the practical business of contesting and financing elections in a developing democracy. Students work through named ideological positions, contrasting how a classical liberal and a Marxist would each justify or condemn a specific Nigerian economic policy, before turning to the mechanics of party primaries and

campaign financing that determine who actually gets to stand for office. The concepts covered here, such as the state, citizenship, rights and duties, are the same concepts Basic 7–9 Civic Education asks teachers to explain, so the course gives trainees accurate definitions to carry into those lessons.

RELEVANCE STATEMENT

Ideologies are not museum pieces; they are live arguments over how Nigeria should be governed, taxed and organised, and learners already encounter them, often unlabelled, on social media and in family conversation. This course gives trainee teachers the ideological literacy to name these arguments accurately and to guide learners toward evaluating them critically rather than absorbing them uncritically. The course also has a democratic-citizenship purpose. By working through the rule of law, separation of powers and the mechanics of representation, students acquire the standards by which they, and eventually their learners, can judge whether a government is behaving legitimately. This capacity for principled evaluation, rather than blind allegiance or blanket cynicism, is central to what the programme's philosophy calls ethical and value-oriented citizenship. This closing focus on candidate selection and campaign finance also gives trainee teachers concrete material for discussing why some citizens disengage from formal politics altogether. This ideological grounding also protects trainee teachers from importing loaded labels, such as calling any state-led programme 'socialist' or any privatisation 'neoliberal', without first checking whether the term is being used accurately.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to differentiate the major political ideologies and evaluate their competing prescriptions for the role of the state.
2. Enable students to analyse the doctrines of the rule of law, separation of powers and constitutionalism, and assess how consistently they are applied in Nigeria.
3. Equip students to compare the functions of political parties and pressure groups and evaluate their relative contribution to democratic governance.
4. Train students to evaluate competing electoral systems for their effect on representation, accountability and minority inclusion.
5. Lead students to critique the concepts of sovereignty, citizenship and public opinion as they operate in a plural society such as Nigeria.
6. Help students assess the modes of acquiring Nigerian citizenship for their fairness to migrants, women and minority communities.

7. Support students to design a short civic education activity that helps learners distinguish legitimate political participation from manipulation.

LEARNING OUTCOMES

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

1. Classify a given government policy according to the ideological tradition it most reflects, and justify the classification.
2. Assess a specific Nigerian governance episode against the standards of the rule of law and separation of powers.
3. Compare the effectiveness of a political party and a pressure group in advancing a shared policy goal.
4. Evaluate which electoral system would best serve a given diverse constituency, and defend the choice.
5. Construct an argument on whether public opinion in Nigeria functions as an effective check on government.
6. Critique a specific Nigerian citizenship provision for its treatment of a named vulnerable group.
7. Pilot the designed civic education activity with peers acting as learners and revise it in light of their feedback on its clarity and classroom feasibility.

COURSE CONTENT

- **Political Ideologies:** liberalism, socialism, Marxism, fascism and nationalism, and how each manifests in Nigerian and African politics
- **Constitutional Doctrines:** rule of law, separation of powers, checks and balances, and the broader principle of constitutionalism
- **Legal and Political Sovereignty:** practical distinction in a federal state such as Nigeria
- **Modes of Acquiring Nigerian Citizenship:** rights and obligations that attach to citizenship
- **Political Parties and Party Systems:** one-party, two-party and multi-party systems, and their respective organisational structures
- **Pressure Groups and Interest Groups:** classification, and the strategies they use to influence policy
- **Public Opinion and the Mass Media:** including their role in political agenda-setting and opinion formation

- **Electoral Systems:** first-past-the-post and proportional representation, and their comparative advantages and disadvantages
- **Historical Evolution of Suffrage:** from restricted franchise to universal adult suffrage
- **Relationship Between Political Ideology:** party competition and public policy choices in a developing democracy
- Political Recruitment and Candidate Selection Processes Within Nigerian Political Parties
- Political Apathy and Its Causes Among Nigerian Youth and First-time Voters
- Comparative Overview of Campaign and Party Financing Regimes

CATEGORY	DETAILS
Core Competencies	• Ideological analysis • Evaluative and comparative reasoning • Structured argumentation • Adaptability and resilience • Digital and ICT literacy • Media and information literacy • Negotiation and mediation skills • Precise use of political vocabulary
Core Values	• Fairness and impartiality • Respect for pluralism • Commitment to constitutional order • Commitment to professional ethics • Tolerance and open-mindedness • Humility • Justice and fairness
Pedagogical Approaches	• Four-in-One Model (Lecture-Discussion, Structured Debate, Case Study, Policy Classification Exercise) • Video/Documentary Analysis • Online Discussion Forum

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • Party Manifestos and Policy Documents • Journals • Online Databases (JSTOR, Google Scholar) • Library Reference Materials
Assessment Methods	• Continuous Assessment • Position Paper • Term Examination • Quiz • Oral Presentation • Practical: glossary chart of ten key political concepts written for Basic 7 learners, presented in a peer-teaching session

REFERENCES AND FURTHER READING

Heywood, A. (2019). *Politics (5th ed.)*. Red Globe Press.

Ranney, A. (2000). *Governing: An introduction to political science (8th ed.)*. Pearson College Division.

Garner, J. W. (1928). *Political science and government*. American Book Company.

POL 114 Introduction to International Relations

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course offers a foundational survey of the principles, actors and processes that shape global politics. It introduces the major theoretical traditions of Realism, Liberalism and Constructivism, and examines the roles of states, international organisations and other global actors. It closes by asking students to apply these theoretical traditions to a live global issue of their choosing, so that theory is tested against a genuine current event rather than left abstract. The three traditions are set directly against one another using a shared case, typically a recent trade dispute or regional security crisis, so students see for themselves why a Realist and a Liberal would draw opposite lessons from identical events. Basic 7–9 Social Studies introduces learners to Nigeria's relations with other countries and

to bodies such as ECOWAS, the AU and the UN; this course prepares trainees to teach those themes with accurate examples.

RELEVANCE STATEMENT

Global events routinely reach into Nigerian classrooms and households, from the price effects of a distant conflict to the terms of a trade agreement or the conditions attached to a foreign loan. This course gives trainee teachers the theoretical vocabulary to explain why states behave as they do, rather than presenting international events as unconnected news items. The course also prepares students for the deeper study of Nigerian foreign policy and international organisations later in the programme, and it strengthens the critical thinking learners need to evaluate competing claims about globalisation, migration and international conflict, issues that increasingly shape their own futures. This applied closing task also builds a habit of testing international-relations theory against evidence, a habit graduates will need when the international traditions studied here recur in POL 222 and POL 223. Because Nigeria's own foreign-exchange rate, fuel prices and diaspora remittances are all sensitive to decisions taken in Washington, Beijing or Brussels, this theoretical vocabulary lets a teacher connect a learner's question about rising prices to the international system that helped produce it.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to compare the core assumptions of Realism, Liberalism and Constructivism and evaluate their explanatory power for a specific global event.
2. Enable students to differentiate the roles of states, intergovernmental organisations, NGOs and multinational corporations in shaping international outcomes.
3. Equip students to analyse the evolution of international security from traditional military threats to non-traditional threats such as cyber and health security.
4. Train students to assess the dynamics of international trade, finance and development and their effect on a developing country such as Nigeria.
5. Lead students to evaluate the levels-of-analysis framework for its usefulness in explaining a specific international event.
6. Help students critique the role of the IMF and World Bank in shaping the economic policy choices of developing countries.
7. Support students to assess the adequacy of existing international mechanisms for addressing a chosen non-traditional security threat.

LEARNING OUTCOMES

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

1. Apply at least one theoretical framework to construct a reasoned explanation of a current global event.
2. Evaluate the relative influence of a state actor and a non-state actor in a specific international episode.
3. Assess the effectiveness of an international institution in managing a named conflict or crisis.
4. Construct a position paper on a contemporary global issue, anticipating and addressing a counter-argument.
5. Apply the levels-of-analysis framework to explain the causes of a specific interstate conflict.
6. Critique a specific IMF or World Bank programme for its effect on a developing country's policy autonomy.
7. Brief the class, in a short oral presentation, on one specific reform that would close the gap identified in existing international mechanisms.

COURSE CONTENT

- **State System and the:** concept of sovereignty in international relations
- **Overview of the Major Theoretical Traditions:** Realism, Liberalism and Constructivism, and their competing assumptions about state behaviour
- **Levels of Analysis in International Relations:** individual, the state and the international system
- **International Security:** causes of war, deterrence theory and mechanisms of collective security
- **International Political Economy:** theories of trade, and the roles of the IMF, the World Bank and the WTO in shaping global economic policy
- **International Organisations and International Law:** including the basic frameworks for international human rights protection
- **Non-state Actors in World Politics:** terrorist organisations, transnational advocacy networks and multinational corporations
- **Contemporary Global Issues:** climate change and international environmental cooperation

- **Contemporary Global Issues:** international migration and its political and humanitarian dimensions
- **Contemporary Global Issues:** cybersecurity and the emerging challenges of hybrid and digital conflict
- **Diplomacy and Its Instruments:** negotiation, treaty-making and the use of diplomatic missions
- **Foreign Policy Analysis:** basic distinction between a state's stated objectives and its observed behaviour
- Applying International Relations Theory to a Current Global Issue Chosen by Students

CATEGORY	DETAILS
Core Competencies	• Theoretical application • Global literacy • Argument construction • Adaptability and resilience • Digital and ICT literacy • Negotiation and mediation skills • Time management • Interpreting international news
Core Values	• Peace and international cooperation • Tolerance of diverse perspectives • Respect for international law • Tolerance and open-mindedness • Patriotism and national consciousness • Justice and fairness • National unity
Pedagogical Approaches	• Four-in-One Model (Lecture-Discussion, Case Study, Position Paper Writing, Seminar Debate) • Online Discussion Forum • Think-Pair-Share

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • Media and Current Affairs Archive • Library Reference Materials • Newspapers and News Magazines
Assessment Methods	• Continuous Assessment • Position Paper • Oral Presentation • Peer Assessment • Practical: role-play of an ECOWAS summit, followed by a short lesson plan on regional cooperation for Basic 9

REFERENCES AND FURTHER READING

Baylis, J., Smith, S., & Owens, P. (Eds.). (2020). *The globalization of world politics: An introduction to international relations (8th ed.)*. Oxford University Press.

Morgenthau, H. J. (1948). *Politics among nations: The struggle for power and peace*. Knopf.

Viotti, P. R., & Kauppi, M. V. (2013). *International relations theory (5th ed.)*. Pearson.

CSC 111 ICT Application in Political Science

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

This course introduces students to Information and Communication Technology and its application to governance and political research. It covers basic computer concepts and data representation, then applies these to e-governance, digital democracy, electoral technology and political research methods. It closes with a practical exercise in which students use a spreadsheet or online tool to organise and present a small set of political or survey data, so that digital literacy is demonstrated rather than only described. Beyond spreadsheets, students are introduced to the basic architecture of e-voting and results-transmission systems, so that claims made about their accuracy or vulnerability during an election season can be evaluated rather than simply repeated. Trainees also learn to use

these tools to prepare digital teaching aids for Basic 7–9 Civic Education and Social Studies lessons.

RELEVANCE STATEMENT

Governance in Nigeria is increasingly conducted through digital systems, from INEC's Bimodal Voter Accreditation System and the IReV election-results portal to state e-governance and tax platforms. A Political Science teacher who cannot explain how these systems work, or evaluate their claims and failures, cannot properly prepare learners to understand or participate in a digitised civic environment. This course closes that gap directly. The course also builds a transferable professional skill: the ability to use ICT tools for research, data analysis and classroom delivery, which strengthens every other course in the programme. As artificial intelligence and digital misinformation increasingly shape political discourse, the digital and information literacy this course builds becomes part of a teacher's basic civic toolkit, not an optional extra.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to analyse the historical development and scope of ICT and evaluate its transformative effect on governance processes.
2. Enable students to differentiate the hardware and software components of a computer system and justify their respective roles in a research workflow.
3. Equip students to evaluate applications of ICT in governance and electoral management, including Nigeria's BVAS and IReV systems.
4. Train students to assess the use of online databases and digital tools for political research, weighing their reliability against traditional sources.
5. Lead students to critique the ethical and security challenges that ICT introduces into governance and civic participation, including misinformation and data privacy.
6. Help students evaluate the digital divide's effect on equitable access to e-governance services across Nigeria's urban and rural populations.
7. Support students to assess the digital divide's effect on equitable access to e-governance services across urban and rural Nigeria.

LEARNING OUTCOMES

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

1. Evaluate a real election-technology deployment (such as BVAS) against its stated objectives, citing verifiable evidence of performance.

2. Use appropriate digital tools to compile and organise a basic political research dataset.
3. Assess an e-governance platform's accessibility and transparency using a defined set of criteria.
4. Distinguish reliable from unreliable online political information sources and justify the distinction.
5. Produce a short digital brief on one governance application of ICT, incorporating data drawn from online sources.
6. Critique a named e-governance initiative for the barriers it presents to citizens without reliable internet access.
7. Produce a short field-based brief recommending two concrete measures a named community could adopt to narrow the digital divide identified.

COURSE CONTENT

- Introduction to Information and Communication Technology (ICT) (meaning, tools, and the distinction between information technology and communication technology)
- **Computer Systems:** hardware components, software categories (system and application software), and peripheral devices
- **Data Representation and Storage:** bits, bytes and units of storage measurement, and basic principles of digital data organisation
- **E-governance and Digital Democracy:** including online public service delivery and citizen engagement platforms
- **Electoral Technology in Nigeria:** including INEC's Bimodal Voter Accreditation System (BVAS) and the IReV election-results portal
- **Use of Online Databases:** digital libraries and open-access repositories for political research
- **Basic Data-analysis Tools and Spreadsheet:** applications for organising and interpreting political and survey data
- **Digital Divide and Its:** effect on equitable access to e-governance and digital democracy across urban and rural Nigeria
- **Cybersecurity and Data-privacy Considerations in:** governance and political research
- **Digital Misinformation and Disinformation:** basic strategies for verifying online political information
- Presentation Software and Digital Tools for Classroom Delivery of Civic and Political Content

- **Internet Research Skills:** search strategy, source evaluation and citation of online material
- Practical Exercise in Organising and Presenting Political or Survey Data Using Spreadsheet Software
- **Artificial Intelligence and Political Information:** how AI tools work, AI-generated text and deepfakes, and responsible use of AI in lesson preparation
- **Designing a Blended Civic Education Lesson:** combining online resources and a learning management system with face-to-face classroom activities

CATEGORY	DETAILS
Core Competencies	• Digital literacy and technology evaluation • Data organisation and analysis • Innovation and adaptability • Effective oral and written communication • Problem-solving competence • Time management • Cross-cultural communication • Use of digital tools for civic data
Core Values	• Transparency and accountability • Information integrity • Responsible digital citizenship • Digital ethics and responsible use • Collaborative and teamwork skills • National unity • Selfless service
Pedagogical Approaches	• Four-in-One Model (Practical Demonstration, Laboratory Exercise, Case Analysis, Problem-Based Learning) • Think-Pair-Share • Field Trip/Study Visit

CATEGORY	DETAILS
Learning Resources	• ICT Laboratory • Internet Access • INEC Public Data Portals • Digital Learning Platforms • Newspapers and News Magazines • Documentaries and Video Materials
Assessment Methods	• Practical Assessment • Digital Brief • Continuous Assessment • Peer Assessment • Take-home Assignment • Practical: digital presentation on a civic topic built with presentation or infographic software for a Basic 7–9 class

REFERENCES AND FURTHER READING

Norton, P., & Goodman, J. M. (1999). *Inside the PC (8th ed.)*. Sams.

Rajaraman, V. (2018). *Introduction to information technology (3rd ed.)*. PHI Learning.

Leon, A., & Leon, M. (2009). *Fundamentals of information technology (2nd ed.)*. Vikas Publishing House.

POL 115 Introduction to Local Government

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This is an introductory course on the theory and practice of local government. It examines the structure, organisation and administration of local institutions and how they relate to state and federal government within a framework of cooperative federalism. Following the review of the Commission's proposal, the course has been expanded to incorporate the historical and reform-oriented content originally proposed as a stand-alone degree-level course on Nigerian local government, so that trainee teachers also engage with local government administration before and after the 1976 reform. It closes by asking students to compare Nigeria's local government structure with that of at least one other country, so

that the erosion-of-autonomy debate is assessed against an external benchmark rather than only Nigeria's own experience. The 1976 reform is treated as the hinge of the course: students examine what uniform local government structure was meant to achieve nationwide, and then test that intention against the joint state-local accounts and repeated state government interference that followed it. Local government is the tier of government Basic 7–9 learners see most directly, and Civic Education expects teachers to explain its functions using the learners' own community as the example.

RELEVANCE STATEMENT

Local government is the tier of government closest to citizens' daily lives, responsible within its jurisdiction for functions such as road maintenance and market regulation, yet it is often the least understood level of government in the civic education classroom. This course corrects that gap, giving trainee teachers direct, practical knowledge of the institution that shapes daily life most immediately. The course also positions students to engage critically with one of Nigeria's most persistent governance debates: the erosion of local government autonomy through state control of allocations. Understanding this debate equips trainee teachers to help learners connect abstract constitutional principles to concrete local realities such as waste collection, primary healthcare and market administration. The course also gives trainee teachers a concrete standard against which to judge whether specific autonomy reforms being debated in Nigeria are likely to work. A teacher equipped with this history can explain to learners why calls for local government autonomy keep resurfacing in Nigerian public debate rather than treating each new proposal as if it were the first of its kind.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to analyse the constitutional and statutory foundations of local government in Nigeria's federal structure.
2. Enable students to evaluate the relationship between local, state and federal government within the framework of cooperative federalism.
3. Equip students to assess the influence of interest groups, traditional institutions and public employees on local decision-making.
4. Train students to critique the fiscal autonomy of local government councils in light of the joint state-local government account arrangement.
5. Lead students to evaluate the effectiveness of a named local government service, such as primary healthcare or waste management, against citizen needs.

6. Help students assess the case for and against creating additional local government areas in Nigeria.
7. Support students to synthesise fiscal and participatory reforms to propose a package of measures for strengthening local government effectiveness.

LEARNING OUTCOMES

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

1. Evaluate a specific local government's revenue structure and assess its practical autonomy from state control.
2. Construct an argument for or against the constitutional entrenchment of local government autonomy.
3. Assess how a named local policy or bye-law affects citizens in a specific community.
4. Critique the effectiveness of citizen participation mechanisms at the local government level.
5. Evaluate a specific local government service delivery outcome against the resources allocated to it.
6. Defend a reasoned position on whether Nigeria needs more local government areas.
7. Present the proposed local government reform package to a mock council session and respond to at least two challenges raised in discussion.

COURSE CONTENT

- **Meaning, Nature and Scope of:** local government, and its place within Nigeria's three-tier federal structure
- **Background and Historical Development of:** local government administration in Nigeria before the 1976 reform, including the Native Authority system
- **1976 Local Government Reform:** significance for the creation of a uniform, single-tier local government system
- **Relationship Between Traditional Institutions:** modern local government administration
- **Legal Foundations of Local Government:** constitutional provisions (including the Fourth Schedule) and enabling statutes
- **Structure and Administration of Local Government Councils:** including the roles of the chairman, councillors and career staff
- **State-Local Government Relations:** operation of the State Joint Local Government Account

- **Local Government Finance:** sources of revenue, budgeting procedures, and persistent fiscal challenges, including dependence on statutory allocation
- **Political Parties:** local government elections and mechanisms for citizen participation at the grassroots level
- **Local Public Policy and Service Delivery:** including primary healthcare, market administration, sanitation and waste management
- **Contemporary Problems Facing Local Government in Nigeria:** including the erosion of fiscal autonomy and the debate over local government creation
- **Local Government and Community Development Projects:** self-help schemes and community participation
- **Comparative Local Government Structures:** Nigeria contrasted with at least one other country's local government system
- School-Based Management Committees and Parental Participation in Basic Education at the Local Level

CATEGORY	DETAILS
Core Competencies	• Institutional analysis • Fiscal literacy • Evaluative reasoning • Research and inquiry skills • Effective oral and written communication • Cross-cultural communication • Ethical reasoning • Community-based inquiry
Core Values	• Accountability and transparency • Civic responsibility • Service orientation • Empathy and compassion • Accountability • Selfless service • Respect for cultural diversity

CATEGORY	DETAILS
Pedagogical Approaches	• Four-in-One Model (Case Study, Structured Debate, Local Policy Analysis, Discussion) • Field Trip/Study Visit • Guest Lecture
Learning Resources	• Core Textbooks • Local Government Financial Reports • Documentaries and Video Materials • E-Learning Platform
Assessment Methods	• Continuous Assessment • Policy Critique • Take-home Assignment • Seminar Presentation • Practical: interview report with a councillor or local government staff member, presented to peers

REFERENCES AND FURTHER READING

White, L. D. (1955). *Introduction to the study of public administration (4th ed.)*. The Macmillan Company.

Adamolekun, L. (1993). *Politics and administration in Nigeria*. Spectrum Books.

Ola, R. O. F., & Tonwe, D. A. (2009). *Local administration and local government in Nigeria*. Lagos: Amfitop Books.

POL 117 Constitutional Development in West African States

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course broadens the constitutional history studied in POL 112 to a regional, comparative scale. It traces the constitutional trajectories of West African states from pre-colonial foundations, through British and French colonial administration, to the post-colonial struggles for constitutionalism and democratic consolidation. It closes by asking students to draw out, case by case, what Nigeria's current constitutional reform debate can and cannot usefully borrow from its West African neighbours. Ghana's and Senegal's

differing paths out of colonial rule, one through Nkrumah's early independence and the other through gradual French assimilation policy, give students two concrete alternatives against which to measure Nigeria's own constitutional choices. The course gives trainees the West African constitutional background they need when Basic 7–9 Social Studies compares Nigeria with its neighbours and discusses constitutional rule.

RELEVANCE STATEMENT

Nigeria's constitutional story is not unique; it is one variant of a shared West African experience shaped by rival colonial systems and similar post-independence dilemmas. A teacher who can situate Nigeria alongside Ghana, Senegal and Côte d'Ivoire gives learners a comparative yardstick for judging how well Nigeria's institutions have actually performed, rather than treating Nigeria's problems as somehow exceptional. The course also equips trainee teachers to engage confidently with West Africa's ongoing constitutional crises, including the recent wave of coups in the Sahel, by grounding those events in a long regional pattern rather than treating each as an isolated shock. This regional literacy strengthens both classroom teaching and the trainee teacher's own capacity for informed civic commentary. With Mali, Niger, Burkina Faso and Guinea all having experienced military takeovers since 2020, a teacher who can place these events within a longer regional constitutional history helps learners see them as part of a pattern rather than as isolated, inexplicable crises next door.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to compare the constitutional legacies of British and French colonial administration and evaluate their long-term consequences for governance.
2. Enable students to analyse the constitutional milestones that shaped the transition to independence across at least three West African states.
3. Equip students to evaluate the recurring patterns of military intervention and constitutional suspension in the sub-region.
4. Train students to assess the contemporary challenges facing constitutionalism in West Africa, including the resurgence of unconstitutional changes of government.
5. Lead students to differentiate the roles of national constitutional courts and regional bodies such as ECOWAS in resolving constitutional disputes.
6. Help students evaluate the constitutional conferences that shaped independence in at least two West African states for how genuinely representative they were.

7. Support students to design a comparative chart contrasting the constitutional safeguards against instability adopted by two West African states.

LEARNING OUTCOMES

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

1. Construct a comparative table contrasting the constitutional trajectories of Nigeria and one Francophone West African state.
2. Evaluate whether British or French colonial constitutional engineering produced more stable post-independence institutions, with justification.
3. Assess a recent West African coup against the historical pattern of military intervention studied in the course.
4. Critique ECOWAS's response to a specific unconstitutional change of government in the sub-region.
5. Propose one constitutional safeguard that could reduce the recurrence of military intervention in the region.
6. Assess whether a named independence-era constitutional conference adequately represented minority interests.
7. Present the completed comparative chart to the class and defend which state's constitutional safeguards are more robust against instability.

COURSE CONTENT

- **Meaning and Classification of:** constitutions (written and unwritten, rigid and flexible), and the principle of constitutionalism
- **Pre-colonial Constitutional Checks in West Africa:** limits on rulers in the Asante, Oyo and Dahomey systems
- **British Indirect Rule as a Colonial Constitutional Strategy:** long-term institutional legacy in Anglophone West Africa
- **French Policies of Assimilation and:** association as colonial constitutional strategies, and their contrast with the British approach
- **Constitutional Conferences and the Negotiated:** transition to independence in Nigeria, Ghana and Sierra Leone
- **Constitutional Development and Decolonisation in:** Francophone West Africa, with reference to Senegal and Côte d'Ivoire
- **Post-independence Constitutional Experiments:** including one-party constitutions and executive-dominant systems

- **Military Interventions and the Suspension:** constitutional government across West Africa
- **Resurgence of Constitutionalism and:** multiparty politics from the 1990s, and the establishment of constitutional courts
- **Role of ECOWAS:** including its Protocol on Democracy and Good Governance, in shaping constitutional practice in the sub-region
- **Comparative Lessons for Nigeria From:** constitutional trajectories of its West African neighbours
- Judicial Review and the Role of Constitutional Courts in West African Constitutional Practice
- **Contemporary Constitutional Crises in the Sahel:** the recent wave of coups and their constitutional aftermath

CATEGORY	DETAILS
Core Competencies	• Comparative constitutional analysis • Regional political literacy • Evidence-based evaluation • Digital and ICT literacy • Research and inquiry skills • Ethical reasoning • Teamwork and collaboration • Comparative constitutional reading
Core Values	• Unity and regional solidarity • Tolerance across national and cultural lines • Respect for constitutional order • Tolerance and open-mindedness • Patriotism and national consciousness • Servant leadership • Respect for the rule of law
Pedagogical Approaches	• Four-in-One Model (Comparative Case Study, Historical Narrative, Structured Debate, Regional Mapping) • Guest Lecture • Role-Play Simulation

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • ECOWAS Protocols and Reports • Comparative Constitutional Texts • E-Learning Platform • Government Gazettes
Assessment Methods	• Continuous Assessment • Comparative Analysis Exercise • Seminar Presentation • Class Test • Practical: comparison chart of two West African constitutions prepared as a teaching aid

REFERENCES AND FURTHER READING

Ezera, K. (1964). *Constitutional developments in Nigeria*. Cambridge University Press.

Austin, D. (1964). *Politics in Ghana, 1946–1960. Oxford University Press.*

Nwabueze, B. O. (1973). *Constitutionalism in the emergent states*. C. Hurst & Co. in association with Nwamife Publishers.

NCE 100 Level: Second Semester

POL 121 Principles of Political Science II

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course continues from POL 113 and shifts attention to the structural architecture of government. It examines systems of government (parliamentary and presidential), structures of government (unitary, federal and confederal), and classical and modern forms of government. It closes by asking students to evaluate one live Nigerian restructuring proposal against the comparative institutional models studied earlier in the course. Building directly on POL 113, the course works through named theorists, Locke's social contract against Rousseau's, or Bentham's utilitarianism against Rawls' theory of justice, testing each against a live Nigerian policy question such as fuel subsidy removal. When

Basic 7–9 Civic Education explains why Nigeria has a federal, presidential system, the teacher needs the comparative models this course covers to show learners what the alternatives are.

RELEVANCE STATEMENT

Nigeria's choice of a federal, presidential system was not automatic; it was a deliberate response to specific historical failures, and it continues to generate real debate over restructuring, resource control and the cost of governance. This course equips trainee teachers to explain that choice with precision, rather than presenting it as the only conceivable arrangement. By contrasting Nigeria's institutions with parliamentary, unitary and confederal alternatives, the course also sharpens students' capacity to evaluate reform proposals on their merits, an essential skill for teachers who must guide learners through genuinely contested constitutional questions without simply imposing a personal opinion. Learners routinely ask whether a government policy is 'fair', and this course gives trainee teachers the philosophical vocabulary, from utility to distributive justice, to answer that question with an argument rather than an opinion.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to differentiate parliamentary and presidential systems of government and evaluate their comparative merits for a plural society like Nigeria.
2. Enable students to analyse unitary, federal and confederal structures of government and assess their implications for national cohesion.
3. Equip students to evaluate classical and modern forms of government, including their claims to legitimacy.
4. Train students to critique proposals for restructuring Nigeria's federal system using comparative evidence from other federations.
5. Lead students to analyse the conditions under which authoritarian variants such as totalitarianism and oligarchy tend to emerge and persist.
6. Help students assess the relationship between a state's constitutional design and its long-term political stability.
7. Support students to design a decision framework a citizen could use to evaluate whether a proposed constitutional change deserves support.

LEARNING OUTCOMES

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

1. Construct a comparative argument on whether Nigeria would be better served by a parliamentary or presidential system, citing specific evidence.
2. Assess a specific restructuring proposal against the historical experience of at least one other federation.
3. Evaluate a named form of government against the criteria of accountability, representation and stability.
4. Defend a reasoned position on the appropriate distribution of powers between Nigeria's federal and state governments.
5. Analyse a specific historical case of authoritarian consolidation and identify the conditions that enabled it.
6. Assess whether a named country's constitutional design has contributed to its political stability or instability.
7. Apply the decision framework to an actual Nigerian constitutional amendment, past or pending, and report the resulting recommendation with justification.

COURSE CONTENT

- **Parliamentary Systems of Government:** features, merits and demerits, using the United Kingdom as a case study
- **Presidential Systems of Government:** features, merits and demerits, using Nigeria and the United States as case studies
- **Unitary Structures of Government:** distinguishing features relative to federal systems
- **Federal Structures of Government:** particular emphasis on Nigerian federalism and the ongoing debate on restructuring
- **Confederal Structures:** distinction from both unitary and federal arrangements
- **Classical Forms of Government:** monarchy, aristocracy and democracy, drawn from classical political thought
- **Modern Authoritarian Variants:** totalitarianism, oligarchy and military government, and their distinguishing characteristics
- **Comparative Analysis of Hybrid Political:** systems that combine features of more than one classical form
- **Relationship Between Constitutional Design:** governance outcomes, including institutional stability and accountability
- Devolution and Decentralisation as Intermediate Options Between Unitary and Federal Government

- **Separation of Powers and Checks and Balances in Practice:** comparing presidential and parliamentary applications
- Applying Comparative Institutional Models to Evaluate a Current Nigerian Restructuring Proposal

CATEGORY	DETAILS
Core Competencies	• Comparative institutional analysis • Evaluative reasoning • Policy critique • Digital and ICT literacy • Research and inquiry skills • Teamwork and collaboration • Public speaking and debate skills • Comparing systems of government
Core Values	• Fairness in governance design • Respect for constitutional diversity • Discipline in argumentation • Integrity and honesty • Civic responsibility • Servant leadership • Respect for the rule of law
Pedagogical Approaches	• Four-in-One Model (Comparative Case Study, Structured Debate, Concept Mapping, Policy Simulation) • Role-Play Simulation • Peer Teaching
Learning Resources	• Core Textbooks • Comparative Constitutional Case Studies • Government Gazettes • Online Databases (JSTOR, Google Scholar)

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Comparative Essay • Term Examination • Class Test • Quiz • Practical: classroom debate on parliamentary versus presidential government, assessed with a rubric

REFERENCES AND FURTHER READING

Heywood, A. (2019). *Politics (5th ed.)*. Red Globe Press.

Appadorai, A. (2000). *The substance of politics (11th ed., rev.)*. Oxford University Press India.

Varma, S. P. (2004). *Modern political theory (9th ed.)*. Vikas Publishing House.

POL 122 Elements of Public Administration

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course shifts attention from the structures of government to the machinery that implements policy. It introduces the meaning, scope and principles of public administration, and examines how organisations, personnel and finance are administered in the public sector. It closes with a case study of one recent Nigerian administrative reform, tracing it from policy intention through to its actual implementation record. Students examine both classical administrative theory, Weber's bureaucratic model and Taylor's scientific management, and its Nigerian application through case studies drawn from federal ministries and parastatals. Basic 7–9 Civic Education and Social Studies teach public service, public servants and accountability; this course equips trainees to explain how government business is actually carried out.

RELEVANCE STATEMENT

Government policy fails or succeeds largely at the point of administration, in the civil servant who processes a permit or the agency that manages a subsidy programme. Trainee teachers need to understand this machinery to explain to learners why good laws

sometimes produce poor outcomes, and this course supplies exactly that administrative literacy. The course also has direct professional relevance: as public servants themselves, trainee teachers who understand the principles of organisation, personnel management and control gain insight into their own future institutional environment, from how promotions are structured to how accountability mechanisms are meant to function. Since most learners' parents or guardians interact with the Nigerian civil service directly, whether renewing a passport or registering a business, a teacher grounded in how that bureaucracy is actually meant to function can address complaints about it with informed explanation rather than shared frustration alone.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to differentiate public administration from private administration and evaluate the implications of that distinction for public accountability.
2. Enable students to analyse the principles of organisation, including hierarchy, delegation and decentralisation, and assess their application in a Nigerian public institution.
3. Equip students to evaluate the forms of public organisation and the distribution of authority between the chief executive and auxiliary agencies.
4. Train students to critique the mechanisms of legislative, judicial and popular control over public administration in Nigeria.
5. Lead students to assess the effectiveness of a specific administrative reform in improving service delivery.
6. Help students evaluate the budgeting process of a named public institution for its transparency and responsiveness to public needs.
7. Support students to assess the ethical obligations of a public administrator when personal loyalty conflicts with official duty.

LEARNING OUTCOMES

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

1. Construct an organisational chart for a named public agency and evaluate its adherence to sound principles of organisation.
2. Assess whether a specific instance of poor service delivery stemmed from policy failure or administrative failure, with justification.

3. Critique the effectiveness of one control mechanism (legislative, judicial or popular) using a concrete Nigerian example.
4. Evaluate a named Nigerian administrative reform against its stated objectives.
5. Propose one measure to strengthen personnel accountability in a public organisation, anticipating implementation challenges.
6. Critique the budget process of a specific public institution for evidence of transparency or its absence.
7. Role-play a public administrator facing the documented loyalty-versus-duty dilemma and justify, in follow-up discussion, the course of action taken.

COURSE CONTENT

- **Meaning, Scope and Historical Evolution:** public administration as a field of study and practice
- **Distinction Between Public and Private Administration:** shift toward New Public Management approaches
- **Principles of Organisation:** hierarchy, span of control, coordination, delegation and decentralisation
- **Forms of Public Organisation:** government departments, boards, public corporations and statutory commissions
- **Role of the Chief Executive:** working relationship between line, staff and auxiliary agencies
- **Personnel Administration:** recruitment, training, promotion and discipline in the public service
- **Legislative Control Over Public Administration:** including oversight and the power of appropriation
- **Judicial and Popular Control Over Public Administration:** including administrative law and public accountability mechanisms
- Financial Administration and Budgeting in the Public Sector
- **Administrative Reforms in Nigeria:** objectives, achievements and limitations
- Public Sector Ethics and Codes of Conduct for Civil Servants
- **Administrative Accountability Mechanisms:** Ombudsman-type institutions and public complaints procedures
- Case Study of the Implementation Record of a Recent Nigerian Administrative Reform

CATEGORY	DETAILS
Core Competencies	• Organisational analysis • Accountability evaluation • Administrative reasoning • Adaptability and resilience • Digital and ICT literacy • Policy communication skills • Public speaking and debate skills • Reading organisational charts and public budgets
Core Values	• Accountability and discipline • Integrity in public service • Efficiency and productivity • Accountability • Commitment to professional ethics • Respect for the rule of law • Diligence and hard work
Pedagogical Approaches	• Four-in-One Model (Case Study, Organisational Mapping, Structured Debate, Seminar Discussion) • Peer Teaching • Brainstorming Session
Learning Resources	• Core Textbooks • Public Service Rules and Policy Documents • Online Databases (JSTOR, Google Scholar) • Library Reference Materials
Assessment Methods	• Continuous Assessment • Case Analysis • Term Examination • Quiz • Oral Presentation • Practical: organisational chart of a named ministry or agency, explained in a five-minute micro-teaching segment

REFERENCES AND FURTHER READING

Adebayo, A. (1981). *Principles and practice of public administration in Nigeria*. Spectrum Books by J. Wiley.

Adamolekun, L. (1993). *Politics and administration in Nigeria*. Spectrum Books.

Simon, H. A. (1947). *Administrative behavior: A study of decision-making processes in administrative organization*. Macmillan.

POL 123 Political Theory

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course raises the level of inquiry from description to philosophy. It examines the nature and scope of political theory, traces its historical development, and applies theoretical frameworks to concepts such as power, authority, sovereignty, liberty, equality and justice. It closes by asking students to construct and defend, in writing, their own reasoned position on one of these contemporary debates. The course draws a sustained contrast between normative political theory, concerned with how politics ought to be organised, and empirical political science, concerned with how it actually operates, using competing accounts of democracy and the state as the running example. Values such as justice, equality and liberty appear throughout the Basic 7–9 Civic Education and Religion and National Values curriculum, and this course gives trainees the theory behind them.

RELEVANCE STATEMENT

Every policy debate, whether on resource control, gender quotas or minimum wage, ultimately rests on contested ideas of justice, equality and rights. A teacher who has never examined these ideas directly can only repeat slogans; a teacher who has studied political theory can help learners see the reasoning beneath the slogans and form independent, defensible judgements of their own. This course therefore does more than build academic depth: it cultivates the reflective, values-based citizenship that the programme's philosophy identifies as central to teacher education, preparing graduates to model reasoned ethical judgement rather than uncritical loyalty to any single ideological camp. This distinction matters directly for civic education: a teacher who conflates 'what democracy should look like' with 'how Nigerian democracy currently works' risks presenting an idealised civics lesson that learners will find contradicted by what they see around them.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to evaluate the major traditions of political thought, including liberalism, socialism and Marxism, for their competing conceptions of justice.
2. Enable students to analyse the concepts of power, authority and legitimacy and differentiate the conditions under which each properly applies.
3. Equip students to critique competing theories of liberty, equality and justice and assess their implications for public policy.
4. Train students to synthesise insights from at least two theoretical traditions to construct an original argument on a contested political question.
5. Lead students to appraise contemporary debates such as multiculturalism and post-colonial critique against classical and modern theoretical foundations.
6. Help students evaluate feminist critiques of mainstream political theory for their implications on how citizenship and rights are conceived.
7. Support students to design a framework for teaching contested theoretical debates in a manner that respects multiple viewpoints.

LEARNING OUTCOMES

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

1. Construct a reasoned defence of one theory of justice against at least one serious objection.
2. Differentiate a case of legitimate authority from a case of mere power, using a concrete political example.
3. Critique a specific Nigerian policy (such as the Federal Character principle) using a named theory of equality or justice.
4. Synthesise liberal and communitarian arguments to produce an original position on an unresolved political question.
5. Evaluate a post-colonial critique of a classical Western political theory and assess its persuasiveness.
6. Apply a feminist critique to assess a specific gender-related political or policy issue in Nigeria.
7. Trial the classroom framework by leading a short peer discussion on a contested theoretical debate, then reflect in writing on how well it preserved balance.

COURSE CONTENT

- **Nature and Scope of Political Theory:** distinction from political philosophy and empirical political science
- **Approaches to Political Theory:** traditional, behavioural, post-behavioural, Marxist and feminist approaches
- **Philosophical Foundations of the Major Ideologies:** views of human nature, the individual and the state behind liberalism, conservatism and socialism, building on POL 113
- **Theories of Legitimacy:** consent, performance and democratic accounts, going beyond the definitions introduced in POL 111
- **Theories of Sovereignty:** monistic and pluralist theories, and the idea of popular sovereignty
- **Foundational Concepts:** liberty, equality and justice, and the tensions between them in political theorising
- Rights and Citizenship as Normative and Legal Concepts
- **Normative Theories of Democracy:** elitist, pluralist, deliberative and radical democratic theories
- **Contemporary Debates:** multiculturalism and the accommodation of group difference
- **Contemporary Debates:** cosmopolitanism and its challenge to state-centred political theory
- **Contemporary Debates:** environmental political theory and post-colonial critiques of mainstream Western political thought
- **Theories of Political Obligation:** why citizens are bound to obey the state
- Constructing and Defending a Reasoned Position on a Contemporary Political-theory Debate

CATEGORY	DETAILS
Core Competencies	• Philosophical reasoning • Synthesis and original argumentation • Critical evaluation • Research and inquiry skills • Effective oral and written communication • Public speaking and debate skills • Report writing skills • Normative reasoning
Core Values	• Freedom of thought • Commitment to social justice • Intellectual honesty • Commitment to professional ethics • Tolerance and open-mindedness • Diligence and hard work • Discipline
Pedagogical Approaches	• Four-in-One Model (Textual Analysis, Socratic Seminar, Structured Debate, Position Paper Writing) • Brainstorming Session • Video/Documentary Analysis
Learning Resources	• Core Textbooks • Primary Philosophical Texts • Library Reference Materials • Newspapers and News Magazines
Assessment Methods	• Continuous Assessment • Position Paper • Term Examination • Oral Presentation • Peer Assessment • Practical: moderated class debate on a question of justice or liberty, assessed on argument quality

REFERENCES AND FURTHER READING

Sabine, G. H. (1937). *A history of political theory*. H. Holt.

Heywood, A. (2019). *Politics (5th ed.)*. Red Globe Press.

Ryan, A. (2012). *On politics: A history of political thought from Herodotus to the present*. Allen Lane.

POL 124 Government and Politics of African States

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course broadens the analytical lens from Nigeria to the whole African continent. It surveys pre-colonial political systems, the impact of colonialism, nationalist movements, post-independence experiments, and contemporary challenges of governance and regional integration. It closes by comparing Nigeria's own governance record against at least two other African states studied in the course, so the comparison runs in both directions rather than treating Nigeria only as the reference point. South Africa's post-apartheid constitutional settlement, Ghana's stable multiparty alternations and Egypt's recurring civil-military tensions are used as contrasting African cases against which students test explanations of political stability and instability. Basic 7–9 Social Studies covers African unity, colonialism and independence; the course gives trainees current, accurate cases from African states to use in those lessons.

RELEVANCE STATEMENT

Nigeria's governance challenges, from ethnic pluralism to resource-dependent economies, are shared across much of the African continent, and understanding how other African states have navigated similar dilemmas gives trainee teachers a richer, comparative frame for teaching African governance rather than treating Nigeria in isolation. The course also connects directly to Nigeria's diplomatic and economic future through regional integration initiatives such as the African Continental Free Trade Area, equipping trainee teachers to explain to learners why African unity remains both a historic aspiration and a live policy project. Because West African news frequently covers political developments in neighbouring states, a teacher versed in comparative African government can turn those headlines into a genuine comparative civics lesson rather than a passing mention.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to evaluate pre-colonial African political systems for the governance principles they embodied.
2. Enable students to assess the impact of colonialism on the political and economic structures of post-colonial African states.
3. Equip students to analyse nationalist movements and the constitutional path to independence across at least two African states.
4. Train students to compare post-independence political experiments across African states and evaluate their relative success.
5. Lead students to critique the role of the African Union and regional economic communities in advancing African integration.
6. Help students assess the extent to which the one-party state model achieved its stated developmental objectives in the states that adopted it.
7. Support students to assess the extent to which colonial-era boundaries continue to generate conflict in a chosen African sub-region.

LEARNING OUTCOMES

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

1. Construct a comparative case study contrasting the post-independence trajectories of two African states.
2. Evaluate whether a named colonial administrative strategy produced lasting institutional weaknesses in a specific African state.
3. Assess the contribution of a named African nationalist leader to the continent's decolonisation process.
4. Critique the African Union's effectiveness in resolving a specific continental crisis.
5. Appraise the prospects of the African Continental Free Trade Area for a named African economy.
6. Evaluate whether a named one-party state achieved its developmental promises, with supporting evidence.
7. Present findings on the chosen sub-region to the class and propose one policy response that could reduce the boundary-related conflict identified.

COURSE CONTENT

- **Pre-colonial African States Beyond Nigeria:** Mali, Songhai, Asante and Buganda as cases
- **Colonial Administration Beyond British and French Rule:** Belgian, Portuguese and German colonial systems and their legacy
- **Nationalist Movements and Constitutional Decolonisation Across Africa:** including the roles of Kwame Nkrumah
- Julius Nyerere and Patrice Lumumba
- **The Developmental State Debate in Africa:** Botswana, Ethiopia and Rwanda compared
- **Military Interventions and Political Instability:** post-independence African states
- **Resurgence of Multiparty Democracy in Africa From the 1990s:** factors driving democratic transitions
- **Regional Integration:** African Union, its objectives, organs and the principle of non-indifference
- **Regional Integration:** ECOWAS and other regional economic communities, and their contribution to political and economic cooperation
- **Contemporary Prospects for African Political Integration:** the African Union's Agenda 2063 and the protocol on free movement of persons
- **Governance Challenges Common Across African States:** weak institutions, resource dependence and ethnic pluralism
- Comparing Nigeria's Governance Record Against at Least Two Other African States Studied in the Course
- Prospects and Obstacles for Deeper African Political Integration
- **Environmental Governance in African States:** oil spills, deforestation and the Great Green Wall initiative

CATEGORY	DETAILS
Core Competencies	• Comparative continental analysis • Historical-political evaluation • Regional integration literacy • Problem-solving competence • Reflective and lifelong learning skills • Report writing skills • Numeracy and statistical literacy • Country case analysis
Core Values	• Pan-African unity • Patriotism and resilience • Respect for diverse national experiences • Respect for diversity • Integrity and honesty • Discipline • Perseverance
Pedagogical Approaches	• Four-in-One Model (Comparative Case Study, Historical Narrative, Structured Debate, Seminar Presentation) • Video/Documentary Analysis • Online Discussion Forum
Learning Resources	• Core Textbooks • African Union Reports and Journals • Newspapers and News Magazines • Documentaries and Video Materials
Assessment Methods	• Continuous Assessment • Group Presentation • Term Examination • Peer Assessment • Take-home Assignment • Practical: country profile fact sheet on an African state prepared for use by Basic 9 learners

REFERENCES AND FURTHER READING

Ake, C. (1981). *A political economy of Africa*. Longman.

Young, C. (1997). *The African colonial state in comparative perspective*. Yale University Press.

Ayandele, E. A. (1966). *The missionary impact on modern Nigeria, 1842–1914. Longmans*.

POL 125 Military in Politics

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines one of the defining features of post-colonial African politics: military intervention in governance. It covers civil-military relations theory, the causes and patterns of coups, the structure of military regimes, and the process of transition back to civilian rule. It closes by weighing the lasting institutional legacies of military rule against the safeguards Nigeria's Fourth Republic has since built to prevent a recurrence. Nigeria's own coup era, from 1966 through to 1999, and the more recent interventions in Mali and Niger, are analysed side by side to test whether the classical theories of military intervention still explain why armies act when they do. Basic 7–9 Civic Education teaches the value of democracy and constitutional rule; this course helps trainees explain to learners why military rule undermines both, using Nigerian and African examples.

RELEVANCE STATEMENT

Nigeria's nearly thirty years under military rule left institutional and psychological marks that still shape the country's politics, from the structure of the federation to public attitudes toward the armed forces. A teacher who cannot explain why the military intervened, and why it eventually withdrew, cannot adequately address one of the most consequential chapters of the country's political history. The course also has present-day relevance beyond Nigeria: recent coups in Mali, Niger, Burkina Faso and Gabon show that military intervention remains a live risk in the region. Understanding the theoretical explanations for intervention equips trainee teachers to interpret these events critically rather than treating them as inexplicable ruptures. With the ECOWAS response to recent Sahel coups a live news story, a teacher who understands the theory behind military intervention can help learners evaluate whether current regional pressure is likely to restore civilian rule or simply harden military resolve.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to evaluate the major theories of military intervention in politics and assess their explanatory power for specific African coups.
2. Enable students to analyse the recurring causes and patterns of military coups across Nigeria and the wider region.
3. Equip students to critique the structure and performance of military regimes against their own stated justifications for seizing power.
4. Train students to assess the process of military disengagement and evaluate the conditions that favour a successful transition to civilian rule.
5. Lead students to differentiate palace, revolutionary and veto coups and assess which pattern best explains a specific historical episode.
6. Help students evaluate the principle of civilian supremacy and the mechanisms Nigeria has adopted to safeguard it since 1999.
7. Support students to synthesise theories of civil-military relations to propose indicators that could signal an elevated coup risk.

LEARNING OUTCOMES

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

1. Apply at least one theory of military intervention to explain a specific coup in Nigeria or another African state.
2. Evaluate whether a named military regime achieved the objectives it used to justify its intervention.
3. Critique the pattern of recent coups in the Sahel against the theoretical models studied in the course.
4. Assess the conditions that enabled Nigeria’s 1999 transition to civilian rule, and compare them with a case of failed transition.
5. Classify a specific coup as a palace, revolutionary or veto coup, and justify the classification.
6. Evaluate a specific safeguard against military intervention for its effectiveness in present-day Nigeria.
7. Apply the proposed coup-risk indicators to a specific African country’s recent history and assess how well they would have anticipated its risk level.

COURSE CONTENT

- **Nature and Defining Characteristics:** military rule and military intervention in politics
- **Theories of Military Intervention:** sociological, political, economic and praetorian explanations
- **Causes of Military Coups:** political, economic, social and institutional factors
- **Patterns of Military Intervention:** palace coups, revolutionary coups and veto coups, illustrated with Nigerian and Ghanaian case studies
- **Organs and Structure of Military Government:** the Supreme Military Council and its subordinate bodies
- **Achievements and Failures of Military Rule:** assessed against its stated objectives
- **Process of Military Disengagement:** transition to civilian rule
- **Civil-military Relations and the Principle:** civilian supremacy over the armed forces in a democratic order
- Constitutional and Institutional Safeguards Against Military Intervention in the Fourth Republic
- Recent Coups in the Sahel (Mali, Niger, Burkina Faso and Gabon) as Contemporary Case Studies
- Weighing the Lasting Institutional Legacies of Military Rule Against Present-day Safeguards

CATEGORY	DETAILS
Core Competencies	• Theoretical application • Comparative political analysis • Critical evaluation of regimes • Adaptability and resilience • Digital and ICT literacy • Numeracy and statistical literacy • Media and information literacy • Evaluating civil-military relations

CATEGORY	DETAILS
Core Values	• Civilian supremacy and constitutional order • Discipline and accountability • Commitment to peace • Tolerance and open-mindedness • Patriotism and national consciousness • Perseverance • Humility
Pedagogical Approaches	• Four-in-One Model (Case Study, Theoretical Application Exercise, Structured Debate, Seminar Discussion) • Online Discussion Forum • Think-Pair-Share
Learning Resources	• Core Textbooks • Historical and Archival Texts • Documentaries and Video Materials • E-Learning Platform
Assessment Methods	• Continuous Assessment • Group Presentation • Term Examination • Take-home Assignment • Seminar Presentation • Practical: simulated news report on a historical coup and its effect on citizens' rights

REFERENCES AND FURTHER READING

Huntington, S. P. (1981). *The soldier and the state: The theory and politics of civil – military relations (Rev*. ed.). Belknap Press of Harvard University Press.

Janowitz, M. (1964). *Military in the political development of new nations: An essay in comparative analysis*. University of Chicago Press.

Luckham, R. (1974). *The Nigerian military: A sociological analysis of authority and revolt, 1960–67. Cambridge University Press*.

NCE 200 Level: First Semester

POL 211 Introduction to Classical Political Thought

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course engages directly with the foundational thinkers of the Western political tradition. It examines the political philosophy of Socrates, Plato, Aristotle and Cicero, and the enduring questions of justice, the ideal state and the best form of government. It closes by asking students to trace one classical concept, such as justice or the ideal state, forward into a specific modern or Nigerian political argument. Plato's Republic and Aristotle's Politics are read closely enough that students can identify, in their own words, exactly where Aristotle breaks from his teacher on the question of the ideal state. Ideas from Plato, Aristotle and other classical thinkers about the good citizen and the just state underpin the citizenship values taught in Basic 7–9 Civic Education, and the course helps trainees trace those roots.

RELEVANCE STATEMENT

Debates over the best form of government, over who should rule and over what justice requires did not begin with the Nigerian constitution; they stretch back to the Athenian polis. This course gives trainee teachers the historical depth to show learners that today's constitutional arguments are the latest chapter in a much older conversation, which makes the arguments easier to follow and easier to evaluate. Engaging directly with primary texts also trains students in a transferable academic skill: the close reading and interpretation of dense argument, which strengthens their capacity to read constitutions, court judgements and policy documents with the same rigour later in the programme and in their teaching careers. This close-reading discipline pays off well beyond the course itself: a graduate who has learned to extract a precise argument from Plato's dense prose is far better equipped to read a Nigerian court judgement or a National Assembly bill with the same care.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to evaluate the political philosophies of Socrates, Plato, Aristotle and Cicero and compare their competing visions of the ideal state.

2. Enable students to analyse Plato's theory of forms and assess its implications for his conception of justice and the philosopher-king.
3. Equip students to critique Aristotle's classification of constitutions and his theory of the mixed constitution against modern constitutional design.
4. Train students to synthesise classical concepts of justice and citizenship to evaluate a contemporary political arrangement.
5. Lead students to evaluate Socrates's conflict with Athenian democracy for what it reveals about the tension between philosophy and popular rule.
6. Help students assess Cicero's conception of the res publica for its influence on later republican political thought.
7. Support students to critique the exclusion of women and enslaved people from Athenian citizenship against classical claims to justice.

LEARNING OUTCOMES

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

1. Construct a comparative argument contrasting Plato's and Aristotle's theories of the ideal state.
2. Defend or challenge Plato's argument for rule by philosopher-kings using a contemporary example.
3. Apply Aristotle's classification of constitutions to categorise a specific present-day government.
4. Evaluate Cicero's conception of natural law against a modern human rights claim.
5. Assess whether Socrates's trial illustrates a genuine tension between free inquiry and democratic majority rule.
6. Critique the continuing influence of Cicero's res publica on a specific modern republican institution.
7. Present the critique of Athenian citizenship in a structured written argument that measures it against at least one alternative conception of justice.

COURSE CONTENT

- Rise of the Greek Polis
- **Birth of Political Philosophy:** distinct field of enquiry
- **Socrates:** dialectical method, and the conflict between philosophy and the political authority of his day
- **Plato:** theory of forms, and its application to the Republic

- **Plato:** vision of the ideal state and the doctrine of the philosopher-king
- **Aristotle:** classification of constitutions into pure and deviant forms
- **Aristotle:** distributive and corrective justice
- **The Concept of the:** mixed constitution as a safeguard against instability
- **Cicero and Roman Political Thought:** idea of the res publica and the theory of natural law
- **Legacy of Classical Political:** thought for later traditions of political philosophy, including natural law and constitutionalism
- Stoic Political Thought and Its Concept of Natural Law
- Tracing One Classical Concept Forward Into a Specific Modern or Nigerian Political Argument
- Methods of Interpreting and Contextualising Ancient Political Texts

CATEGORY	DETAILS
Core Competencies	• Textual interpretation • Philosophical argumentation • Comparative analysis • Digital and ICT literacy • Research and inquiry skills • Media and information literacy • Negotiation and mediation skills • Textual analysis of primary sources
Core Values	• Intellectual humility • Pursuit of truth and excellence • Respect for reasoned disagreement • Integrity and honesty • Civic responsibility • Justice and fairness • National unity
Pedagogical Approaches	• Four-in-One Model (Textual Analysis, Socratic Seminar, Comparative Essay, Structured Debate) • Think-Pair-Share • Field Trip/Study Visit

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • Primary Philosophical Texts • E-Learning Platform • Government Gazettes
Assessment Methods	• Continuous Assessment • Textual Analysis Exercise • Seminar Presentation • Class Test • Practical: short reading guide on one classical thinker, written for peers and presented in a seminar

REFERENCES AND FURTHER READING

Sabine, G. H. (1937). *A history of political theory*. H. Holt.

Barker, E. (1918). *Greek political theory: Plato and his predecessors (5th ed.)*. Methuen & Company.

Strauss, L., & Cropsey, J. (Eds.). (1987). *History of political philosophy (3rd ed.)*. University of Chicago Press.

POL 212 Comparative Government and Politics

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course moves the analytical lens from a single country or region to a systematic, cross-national comparison of governments and political systems. It introduces the methods of comparative analysis and applies them to the structures and processes of selected political systems. It closes with a structured comparative case study in which students apply the course's methods to two contrasting political systems of their own choosing. The comparative method is applied concretely by setting Nigeria's presidential system against the United Kingdom's parliamentary model and against a federal peer such as Germany, so that 'comparative government' means testing a specific claim rather than listing facts about different countries. Trainees who complete this course can use comparisons with

other countries to make Basic 7–9 lessons on Nigeria's government more concrete for learners.

RELEVANCE STATEMENT

Learners frequently ask, implicitly or explicitly, why Nigeria cannot simply copy a system that appears to work elsewhere. This course equips trainee teachers to answer that question rigorously, using the actual methods of comparative political analysis rather than casual impression, so that comparison becomes a tool for insight rather than a source of oversimplified conclusions. By exposing students to a genuine cross-section of political systems and the historical, cultural and economic factors that shape them, the course also guards against the assumption that any single model of democracy is universally transplantable, an insight that is essential for teachers guiding learners through debates on political reform. Because Nigerians regularly debate switching to a parliamentary system to cut the cost of governance, a teacher trained in genuine comparative method can walk learners through what such a switch would and would not solve, instead of repeating the debate's slogans.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to differentiate the major methods of comparative political analysis and justify the appropriate method for a given research question.
2. Enable students to classify political systems and regime types using defined comparative criteria.
3. Equip students to evaluate the executive, legislative and judicial structures of at least two contrasting political systems.
4. Train students to assess how historical, cultural and economic factors shape divergent governance outcomes across comparable states.
5. Lead students to critique institutionalism and new institutionalism as competing frameworks for comparative political analysis.
6. Help students evaluate party systems across at least two countries for their comparative effect on democratic accountability.
7. Support students to design a comparative research instrument suitable for systematically studying two contrasting legislatures.

LEARNING OUTCOMES

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

1. Apply the comparative method to systematically contrast two political systems on a shared set of criteria.
2. Classify a given political system by regime type, defending the classification against a plausible alternative.
3. Evaluate the relative independence of the judiciary in two selected countries.
4. Construct an evidence-based explanation for why two structurally similar states have produced different governance outcomes.
5. Critique which of institutionalism or new institutionalism better explains a specific comparative case.
6. Assess whether a named country's party system strengthens or weakens democratic accountability, relative to a comparator state.
7. Pilot the comparative research instrument on published data from the two chosen legislatures and report what it reveals about their comparative performance.

COURSE CONTENT

- **Nature and Scope of:** comparative government and politics
- The Distinction Between Institutional and Behavioural Approaches
- **Methods of Comparison:** comparative method, classical institutionalism and new institutionalism
- Classification of Political Systems
- **Regime Types:** democratic variants and authoritarian variants
- Comparative Analysis of Executive Structures in Selected Countries
- **Comparative Analysis of Legislatures and:** functions in selected countries
- **Comparative Analysis of Judiciaries and:** role in upholding constitutional government
- **Comparative Analysis of Party Systems:** across selected democratic and non-democratic states
- **Historical, Cultural and Social Factors:** that shape the emergence and performance of political systems
- Comparative Analysis of Electoral Systems and Their Effect on Party Competition
- Comparative Analysis of Civil-military Relations Across Selected Political Systems
- Structured Comparative Case Study of Two Political Systems Chosen by Students
- **Gender Representation in Comparative Perspective:** legislative quotas in Rwanda and Senegal compared with Nigeria

CATEGORY	DETAILS
Core Competencies	• Comparative methodology • Cross-national analysis • Evidence-based reasoning • Adaptability and resilience • Digital and ICT literacy • Negotiation and mediation skills • Time management • Cross-national comparison
Core Values	• Tolerance of diverse governance models • Objectivity • Respect for evidence • Accountability • Commitment to professional ethics • Justice and fairness • National unity
Pedagogical Approaches	• Four-in-One Model (Comparative Case Study, Structured Debate, Group Research, Concept Mapping) • Field Trip/Study Visit • Guest Lecture
Learning Resources	• Core Textbooks • Comparative Case Study Databases • Government Gazettes • Online Databases (JSTOR, Google Scholar)
Assessment Methods	• Continuous Assessment • Comparative Report • Term Examination • Class Test • Quiz • Practical: comparative data table on two countries' governments, built from official sources

REFERENCES AND FURTHER READING

Powell, G. B., Jr., Dalton, R. J., & Strøm, K. W. (Eds.). (2015). *Comparative politics today: A world view (11th ed.)*. Pearson.

McCormick, J., Hague, R., & Harrop, M. (2019). *Comparative government and politics: An introduction (11th ed.)*. Bloomsbury Publishing.

Lijphart, A. (2012). *Patterns of democracy: Government forms and performance in thirty-six countries (2nd ed.)*. Yale University Press.

POL 213 Teaching Methods in Political Science

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 20 | **PRACTICAL HOURS** 10

COURSE OVERVIEW

This course prepares students to teach Government and Civic Education effectively. It covers lesson planning, instructional strategies suited to civic and political content, the use of instructional resources, and micro-teaching practice, with field excursions to civic institutions where feasible. It closes with a supervised micro-teaching demonstration in which each student delivers a short civic education lesson to peers for structured feedback. The micro-teaching component requires each student to plan and deliver a full civic education lesson, complete with objectives, resources and an assessment task, so that lesson planning is practised as a skill rather than only studied as a topic. The course is the main point in the programme where trainees plan and practise Civic Education and Social Studies lessons for Basic 7–9 classes and Government lessons for senior secondary classes.

RELEVANCE STATEMENT

Sound subject knowledge in Political Science does not automatically translate into an effective civic education lesson; without deliberate pedagogical training, even a knowledgeable graduate may struggle to hold a classroom's attention or provoke genuine civic reasoning. This course closes that gap by turning the content learned across the programme into structured, learner-centred lessons. Feedback from the supervised micro-teaching session is treated as diagnostic: identified weaknesses feed directly into the Teaching Practice placements in later semesters, giving the course a measurable link to how well graduates actually perform in a real classroom.

The course is also where the programme's pedagogical philosophy becomes concrete: it trains students to use debate, simulation and inquiry, methods that mirror the participatory

citizenship the programme aims to cultivate, rather than relying solely on rote instruction that would undercut the very civic values the curriculum is meant to instil. This supervised micro-teaching component is where the course's pedagogical training is actually tested, giving trainee teachers direct, feedback-based practice before they face a real classroom.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to design lesson plans appropriate to the secondary school civic curriculum that reflect clearly stated, measurable learning outcomes.
2. Enable students to evaluate discussion, debate, simulation and inquiry-based methods for their suitability to specific political content.
3. Equip students to assess the effectiveness of selected instructional resources for teaching abstract political concepts to adolescent learners.
4. Train students to critique a delivered civic education lesson, own or observed, against defined pedagogical standards.
5. Lead students to design an assessment strategy that validly measures civic reasoning rather than mere factual recall.
6. Help students evaluate the use of field excursions to civic institutions as a tool for deepening learner understanding of governance.
7. Support students to critique a widely used civic education textbook chapter for pedagogical strengths and weaknesses.

LEARNING OUTCOMES

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

1. Produce a fully structured lesson plan for a specified Government or Civic Education topic, including assessment items.
2. Select and justify a teaching method appropriate to a given civic topic and learner age group.
3. Deliver a micro-teaching session and respond constructively to peer and supervisor feedback.
4. Evaluate a recorded or observed civic education lesson and propose two specific improvements.
5. Design an assessment item that tests a learner's capacity to reason about a civic issue, not just recall facts.

6. Critique the pedagogical value of a specific field excursion against its stated learning objectives.
7. Present the textbook critique to peers with at least two concrete recommendations for improving the chapter for classroom use.

COURSE CONTENT

- **Objectives and Scope of Teaching:** Government and Civic Education at the Basic and Secondary levels
- **Lesson Planning and Instructional Design:** civic and political content
- **Teaching Strategies:** structured discussion and guided classroom debate
- **Teaching Strategies:** role-play, simulation exercises and inquiry-based learning for civic topics
- **Use of Instructional Resources:** maps, primary source documents, media and current affairs materials
- **Assessment of Civic Learning:** including formative and summative approaches suited to political content
- **Preparing Instructional Materials for Civic Education Lessons:** charts, maps and simple digital aids
- **Field Excursions to the National Assembly, State Houses of Assembly and Other Civic Institutions:** as an experiential learning strategy
- Classroom Management Strategies for Discussion-based Civic Lessons
- Integrating Information and Communication Technology Into Civic Education Delivery
- Supervised Micro-teaching Demonstration and Structured Peer and Lecturer Feedback
- **Universal Design for Learning in Civic Education Lessons:** multiple means of representation, engagement and expression, and adapting lessons for learners with disabilities
- **Gender-responsive Pedagogy:** equal participation of girls and boys in class debates and leadership roles, and removing stereotypes from teaching materials
- **Social-Emotional Learning and Learner Well-being in the Civic Education Classroom:** self-awareness, empathy, respectful disagreement and a safe, happy classroom climate
- **Working with Parents and Communities:** parent-teacher associations, School-Based Management Committees and involving families in civic projects

CATEGORY	DETAILS
Core Competencies	• Pedagogic knowledge and lesson design • Instructional communication • Reflective practice • Research and inquiry skills • Effective oral and written communication • Time management • Cross-cultural communication • Lesson planning for Basic Education Civic Education
Core Values	• Commitment to learner-centred teaching • Confidence and professionalism • Perseverance • Civic responsibility • Empathy and compassion • National unity • Selfless service
Pedagogical Approaches	• Four-in-One Model (Micro-Teaching, Demonstration, Peer Review, Field-Based Observation) • Guest Lecture • Role-Play Simulation
Learning Resources	• Moot Chamber • Instructional Materials • Field Excursion Sites • Online Databases (JSTOR, Google Scholar) • Library Reference Materials
Assessment Methods	• Lesson Plan Evaluation • Practical Micro-Teaching Assessment • Continuous Assessment • Quiz • Oral Presentation • Practical: micro-teaching of a 20-minute Basic 7–9 Civic Education lesson, assessed with an observation rubric

REFERENCES AND FURTHER READING

Banks, J. A. (1990). *Teaching strategies for the social studies: Inquiry, valuing, and decision-making (4th ed.)*. Longman.

Michaelis, J. U. (1988). *Social studies for children: A guide to basic instruction (9th ed.)*. Prentice Hall.

Parker, W. C. (2009). *Social studies in elementary education (13th ed.)*. Pearson.

POL 214 Nigerian Constitutional Development

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course offers a focused, in-depth study of Nigeria's constitutional documents and principles, from the Clifford Constitution of 1922 to the 1999 Constitution as amended, examining the context, content, merits and demerits of each. It closes by asking students to draft a short, evidence-based position paper on one live constitutional-amendment proposal currently before the National Assembly. Each constitution is examined for one defining feature it introduced, regionalism under the 1954 Lyttleton Constitution, the parliamentary executive under the 1960 and 1963 Constitutions, and the presidential system under 1979 and 1999, so students see constitutional change as a sequence of deliberate design choices rather than an unbroken continuity. Basic 7–9 Civic Education includes the constitution, constitutional rights and duties of citizens, and this course gives trainees the text-based knowledge to teach these themes with precision.

RELEVANCE STATEMENT

Constitutional literacy is not optional for a Government teacher; learners will ask about restructuring, state policing and constitutional amendment, and a teacher without a close working knowledge of the actual constitutional text can only offer opinion where evidence is required. This course builds that close, text-based competence. The course also connects constitutional history to present political stakes, since almost every major current reform proposal in Nigeria traces back to a specific unresolved tension in one of the constitutions studied here, from the derivation principle to the scope of the exclusive legislative list. Because proposals to amend revenue allocation, state creation or the immunity clause resurface in almost every National Assembly session, a teacher with this grounding can trace any current amendment debate back to the specific constitutional provision it seeks to change.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to evaluate the pre-independence constitutions and assess their respective contributions to Nigeria's political development.
2. Enable students to critique the independence and post-independence constitutions for how effectively they addressed the national question.
3. Equip students to analyse the constitutional principles of federalism, separation of powers and the rule of law as codified in the 1999 Constitution.
4. Train students to assess the impact of military rule on the character and legitimacy of Nigeria's constitutional order.
5. Lead students to appraise a specific contemporary constitutional reform proposal against the historical lessons of previous constitutions.
6. Help students evaluate the amendment procedure of the 1999 Constitution for how easily or how rigidly it permits reform.
7. Support students to design a public engagement strategy for explaining a proposed constitutional amendment to a lay audience.

LEARNING OUTCOMES

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

1. Construct a critical comparison of two Nigerian constitutions on a shared issue, such as revenue allocation or citizenship.
2. Assess whether the 1999 Constitution adequately embodies the principle of federalism, with textual evidence.
3. Critique the legitimacy of the 1999 Constitution given its promulgation under military rule.
4. Evaluate a specific proposed constitutional amendment and predict its likely political consequences.
5. Defend a reasoned position on whether Nigeria needs a new constitution or an amended one.
6. Critique the constitutional amendment procedure for whether it strikes the right balance between stability and reformability.
7. Deliver the public engagement strategy as a mock forum presentation and adapt the explanation in response to questions from a simulated lay audience.

COURSE CONTENT

- **Constitution-making Processes:** constituent assemblies, military decrees and referendums compared
- **Pre-independence Nigerian Constitutions:** Clifford Constitution (1922), the Richards Constitution (1946), the Macpherson Constitution (1951) and the Lyttleton Constitution (1954)
- **Independence Constitution of 1960:** Republican Constitution of 1963
- **1979 Constitution and the Short-lived 1989 Constitution:** lessons drawn from each
- **1999 Constitution and the:** structure of government under the Fourth Republic
- **Federalism and the Division of:** legislative powers between the federal and state governments, including the Exclusive and Concurrent Legislative Lists
- **Impact of Successive Military:** regimes on constitutional development and continuity
- **Contemporary Constitutional Debates:** restructuring and resource control
- **Contemporary Constitutional Debates:** state policing and the reform of Nigeria's security architecture
- **Contemporary Constitutional Debates:** electoral reform and the process of constitutional amendment
- **Constitutional Immunity and Judicial Independence Under the 1999 Constitution:** the immunity clause and the appointment of judges
- Amendment Procedures Under the 1999 Constitution and Their Practical Difficulty
- Drafting a Position Paper on a Live Constitutional-amendment Proposal

CATEGORY	DETAILS
Core Competencies	• Constitutional textual analysis • Critical evaluation • Policy forecasting • Leadership and initiative • Adaptability and resilience • Cross-cultural communication • Ethical reasoning • Reading constitutional text

CATEGORY	DETAILS
Core Values	• Integrity and constitutionalism • Transparency • Commitment to social justice • Civic responsibility • Empathy and compassion • Selfless service • Respect for cultural diversity
Pedagogical Approaches	• Four-in-One Model (Textual Analysis, Case Study, Structured Debate, Position Paper Writing) • Role-Play Simulation • Peer Teaching
Learning Resources	• Core Textbooks • Constitutions and Statutes • Library Reference Materials • Newspapers and News Magazines
Assessment Methods	• Continuous Assessment • Constitutional Analysis Essay • Term Examination • Oral Presentation • Peer Assessment • Practical: mock constitutional review hearing on a proposed amendment, assessed on presentation and evidence

REFERENCES AND FURTHER READING

Ezera, K. (1964). *Constitutional developments in Nigeria*. Cambridge University Press.

Coleman, J. S. (1958). *Nigeria: Background to nationalism*. University of California Press.

Nwabueze, B. O. (1982). *A constitutional history of Nigeria*. London: C. Hurst & Co.

POL 215 Human Rights Education

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the concept, classification and legal protection of human rights, and the principles and methods for teaching human rights in schools. It covers international and regional instruments, Nigeria's constitutional rights provisions, and the institutions that protect them. It closes with a practical exercise in planning a sensitive, learner-appropriate lesson on a real human-rights issue drawn from the students' own communities. Chapter IV of the 1999 Constitution and the African Charter on Human and Peoples' Rights are read alongside each other, and the National Human Rights Commission's mandate is examined as the practical institution learners can be directed to if a right is violated. Human rights, child rights and the duties of citizens are core themes in Basic 7–9 Civic Education, and this course prepares trainees to teach them using Nigerian law and real cases.

RELEVANCE STATEMENT

Human rights violations, from gender-based violence to unlawful detention, are not distant abstractions for many Nigerian learners; they are lived realities in their communities. A teacher equipped with both substantive rights knowledge and the pedagogical tools to discuss it sensitively can turn the classroom into a genuine site of protection and empowerment rather than silence. The course also has a direct professional dimension: teachers themselves are duty-bearers within the school system, and understanding the rights of the child and the mechanisms for redress equips graduates to recognise and appropriately respond to rights violations they may encounter in their own professional practice. Handled carefully, a lesson on human rights can also be one of the more sensitive a Basic or Secondary teacher delivers, so the course pairs rights content with guidance on discussing issues such as domestic violence or child labour without exposing or shaming any learner's own situation.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to evaluate the classification of civil, political, economic, social and cultural rights and assess their practical interdependence.

2. Enable students to analyse international, regional and national instruments for protecting human rights and compare their enforcement mechanisms.
3. Equip students to critique the effectiveness of the National Human Rights Commission in addressing rights violations in Nigeria.
4. Train students to design a classroom approach for teaching a sensitive human rights topic that protects and empowers learners.
5. Lead students to evaluate the derogability of specific rights under Nigeria's 1999 Constitution during a state of emergency.
6. Help students assess the relationship between the African Charter on Human and Peoples' Rights and Nigeria's domestic rights framework.
7. Support students to critique the adequacy of remedies available to a Nigerian citizen whose fundamental right has been violated.

LEARNING OUTCOMES

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

1. Assess a specific Nigerian human rights case against the relevant constitutional and international provisions.
2. Critique the enforcement mechanism of one international or regional human rights instrument.
3. Evaluate the National Human Rights Commission's handling of a specific documented case.
4. Design and justify a lesson plan for teaching a sensitive rights topic, such as child rights or gender-based violence, to secondary school learners.
5. Evaluate a specific instance where a Nigerian right was suspended and assess whether the suspension met constitutional standards.
6. Critique a gap between the African Charter's provisions and their actual domestic implementation in Nigeria.
7. Recommend, in a written brief, one specific reform that would strengthen the remedies available in the fundamental rights case examined.

COURSE CONTENT

- **Meaning, Nature and Classification of Human Rights:** civil and political rights
- Economic, Social and Cultural Rights
- **Historical Development of Human Rights:** from the Magna Carta to the Universal Declaration of Human Rights (1948)

- **International Human Rights Instruments:** ICCPR, the ICESCR and the Convention on the Rights of the Child
- **Regional Human Rights Frameworks:** African Charter on Human and Peoples' Rights
- **Human Rights Under the 1999 Nigerian Constitution:** including the distinction between justiciable and non-justiciable rights
- **Role and Mandate of:** National Human Rights Commission of Nigeria
- **Human Rights Violations in Nigeria and Their Underlying Political:** social and institutional causes
- Principles and Methods of Human Rights Education
- **Classroom Strategies for Teaching Human:** rights concepts to learners at the Basic and Secondary levels
- **Rights of the Child Under Nigerian and International Law:** including the Child's Rights Act
- Gender-based Violence and Rights Protections for Women and Girls
- Planning a Sensitive, Learner-appropriate Lesson on a Real Human-rights Issue
- **Rights of Persons with Disabilities and Inclusive Schooling:** the Discrimination Against Persons with Disabilities (Prohibition) Act 2018
- **Child Protection and Learner Well-being in School:** the Child's Rights Act 2003, anti-bullying and safe-school practice

CATEGORY	DETAILS
Core Competencies	• Rights-based analysis • Ethical classroom judgement • Instructional design for sensitive topics • Reflective and lifelong learning skills • Leadership and initiative • Ethical reasoning • Teamwork and collaboration • Human rights advocacy

CATEGORY	DETAILS
Core Values	• Equality and dignity • Empathy • Inclusion and protection of the vulnerable • Accountability • Commitment to professional ethics • Respect for cultural diversity • Servant leadership
Pedagogical Approaches	• Four-in-One Model (Case Study, Role-Play, Rights-Based Lesson Design, Structured Discussion) • Peer Teaching • Brainstorming Session
Learning Resources	• Core Textbooks • International and Regional Rights Instruments • Newspapers and News Magazines • Documentaries and Video Materials
Assessment Methods	• Continuous Assessment • Case Analysis • Lesson Design Project • Peer Assessment • Take-home Assignment • Practical: rights-awareness campaign material (poster or short video) designed for a Basic 7–9 school assembly

REFERENCES AND FURTHER READING

Donnelly, J. (2013). *Universal human rights in theory and practice (3rd ed.)*. Cornell University Press.

Freeman, M. (2011). *Human rights: An interdisciplinary approach (Rev*. ed.). Polity.

Ishay, M. R. (2008). *The history of human rights: From ancient times to the globalization era (2nd ed.)*. University of California Press.

POL 217 Nation Building in Africa

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the enduring challenge of building cohesive, stable nations out of the territorial entities that colonialism created in Africa. It covers the theories of nation-building, the strategies African states have used, and the challenges of ethnic fragmentation, political instability and underdevelopment. It closes by asking students to propose, and defend, one practical nation-building measure suited to a specific Nigerian context. Case comparisons across Tanzania's Ujamaa villagisation, Rwanda's post-genocide reconciliation architecture and Nigeria's own federal character principle give students three markedly different state responses to the same underlying problem of managing ethnic plurality. National unity, integration and national symbols are recurring themes in Basic 7–9 Social Studies and Civic Education; this course gives trainees the African cases to teach them well.

RELEVANCE STATEMENT

Nigeria's own struggle to forge one nation out of over 250 ethnic groups is not a peculiar national failing; it is a shared African condition rooted in the arbitrary boundaries colonialism imposed. This course equips trainee teachers to place Nigeria's unity challenges in this wider context, which both explains the difficulty and highlights strategies that have worked elsewhere. As custodians of national values in the classroom, teachers play a direct role in whichever nation-building strategy a society adopts, whether through language policy, civic curricula or the deliberate cultivation of shared symbols. This course prepares graduates to play that role knowingly and effectively, rather than by accident. The course gives trainee teachers direct practice in translating comparative nation-building theory into a concrete, locally workable recommendation. With ethnic and religious tension a recurring theme in Nigerian public life, a teacher who has studied how other African states have pursued cohesion, successfully or otherwise, is better placed to model constructive civic dialogue rather than avoid the topic altogether.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to evaluate competing theoretical frameworks for nation-building, including primordialism, modernism and constructivism.

2. Enable students to assess the effect of the colonial legacy of arbitrary boundaries on the nation-building prospects of specific African states.
3. Equip students to critique the strategies African states have used to build national identity, including education and language policy.
4. Train students to appraise the relationship between ethnic and religious fragmentation and the failure or success of nation-building in named case studies.
5. Lead students to evaluate the role of economic development policy as a nation-building tool in a specific African state.
6. Help students assess the contribution of regional integration efforts to nation-building at the continental level.
7. Support students to assess the risk that an aggressive nation-building strategy could itself provoke ethnic or religious backlash.

LEARNING OUTCOMES

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

1. Apply a named theoretical framework to explain the nation-building trajectory of a specific African state.
2. Assess whether a specific national symbol or policy (such as a national language policy) has advanced or hindered nation-building.
3. Critique the comparative success of nation-building in two contrasting African states, with evidence.
4. Propose one concrete, evidence-based strategy for strengthening national cohesion in Nigeria.
5. Evaluate whether a specific economic development programme strengthened or weakened national cohesion in a named state.
6. Assess whether regional integration efforts have measurably advanced nation-building within a specific African sub-region.
7. Propose one safeguard that could reduce the backlash risk identified and defend its feasibility in class discussion.

COURSE CONTENT

- **Meaning of Nation-building:** distinction from state-building and national integration
- **Theoretical Frameworks for Understanding Nationhood:** primordialism, modernism, ethno-symbolism and constructivism

- **Colonial Legacy of Arbitrary Boundaries:** lasting effect on the cohesion of post-colonial African states
- **Strategies of Nation-building:** nationalism and civic education as tools of integration
- **Strategies of Nation-building:** language policy and economic development as instruments of cohesion
- **Challenges to Nation-building:** ethnic and religious fragmentation, and their political consequences
- **Challenges to Nation-building:** political instability and the lingering effects of neo-colonialism
- **Comparative Case Studies in Nation-building:** Tanzania's Ujamaa-era approach and Nigeria's federal character principle
- **Comparative Case Studies in Nation-building:** South Africa's post-apartheid reconciliation and Rwanda's post-genocide unity policy
- **Contemporary Prospects for Nation-building in Africa:** citizenship, indigeneity and the rights of settlers
- Role of National Symbols, Language Policy and Civic Curricula in Nation-building
- Proposing and Defending a Practical Nation-building Measure Suited to a Specific Nigerian Context
- Regional Integration as an Extension of Nation-building Beyond the Nation-state

CATEGORY	DETAILS
Core Competencies	• Theoretical application • Comparative case analysis • Policy design • Research and inquiry skills • Effective oral and written communication • Teamwork and collaboration • Public speaking and debate skills • Conflict-sensitive communication

CATEGORY	DETAILS
Core Values	• Unity and national cohesion • Patriotism • Harmony across diversity • Commitment to professional ethics • Tolerance and open-mindedness • Servant leadership • Respect for the rule of law
Pedagogical Approaches	• Four-in-One Model (Case Study, Theoretical Application, Structured Debate, Policy Proposal Exercise) • Brainstorming Session • Video/Documentary Analysis
Learning Resources	• Core Textbooks • Comparative Country Case Studies • Documentaries and Video Materials • E-Learning Platform
Assessment Methods	• Continuous Assessment • Group Presentation • Term Examination • Take-home Assignment • Seminar Presentation • Practical: class project on a national unity symbol or institution, presented as a lesson for Basic 8

REFERENCES AND FURTHER READING

Deutsch, K. W., & Foltz, W. J. (Eds.). (1963). *Nation-building*. Atherton Press.

Emerson, R. (1960). *From empire to nation: The rise to self-assertion of Asian and African peoples*. Harvard University Press.

Wallerstein, I. (1961). *Africa: The politics of independence*. Vintage Books.

POL 216 Introduction to Political Behaviour

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course shifts the focus from institutions to people. It examines how citizens think, feel and act politically, covering political socialisation, political culture, public opinion and the forms and determinants of political participation. It closes by asking students to design a short instrument for observing or surveying political behaviour among their own peers. Voting behaviour models, rational choice, sociological and psychological explanations, are each tested against patterns actually observed in recent Nigerian elections, including the ethnic and religious voting blocs frequently reported by election analysts. Basic 7–9 Civic Education asks learners to understand voting, participation and responsible citizenship; this course explains why people participate the way they do, so trainees can teach these topics with evidence.

RELEVANCE STATEMENT

Understanding institutions alone does not explain why an election result surprises analysts, or why a policy that seems rational on paper triggers public outrage. This course gives trainee teachers the behavioural lens needed to explain political outcomes in terms of how real citizens perceive, feel and act, which is often decisive where institutional analysis alone falls short. The course also has direct classroom application: understanding political socialisation equips teachers to recognise their own role, as one of the most influential agents of socialisation a learner encounters, in shaping the civic attitudes and participatory habits their students will carry into adult citizenship. The course gives trainee teachers first-hand experience of how political-behaviour data is actually collected, ahead of the fuller treatment in POL 224. Because ‘why do people vote the way they do’ is a question learners raise every election cycle, often through the more provocative framing of ‘why do people still vote for bad leaders’, this course gives trainee teachers an evidence-based answer beyond cynicism or moralising.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to evaluate the contribution of the behavioural approach to explaining political phenomena that institutional analysis alone cannot.

2. Enable students to differentiate political socialisation, political culture and public opinion and assess how each shapes political behaviour.
3. Equip students to critique conventional and unconventional forms of political participation for their relative effectiveness.
4. Train students to apply theories of voting behaviour to explain the outcome of a specific Nigerian election.
5. Lead students to evaluate the classification of political culture into parochial, subject and participant types for its fit with Nigeria's diverse society.
6. Help students assess the teacher's own role as an agent of political socialisation in shaping learner civic attitudes.
7. Support students to critique the reliability of opinion polling as a measure of Nigerian public opinion on a contested issue.

LEARNING OUTCOMES

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

1. Assess how a specific agent of political socialisation (family, school, or media) shaped a learner's political attitudes.
2. Critique which theory of voting behaviour best explains the outcome of a named Nigerian election, with evidence.
3. Evaluate the comparative effectiveness of a conventional and an unconventional mode of political participation.
4. Construct an argument on how ethnicity, religion or money politics determined the outcome of a specific electoral contest.
5. Classify a specific Nigerian community's political culture and justify the classification with concrete evidence.
6. Evaluate one's own potential influence as a socialising agent and propose one way to model responsible civic behaviour.
7. Recommend one methodological improvement to the polling approach examined and explain how it would address the reliability concern raised.

COURSE CONTENT

- Meaning and Scope of Political Behaviour
- **The Origins and Impact:** behavioural revolution in political science
- **Political Socialisation and Its Principal Agents:** family, the school
- Peer Group and the Mass Media

- **Political Culture:** parochial, subject and participant orientations, and their relevance to Nigerian political life
- **Conventional Forms of Political Participation:** such as voting and party membership
- **Unconventional Forms of Political Participation:** such as protest, civil disobedience and social movement activity
- **Theories of Voting Behaviour:** sociological, psychological and rational choice models
- **Determinants of Political Behaviour in Nigeria:** including the influence of ethnicity
- Religion and Money Politics
- Political Efficacy and Political Trust as Determinants of Participation
- Designing a Simple Instrument for Observing or Surveying Political Behaviour Among Peers
- Social Media's Growing Role in Shaping Political Attitudes and Behaviour
- **Gender Gaps in Political Attitudes and Voting:** survey evidence from Nigeria
- **Home-School Partnership in Civic Learning:** parents as partners in shaping learners' civic values

CATEGORY	DETAILS
Core Competencies	• Behavioural analysis • Applied theoretical reasoning • Evidence-based evaluation • Effective oral and written communication • Collaborative and teamwork skills • Public speaking and debate skills • Report writing skills • Survey design and interpretation
Core Values	• Tolerance of diverse political views • Respect for democratic participation • Fairness • Empathy and compassion • Accountability • Respect for the rule of law • Diligence and hard work

CATEGORY	DETAILS
Pedagogical Approaches	• Four-in-One Model (Case Study, Survey/Data Analysis, Structured Debate, Seminar Discussion) • Video/Documentary Analysis • Online Discussion Forum
Learning Resources	• Core Textbooks • Election Survey Data • E-Learning Platform • Government Gazettes
Assessment Methods	• Continuous Assessment • Behavioural Case Analysis • Seminar Presentation • Class Test • Practical: small opinion survey among peers on political participation, with results presented in a chart

REFERENCES AND FURTHER READING

Dawson, R. E., & Prewitt, K. (1969). *Political socialization: An analytic study*. Little, Brown.

Kavanagh, D. (2024). *Political science and political behaviour*. Routledge.

Almond, G. A., & Verba, S. (1963). *The civic culture: Political attitudes and democracy in five nations*. Princeton University Press.

POL 218 Political Parties and Pressure Groups

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines political parties and pressure groups as the primary vehicles of political organisation and interest representation. It covers their functions, typologies, party systems, and their evolution and challenges in Nigeria. It closes by asking students to assess, with evidence, whether a named contemporary Nigerian party or pressure group is functioning as a genuine channel of representation. Nigeria's own party history, from the First Republic's regionally based parties through the current dominance of the APC and

PDP, is used to test whether party systems here follow the patterns predicted by classical party theory or depart from them. Basic 7–9 Civic Education teaches political parties, elections and interest groups as part of democratic citizenship, and this course prepares trainees to teach those themes with Nigerian examples.

RELEVANCE STATEMENT

Political parties and pressure groups are the machinery through which citizen preferences reach government, yet they are often the most poorly understood institutions in the civic curriculum, dismissed as merely self-interested. This course gives trainee teachers a rigorous framework for evaluating when parties and pressure groups function as legitimate channels of representation and when they fail that function. The course also gives students the analytical tools to interpret Nigeria's often-criticised party landscape, marked by weak ideological differentiation and frequent defections, against a comparative standard of what functioning party systems look like elsewhere, moving learners past cynicism toward informed critique. Learners frequently ask why Nigeria has dozens of registered political parties yet only two or three genuinely compete for power; this course equips a teacher to answer with reference to actual party and pressure-group theory rather than guesswork.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to evaluate the functions of political parties, including interest aggregation and government formation, against their actual performance in Nigeria.
2. Enable students to critique party systems by classification and assess their implications for democratic stability.
3. Equip students to differentiate sectional and promotional pressure groups and evaluate their comparative influence on policy outcomes.
4. Train students to assess the challenges facing political parties and pressure groups in Nigeria, including funding, internal democracy and defection.
5. Lead students to critique the phenomenon of party defection in Nigeria for its effect on representative accountability.
6. Help students evaluate the rise of digital campaigning and social media mobilisation as a new pressure group strategy.
7. Support students to assess the effect of party defection ("cross-carpeting") on the coherence of Nigeria's party system.

LEARNING OUTCOMES

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

1. Assess whether a named Nigerian political party performs the classical functions of a political party, with evidence.
2. Critique Nigeria's party system classification and argue whether it functions more as a multi-party or dominant-party system.
3. Evaluate the relative policy influence of a named sectional pressure group and a named promotional pressure group.
4. Construct a reform proposal addressing one specific challenge facing Nigerian political parties, such as internal democracy.
5. Critique a specific instance of party defection for its effect on voter representation.
6. Assess the effectiveness of a named digital or social media campaign in shaping a policy outcome.
7. Present findings on the defection episode examined and propose one reform to Nigeria's anti-defection rules, justifying it against a likely objection.

COURSE CONTENT

- **Meaning and Functions of Political Parties:** interest aggregation, political recruitment, mobilisation and government formation
- **Classification of Political Parties by Ideology:** internal organisation and origin
- **Dominant-party Systems and Opposition Coalitions:** Nigeria's party realignments since 1999
- **Political Parties in Nigeria From:** First Republic to the current Fourth Republic
- **Pressure Groups:** sectional and promotional groups, and insider and outsider groups
- The Strategies Each Employs
- **Major Pressure Groups in Nigeria:** trade unions and professional associations, and their influence on public policy
- **Contemporary Issues in Party and Interest-group Politics:** money politics
- **Digital Campaigning and the Rise:** new social movements
- Party Financing and Regulation Under Nigerian Electoral Law
- Intra-party Democracy and the Process of Candidate Selection
- Assessing Whether a Named Contemporary Nigerian Party or Pressure Group Functions as a Genuine Channel of Representation

CATEGORY	DETAILS
Core Competencies	• Institutional evaluation • Comparative party analysis • Policy reform reasoning • Adaptability and resilience • Digital and ICT literacy • Public speaking and debate skills • Report writing skills • Stakeholder mapping of political parties and interest groups
Core Values	• Transparency in political organisation • Accountability • Team spirit and collective representation • Commitment to professional ethics • Tolerance and open-mindedness • Diligence and hard work • Discipline
Pedagogical Approaches	• Four-in-One Model (Case Study, Structured Debate, Party Manifesto Analysis, Seminar Discussion) • Online Discussion Forum • Think-Pair-Share
Learning Resources	• Core Textbooks • Party Manifestos and Media Archives • Government Gazettes • Online Databases (JSTOR, Google Scholar)
Assessment Methods	• Continuous Assessment • Institutional Analysis Exercise • Class Test • Quiz • Practical: mock party primary or pressure-group campaign plan, assessed with a rubric

REFERENCES AND FURTHER READING

Duverger, M. (1964). *Political parties: Their organization and activity in the modern state (2nd ed.)*. Routledge & Kegan Paul.

Sartori, G. (1976). *Parties and party systems: A framework for analysis*. Cambridge University Press.

Michels, R. (1962). *Political parties: A sociological study of the oligarchical tendencies of modern democracy (E. Paul & C. Paul, Trans.)*. Free Press. (Original work published 1911)

NCE 200 Level: Second Semester

POL 221 Introduction to Modern Political Thought

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course continues from POL 211 into the modern era, examining the political philosophy of thinkers such as Machiavelli, Hobbes, Locke, Rousseau, Mill and Marx, and how their ideas shaped modern conceptions of the state, rights and government. It closes by asking students to compare two thinkers' accounts of the same modern political problem, such as the proper limits of state power. Marx, Nietzsche and later existentialist and postmodern critiques of the state are set against the classical tradition covered in POL 211, so students can identify precisely what modern thought rejected or revised in the earlier conception of the ideal polity. Ideas such as the social contract, rights and representative government that learners meet in Basic 7–9 Civic Education come from the modern thinkers this course studies.

RELEVANCE STATEMENT

The idea that government exists by the consent of the governed, and that citizens hold inherent rights against the state, feels self-evident today, but it is a specific historical achievement of modern political thought. This course traces that achievement, equipping trainee teachers to explain why concepts like consent, natural rights and popular sovereignty are neither universal defaults nor recent inventions but hard-won philosophical positions. By working through Marx's critique of capitalism alongside Locke's defence of property, the course also trains students to hold competing, even opposed, theoretical positions in productive tension, a habit of mind that directly supports the

balanced, evidence-based approach the programme expects trainee teachers to bring to contested civic questions in the classroom. Debates learners encounter online about whether the state 'serves the people or serves capital' draw, often unknowingly, on exactly these modern traditions, so this course equips trainee teachers to unpack such claims into their proper theoretical lineage.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to evaluate the contributions of Machiavelli, Hobbes, Locke and Rousseau to modern conceptions of the state and government.
2. Enable students to compare competing social contract theories and assess their differing implications for the limits of state power.
3. Equip students to critique Mill's theory of liberty and Marx's critique of capitalism for their continuing relevance to contemporary governance.
4. Train students to synthesise modern theoretical positions to construct an original argument on the proper limits of state authority.
5. Lead students to evaluate Rousseau's concept of the general will for its practical applicability to modern representative democracy.
6. Help students assess Machiavelli's separation of politics from conventional morality against a contemporary case of political expediency.
7. Support students to design a classroom exercise in which learners construct their own version of a social contract.

LEARNING OUTCOMES

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

1. Construct a comparative argument contrasting Hobbes's and Locke's justifications for the state's authority.
2. Apply Mill's harm principle to evaluate a specific contemporary restriction on individual liberty.
3. Critique a specific government economic policy using Marx's theoretical framework.
4. Defend an original position on the proper limits of state power, drawing on at least two modern thinkers.
5. Evaluate whether a specific modern referendum or public consultation genuinely reflects Rousseau's general will.

6. Assess a specific instance of political expediency against Machiavelli's separation of politics from morality.
7. Pilot the social contract exercise with peers acting as learners and revise the exercise based on their feedback.

COURSE CONTENT

- **Transition From Classical to Modern Political Thought:** intellectual conditions that produced it
- **Machiavelli and the Doctrine of:** autonomy of politics from conventional morality
- **Hobbes's Version of the Social Contract:** the state of nature and the justification for absolute sovereignty
- **Locke's Version of the Social Contract:** natural rights, and the justification for limited, consensual government
- **Rousseau's Version of the Social:** contract and the concept of the general will
- **Mill's Utilitarianism and His Theory of Liberty:** including the harm principle
- **Marx's Theory of Historical Materialism:** his critique of capitalism
- **Legacy of Modern Political:** thought for contemporary debates on rights
- Representation and the Proper Role of the State
- Bentham's Utilitarian Foundations and Their Influence on Mill
- Comparing Two Thinkers' Accounts of the Same Modern Political Problem
- Legacy of Social Contract Theory for Modern Constitutional Design

CATEGORY	DETAILS
Core Competencies	• Philosophical argumentation • Comparative theoretical analysis • Synthesis and original reasoning • Adaptability and resilience • Digital and ICT literacy • Report writing skills • Numeracy and statistical literacy • Tracing ideas to modern institutions

CATEGORY	DETAILS
Core Values	• Freedom and individual rights • Equality and social justice • Intellectual honesty • Tolerance and open-mindedness • Patriotism and national consciousness • Discipline • Perseverance
Pedagogical Approaches	• Four-in-One Model (Textual Analysis, Socratic Seminar, Structured Debate, Position Paper Writing) • Think-Pair-Share • Field Trip/Study Visit
Learning Resources	• Core Textbooks • Primary Philosophical Texts • Online Databases (JSTOR, Google Scholar) • Library Reference Materials
Assessment Methods	• Continuous Assessment • Position Paper • Quiz • Oral Presentation • Practical: role-play of a debate between two modern thinkers, assessed on accuracy and argument

REFERENCES AND FURTHER READING

Sabine, G. H. (1937). *A history of political theory*. H. Holt.

Ebenstein, W. (1969). *Great political thinkers: Plato to the present (4th ed.)*. Holt, Rinehart and Winston.

Skinner, Q. (1978). *The foundations of modern political thought (Vols*. 1–2). Cambridge University Press.

POL 222 Principles of International Relations

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course builds on POL 114 with a deeper study of the principles governing relations among states. It examines the balance of power, diplomacy, international law and the major theoretical debates between realism and its critics. It closes with an applied assessment of one current Nigerian foreign or security policy decision, evaluated against the theoretical frameworks studied in the course. Building on POL 114, the course applies balance-of-power theory, collective security and interdependence theory to specific post-Cold War cases, from NATO's eastward expansion to ECOWAS's own regional security architecture. The course prepares trainees to teach the Basic 7–9 Social Studies themes on international cooperation, world peace and Nigeria's place in the world.

RELEVANCE STATEMENT

Nigeria's security calculations, from its posture toward regional terrorism to its position in West African peacekeeping, rest on the same principles of power, alliance and deterrence this course examines. Trainee teachers who understand these principles can explain Nigeria's foreign and security choices as reasoned responses to a competitive international system, rather than as arbitrary decisions. The course also builds the diplomatic literacy needed to interpret how international law and diplomacy function in practice, including their limits, preparing students to teach the international relations content of the secondary curriculum with genuine analytical depth rather than surface description. With Nigeria positioning itself as a leading voice in ECOWAS's response to Sahel instability, a teacher grounded in these principles can situate that regional role within a wider theoretical account of how states actually pursue security and cooperation.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to evaluate the concept of the balance of power and assess its continuing relevance to contemporary international relations.
2. Enable students to critique realist and liberal explanations of international behaviour using a specific case of interstate conflict or cooperation.
3. Equip students to analyse the functions and limits of diplomacy and international law in resolving international disputes.

4. Train students to assess the weight of national interest relative to legal and moral considerations in shaping state foreign policy.
5. Lead students to evaluate the concept of state sovereignty for how well it withstands pressure from globalisation and international institutions.
6. Help students critique the practice of diplomatic immunity for the tension it creates between accountability and diplomatic function.
7. Support students to critique the adequacy of the current balance-of-power framework for explaining cyber and hybrid conflict.

LEARNING OUTCOMES

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

1. Apply the balance-of-power concept to explain a specific pattern of alliance formation in a named region.
2. Evaluate a specific interstate dispute using both realist and liberal frameworks, and assess which offers greater explanatory power.
3. Critique the effectiveness of a named international law mechanism in resolving or failing to resolve a specific conflict.
4. Construct an argument on whether a specific state action was driven primarily by national interest or by legal/moral obligation.
5. Assess whether a specific case of globalisation-driven policy constraint has eroded a state's practical sovereignty.
6. Critique a specific instance where diplomatic immunity shielded conduct that would otherwise attract accountability.
7. Propose one modification to the balance-of-power framework that would better account for cyber or hybrid conflict and defend it in class discussion.

COURSE CONTENT

- **Nature of the International:** system and the concept of state sovereignty, building on POL 114
- **Balance of Power as a Concept:** its historical use in managing great-power relations
- **Neorealism and Neoliberal Institutionalism:** Waltz and Keohane, building on the traditions introduced in POL 114
- **Functions and Methods of Diplomacy:** structure and privileges of the diplomatic corps

- **Sources and Subjects of International Law:** mechanisms available for its enforcement
- **National Interest as a Driver of Foreign Policy:** its interaction with legal and moral considerations
- **State Sovereignty Under Pressure From:** globalisation and international institutions
- **Practice of Diplomatic Immunity:** tension it creates between diplomatic function and accountability
- Collective Security and Regional Security Arrangements
- Evaluating a Current Nigerian Foreign or Security Policy Decision Against the Frameworks Studied
- Non-state Actors and Their Growing Influence on International Relations
- **Gender and International Relations:** feminist perspectives and UN Security Council Resolution 1325 on women, peace and security
- **Global Citizenship Education:** SDG 4.7: human rights, peace, cultural diversity and the teacher's role in educating for sustainable development

CATEGORY	DETAILS
Core Competencies	• Theoretical evaluation • International policy analysis • Argument construction • Problem-solving competence • Reflective and lifelong learning skills • Numeracy and statistical literacy • Media and information literacy • Analysing international events
Core Values	• Peace and cooperation • Respect for international law • Tolerance of competing national interests • Civic responsibility • Empathy and compassion • Perseverance • Humility

CATEGORY	DETAILS
Pedagogical Approaches	• Four-in-One Model (Lecture-Discussion, Case Study, Structured Debate, Simulation Exercise) • Field Trip/Study Visit • Guest Lecture
Learning Resources	• Core Textbooks • Media and Current Affairs Archive • Library Reference Materials • Newspapers and News Magazines
Assessment Methods	• Continuous Assessment • Term Examination • Oral Presentation • Peer Assessment • Practical: model UN Security Council simulation on a current crisis, assessed with a rubric

REFERENCES AND FURTHER READING

Morgenthau, H. J. (1948). *Politics among nations: The struggle for power and peace*. Knopf.

Waltz, K. N. (1979). *Theory of international politics*. McGraw-Hill.

Keohane, R. O., & Nye, J. S. (1977). *Power and interdependence: World politics in transition*. Little, Brown.

POL 223 Nigerian Foreign Policy

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the formulation, conduct and objectives of Nigerian foreign policy from independence to the present, including Nigeria's relations with West Africa, the African Union and the wider international community. Following the review of the Commission's proposal, the course has been expanded to incorporate the fuller treatment of Nigerian foreign policy originally proposed as a stand-alone degree-level course, so that students also examine the domestic setting of foreign policy formulation, the effect of the

Civil War, and the evolution of Nigeria's non-aligned and pan-African posture across civilian and military regimes. It closes by asking students to assess Nigeria's current foreign policy posture toward one specific regional or global challenge, such as the Sahel security crisis. Nigeria's shifting posture, from the Africa-centred activism of the 1970s and 1980s to the more commercially driven diplomacy of recent administrations, is traced through named episodes, including its role in ending apartheid and its current engagement with China and the Gulf states. Nigeria's role in Africa, ECOWAS and the UN appears in Basic 7–9 Social Studies, and this course gives trainees the foreign policy detail to teach those topics accurately.

RELEVANCE STATEMENT

Nigeria's decision to intervene militarily in Liberia and Sierra Leone, its leadership in founding ECOWAS, and its current struggle to balance domestic hardship against continued regional leadership are not accidents; they follow from consistent, identifiable foreign policy principles. This course equips trainee teachers to trace and evaluate those principles rather than treating Nigerian foreign policy as reactive or directionless. The course also has an evaluative purpose: it trains students to assess whether Nigeria's much-cited Afrocentric foreign policy still serves the country's interests today, given competing domestic economic pressures, an assessment increasingly demanded of informed citizens and essential for teachers guiding classroom debate on Nigeria's global role. Learners often ask why Nigeria involves itself in conflicts as far away as Liberia or Sudan; this course equips trainee teachers to answer in terms of Nigeria's actual stated foreign policy objectives rather than assumption.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to evaluate the guiding principles of Nigerian foreign policy and assess how consistently they have been applied since independence.
2. Enable students to analyse major shifts in Nigerian foreign policy and identify the domestic and external factors driving each shift.
3. Equip students to critique Nigeria's leadership role in ECOWAS against the costs and benefits of that leadership for Nigeria itself.
4. Train students to assess the tension between Nigeria's Afrocentric foreign policy commitments and its domestic economic constraints.
5. Lead students to evaluate the influence of domestic public opinion on the conduct of Nigerian foreign policy.

6. Help students critique Nigeria's relations with a major global power for the balance struck between national interest and dependency.
7. Support students to critique Nigeria's use of diplomacy, as opposed to force, in a chosen recent regional security episode.

LEARNING OUTCOMES

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

1. Construct an evidence-based account of one major shift in Nigerian foreign policy and its underlying causes.
2. Critique the costs and benefits of a specific Nigerian regional intervention, such as its role in ECOMOG.
3. Assess whether Nigeria's Afrocentric foreign policy remains sustainable given current domestic economic pressures.
4. Evaluate the effectiveness of Nigerian diplomacy in a specific recent regional crisis.
5. Assess how domestic public opinion shaped a specific Nigerian foreign policy decision.
6. Critique a specific Nigerian bilateral relationship for whether it serves Nigeria's national interest or fosters dependency.
7. Recommend, in a short policy brief, whether Nigeria should have relied more or less on diplomacy in the episode examined, and justify the recommendation.

COURSE CONTENT

- **Meaning, Guiding Principles and Objectives:** Nigerian foreign policy since independence
- Nigeria's Africa-centred (Afrocentric) Foreign Policy (from independence to the present, and its continuing relevance amid domestic economic pressures)
- **Internal Setting of Nigerian Foreign Policy:** pressure groups, domestic schisms, and the consensus-building process behind major foreign policy decisions
- **Changing Patterns in Nigeria's Foreign:** policy across civilian and military regimes, and the effect of the Civil War on Nigeria's external relations
- **Evolution of Nigeria's Non-aligned:** policy and its adaptation to a changing international environment
- **Nigeria's Role in the Founding and Operation of ECOWAS:** including its regional peace and security interventions

- **Nigeria's Neighbours and the Wider West African Setting:** issues of border and cross-border relations
- **Nigeria's Relations with the African Union and the United Nations:** pursuit of a pan-African leadership role
- **Factors Shaping Nigerian Foreign Policy:** domestic politics, economic interest and international pressure
- **Issues and Problems of Nigerian:** foreign policy-making since 1976
- **Conduct of Courtesy Visits:** structured engagement with diplomatic missions as a practical, experiential component of the course
- **Nigeria's Bilateral Relations With Key Partners:** including the United States, the United Kingdom and China
- Assessing Nigeria's Current Foreign Policy Response to a Specific Regional Challenge, Such as the Sahel Security Crisis

CATEGORY	DETAILS
Core Competencies	• Foreign policy analysis • Evidence-based evaluation • Regional leadership assessment • Research and inquiry skills • Effective oral and written communication • Media and information literacy • Negotiation and mediation skills • Foreign policy brief writing
Core Values	• Patriotism • Cooperation and regional solidarity • Respect for diplomacy • Commitment to professional ethics • Tolerance and open-mindedness • Humility • Justice and fairness
Pedagogical Approaches	• Four-in-One Model (Case Study, Structured Debate, Field/Diplomatic Engagement, Seminar Discussion) • Guest Lecture • Role-Play Simulation

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • Foreign Ministry Documents • Media and Current Affairs Archive • Newspapers and News Magazines • Documentaries and Video Materials
Assessment Methods	• Continuous Assessment • Policy Analysis Exercise • Peer Assessment • Take-home Assignment • Practical: one-page foreign policy brief on a current Nigerian bilateral issue

REFERENCES AND FURTHER READING

Aluko, O. (1977). *Foreign policies of African states*. Hodder Arnold.

Gambari, I. A. (1983). *Party politics and foreign policy: Nigeria under the First Republic*. Ahmadu Bello University Press.

Ogwu, J. U. (1986). *Nigeria's foreign policy: Alternative futures*. Lagos: Nigerian Institute of International Affairs, in association with Macmillan Nigeria Publishers.

POL 224 Research Methods in Political Science

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course introduces the philosophy and process of social science research. It covers research design, data collection methods, basic data analysis, and research ethics, preparing students for the independent research project in NCE III. It closes with a practical exercise in which students draft a short research proposal on a political science question of their own choosing. Students are walked through a live example, formulating a research question on a current Nigerian governance issue, choosing between a quantitative survey and a qualitative case-study design, before drafting their own short research proposal as the course's capstone task. The research skills built here also let trainees

design simple inquiry and survey activities for Basic 7–9 learners in Social Studies and Civic Education.

RELEVANCE STATEMENT

Nigeria's public discourse is saturated with confident claims about governance and politics that rarely rest on verifiable evidence. A teacher trained in research methods can model, and teach, the discipline of asking what evidence actually supports a claim, which is a direct antidote to the misinformation increasingly common in civic and political debate. This course also carries forward directly into the trainee teacher's own academic trajectory: it is the methodological foundation for the supervised research project in EDU 321 and for any future postgraduate study, and it equips graduates to conduct simple classroom action research to improve their own teaching practice. Because the NCE and degree phases both culminate in a research project, the disciplined proposal-writing skill built here is not an abstract academic exercise but the direct rehearsal for a requirement every graduate of the programme must eventually meet.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to differentiate positivist and interpretivist approaches to social research and justify the appropriate approach for a given research question.
2. Enable students to evaluate the steps in the research process and assess common threats to the validity of political research.
3. Equip students to formulate clear, researchable questions and testable hypotheses on a political science topic.
4. Train students to compare qualitative and quantitative research methods and justify method selection for a specific research problem.
5. Lead students to critique the ethical implications of a proposed research design involving human subjects.
6. Help students evaluate a published political science research report for the soundness of its design and its conclusions.
7. Support students to design a plan for triangulating qualitative and quantitative data to strengthen a chosen research design.

LEARNING OUTCOMES

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

1. Formulate a researchable question and a testable hypothesis on a chosen political science topic.
2. Justify the choice of a qualitative, quantitative or mixed method for a specific research problem.
3. Design a basic data collection instrument (such as a questionnaire or interview guide) for a political science topic.
4. Critique the ethical design of a sample research proposal and recommend specific improvements.
5. Produce a short research proposal that integrates a research question, method and ethical safeguards.
6. Critique a published research report for whether its stated conclusions are actually supported by its data.
7. Apply the triangulation plan to a small pilot dataset and report what the combined data reveal that either method alone would have missed.

COURSE CONTENT

- **Meaning, Purpose and Significance of:** research in political science
- Positivist and Interpretivist Approaches to Social Research
- The Assumptions Underlying Each
- **Research Process:** problem formulation, literature review, research design and report writing
- **Qualitative Research Methods and Their:** application to political science questions
- **Quantitative Research Methods and Their:** application to political science questions
- **Mixed-methods Research Designs That Combine:** qualitative and quantitative approaches
- **Data Collection Instruments:** surveys, interviews and documentary analysis
- **Basic Data Analysis and Interpretation:** including simple descriptive techniques
- **Ethical Principles Governing Research Involving Human Subjects:** including informed consent and confidentiality
- Sampling Techniques and Their Appropriate Use in Political Science Research
- Referencing and Avoiding Plagiarism in Academic Writing
- Drafting a Short Research Proposal on a Political Science Question of the Student's Own Choosing

- **Responsible Use of AI Tools in Political Research:** literature search, transcription, and the limits and risks of AI-generated text

CATEGORY	DETAILS
Core Competencies	• Research design • Methodological reasoning • Data literacy • Research and inquiry skills • Effective oral and written communication • Negotiation and mediation skills • Time management • Designing simple data collection tools
Core Values	• Honesty and integrity in research • Rigour and excellence • Respect for research ethics • Civic responsibility • Empathy and compassion • Justice and fairness • National unity
Pedagogical Approaches	• Four-in-One Model (Lecture-Discussion, Practical Design Exercise, Peer Review, Seminar Presentation) • Role-Play Simulation • Peer Teaching
Learning Resources	• Core Textbooks • Data Analysis Software • Documentaries and Video Materials • E-Learning Platform
Assessment Methods	• Continuous Assessment • Research Proposal • Term Examination • Take-home Assignment • Seminar Presentation • Practical: questionnaire designed, piloted with ten respondents and analysed

REFERENCES AND FURTHER READING

Babbie, E. (2020). *The practice of social research (15th ed.)*. Cengage Learning.

Johnson, J. B., Reynolds, H. T., & Mycoff, J. D. (2019). *Political science research methods (9th ed.)*. CQ Press.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.)*. SAGE Publications.

NCE 300 Level: First Semester

EDU 311 Teaching Practice (TP)

LEVEL 300 Level | **SEMESTER** First Semester | **CREDIT UNITS** 6 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 270

COURSE OVERVIEW

This course provides aspiring educators with practical, hands-on experience in real classroom settings. Students will observe, plan and deliver lessons under the guidance of experienced mentors, integrating educational theory with effective teaching strategies. Emphasis is placed on classroom management, instructional techniques, lesson planning, assessment and reflective practice. By the end of the course, students will have developed the professional skills, confidence and adaptability required to create engaging, inclusive and effective learning environments.

RELEVANCE STATEMENT

The course Teaching Practice is the culminating professional education experience in the Nigerian Colleges of Education system. It provides prospective teachers with supervised, school-based practical experience that enables them to apply the knowledge, skills, values, and professional competencies acquired throughout their teacher education programme in real classroom settings. The course serves as the critical bridge between theory and practice, preparing student-teachers for effective professional service in basic and secondary education. The course enables student-teachers to plan, implement, and evaluate instructional activities using appropriate teaching methods, learner-centred pedagogies, instructional materials, educational technologies, and assessment strategies. It provides opportunities to demonstrate competence in lesson planning, classroom communication, classroom management, continuous assessment, record keeping, learner motivation, and the effective management of diverse learning environments.

COURSE OBJECTIVES

The objectives of this course are to:

1. Apply educational theory to classroom practice by planning and delivery effective lessons.
2. Prepare and use lesson plans, schemes of work and teaching aids appropriately.
3. Use a variety of teaching methods and strategies to meet diverse learner needs.
4. Manage classroom effectively to create a safe, inclusive and supportive learning environment.
5. Collaborate with mentors, supervisors and colleagues in school activities.

LEARNING OUTCOMES

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

1. Design and implement lesson plans that align with curriculum standards.
2. Apply a variety of teaching methods to address diverse learning needs.
3. Demonstrate effective classroom management and student engagement strategies.
4. Evaluate and reflect on their teaching practices to support continuous improvement.
5. Collaborate with peers and mentors to enhance professional development.

COURSE CONTENT

- Lesson Study, 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

CATEGORY	DETAILS
Core Competencies	• Critical thinking and reflective thinking • Creativity, innovation, and instructional planning • Collaboration, communication, and leadership

CATEGORY	DETAILS
Core Values	• Integrity and honesty • Responsibility and perseverance • Respect, inclusion, and team spirit • Humility and service
Pedagogical Approaches	• Learner-Centred Approach • Collaborative /Cooperative Learning • Problem-Based Learning • Blended Approach • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)
Learning Resources	• Digital Resources • Audio-visual Resources • Feedback Tools • National Curriculum for Basic Education
Assessment Methods	• Direct Observation • Student Feedback • Portfolio Assessment • Performance-Based Assessment • Supervisor or Mentor Evaluation

REFERENCES AND FURTHER READING

Cirocki, A.; Farrelly, R.& Sapp, T. (2024). *Developing Materials for Innovative Teaching and Sustainable Learning*.

Spiro, J., & Paran, A. (2023). *Becoming a Reading Teacher: Connecting Research and Practise*.

Robinson, A. (2022). *Principles and Practice of Teaching*.

Iwu, A. O. (n.d). Teaching Practice: An Integrated Approach.

Teaching Practice Manuals for Nigerian Universities

NCE 300 Level: Second Semester

POL 321 African Political Thought

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the political ideas of African thinkers and statesmen, including Pan-Africanism, African socialism and post-colonial critiques of Western political theory, situating African political thought as a distinct and substantial tradition. It closes by asking students to apply one African thinker's ideas directly to a live contemporary Nigerian or African governance debate. Nkrumah's Pan-Africanism, Nyerere's Ujamaa and Cabral's theory of national liberation are read as distinct African responses to colonialism and underdevelopment, each tested against how its home country's subsequent political history actually unfolded. African values of communalism, consensus and respect for elders, taught in Basic 7–9 Civic Education and Social Studies, are grounded in the African political thought this course examines.

RELEVANCE STATEMENT

A curriculum that teaches only Western political philosophy leaves learners with the false impression that African thinkers merely applied borrowed ideas rather than generated original political theory of their own. This course corrects that imbalance, giving trainee teachers command of a genuinely African intellectual tradition they can present with the same rigour as the classical and modern thought studied earlier in the programme. The course also strengthens the trainee teacher's capacity to foster pride and critical engagement with African intellectual heritage, directly supporting the programme's philosophy of producing teachers who are patriotic, ethically grounded and socially responsible. A teacher who can distinguish Nkrumah's continental unity project from Nyerere's village-based socialism gives learners a genuinely African intellectual lineage to draw on, rather than treating political thought as something that only originates in Europe.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to evaluate the contributions of leading African political thinkers to the wider tradition of political thought.
2. Enable students to analyse the historical development of Pan-Africanism and assess its continuing relevance to African unity.
3. Equip students to critique African socialism and its variants for their theoretical coherence and practical outcomes.
4. Train students to assess post-colonial critiques of Western political theory and their implications for how African governance is studied.
5. Lead students to evaluate Nkrumah's concept of Consciencism for its coherence as a philosophy of African development.
6. Help students assess the relevance of African political thought to contemporary debates on governance and development.
7. Support students to assess how a specific African political thinker's ideas have been received or contested in present-day scholarship.

LEARNING OUTCOMES

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

1. Construct an argument on the continuing relevance of Pan-Africanism to a specific contemporary African challenge.
2. Critique the practical outcomes of a named variant of African socialism, such as Ujamaa, against its theoretical goals.
3. Evaluate a specific post-colonial critique of a Western political theory studied earlier in the programme.
4. Defend a position on whether African political thought should be taught as a distinct tradition or integrated with Western thought.
5. Critique Consciencism's coherence as a guide for a specific African development challenge.
6. Apply an African political thinker's ideas to propose a solution to a contemporary African governance problem.
7. Present the assessment to the class and identify one way the thinker's ideas remain relevant to a current African governance debate.

COURSE CONTENT

- **Scope and Significance of African:** political thought as a distinct field of study
- **Pan-Africanism:** origins, key thinkers and organisational history

- **From the Early Pan-African Congresses:** founding of the Organisation of African Unity
- **African Socialism:** Julius Nyerere's philosophy of Ujamaa and its application in Tanzania
- **African Socialism:** Kwame Nkrumah's Consciencism and its vision for African unity and development
- **Other Strands of African Political Thought:** including negritude and African humanism
- **Post-colonial Critiques of Western Political Theory:** implications for the study of African governance
- **Contemporary African Political Thought and:** relevance to current debates on governance
- Development and Regional Integration
- Contribution of Nnamdi Azikiwe and Obafemi Awolowo to Nigerian Political Thought
- Applying an African Thinker's Ideas to a Live Contemporary Governance Debate
- African Political Thought and the Contemporary Debate on Decolonising Knowledge

CATEGORY	DETAILS
Core Competencies	• Critical evaluation of political traditions • Comparative theoretical analysis • Argument construction • Adaptability and resilience • Digital and ICT literacy • Time management • Cross-cultural communication • Relating indigenous thought to civic values
Core Values	• Unity and Pan-African solidarity • Humility and intellectual openness • Patriotism • Accountability • Commitment to professional ethics • National unity • Selfless service

CATEGORY	DETAILS
Pedagogical Approaches	• Four-in-One Model (Textual Analysis, Seminar Discussion, Structured Debate, Position Paper Writing) • Peer Teaching • Brainstorming Session
Learning Resources	• Core Textbooks • Primary African Political Texts • E-Learning Platform • Government Gazettes
Assessment Methods	• Continuous Assessment • Position Paper • Seminar Presentation • Class Test • Practical: presentation linking one African thinker's ideas to a Basic 7–9 Civic Education value

REFERENCES AND FURTHER READING

Mutiso, G.-C. M., & Rohio, S. W. (Eds.). (1975). *Readings in African political thought*. Pearson Education.

Mazrui, A. A. (1986). *The Africans: A triple heritage*. Little, Brown and Company.

Nkrumah, K. (1970). *Consciencism: Philosophy and ideology for de-colonization (Rev*. ed.). Monthly Review Press.

POL 322 International Organisations

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the structure, functions and effectiveness of international organisations, including the United Nations, the African Union and specialised agencies, in managing conflict, promoting development and coordinating global cooperation. It closes by asking students to assess, with evidence, the actual record of one named international organisation on a specific issue such as peacekeeping or health cooperation. The UN, AU and ECOWAS are examined not only for their formal charters but for specific recent

interventions, UN peacekeeping in the DRC, the AU's suspension of coup governments, and ECOWAS's sanctions on Niger, that test how much authority these bodies actually exercise. Basic 7–9 Social Studies teaches the UN, AU and ECOWAS and their work for peace; this course gives trainees the depth to go beyond definitions in those lessons.

RELEVANCE STATEMENT

Nigeria's participation in United Nations peacekeeping missions and its citizens' candidacies for international leadership posts are visible, recurring evidence of the institutions this course examines. Teachers equipped to explain how these organisations actually function, and where their authority genuinely stops, can turn such developments into substantive civic lessons rather than passing news items. The course also sharpens critical judgement: international organisations attract both excessive faith and excessive cynicism in public discourse, and this course trains students to assess their actual record objectively, an evaluative skill that has direct application to how Nigeria's own domestic institutions are judged. Because Nigeria is a founding and leading member of both the AU and ECOWAS, a teacher who understands how these organisations actually function can explain Nigeria's regional leadership role to learners with specifics rather than vague national pride.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to analyse the structure and principal organs of the United Nations and evaluate the effectiveness of its peacekeeping function.
2. Enable students to critique the African Union's institutional design against its capacity to enforce the principle of non-indifference.
3. Equip students to assess the comparative effectiveness of regional economic communities, including ECOWAS, in advancing integration.
4. Train students to evaluate the persistent challenges facing international organisations in the twenty-first century.
5. Lead students to critique the veto power of the UN Security Council's permanent members for its effect on the organisation's legitimacy.
6. Help students assess the contribution of a named specialised agency to development or humanitarian outcomes in Africa.
7. Support students to critique the representativeness of the UN Security Council's permanent membership for twenty-first century geopolitics.

LEARNING OUTCOMES

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

1. Assess the effectiveness of a specific UN peacekeeping mission against its mandate.
2. Critique the African Union's response to a named instance of unconstitutional change of government.
3. Evaluate ECOWAS's comparative success in advancing regional economic integration against a stated benchmark.
4. Construct an argument on whether a specific international organisation remains fit for purpose in the twenty-first century.
5. Critique a specific Security Council decision for evidence that the veto power distorted its outcome.
6. Evaluate a specialised agency's specific intervention in Africa against its stated humanitarian or development goals.
7. Propose one specific reform to the Security Council's permanent membership and defend it against a likely objection from a permanent member state.

COURSE CONTENT

- **Meaning, Types and Functions of:** international organisations in world politics
- **United Nations:** structure, principal organs, and its role in international peacekeeping
- **African Union:** objectives, organs
- **The Principle of Non-indifference:** internal conflict within member states
- **Regional Economic Communities:** with particular attention to the ECOWAS Commission, Parliament and Court of Justice
- **Specialised United Nations Agencies and:** role in development and humanitarian work
- **Sources and Enforcement of:** international law as it governs the conduct of international organisations
- **Challenges Facing International Organisations in:** twenty-first century, including funding constraints
- Sovereignty Concerns and Questions of Institutional Legitimacy
- Financing of International Organisations and Its Effect on Institutional Independence
- Assessing the Actual Record of One Named International Organisation on a Specific Issue

- Reform Proposals for the United Nations Security Council and Questions of Representation
- **International Organisations and Climate Governance:** the UNFCCC, the Green Climate Fund and the ECOWAS environmental policy

CATEGORY	DETAILS
Core Competencies	• Institutional evaluation • Global governance analysis • Evidence-based argumentation • Reflective and lifelong learning skills • Leadership and initiative • Cross-cultural communication • Ethical reasoning • Simulating multilateral negotiation
Core Values	• Cooperation and multilateralism • Peace • Unity • Tolerance and open-mindedness • Patriotism and national consciousness • Selfless service • Respect for cultural diversity
Pedagogical Approaches	• Four-in-One Model (Case Study, Structured Debate, Institutional Analysis, Seminar Discussion) • Brainstorming Session • Video/Documentary Analysis
Learning Resources	• Core Textbooks • UN and AU Policy Documents • Government Gazettes • Online Databases (JSTOR, Google Scholar)

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Institutional Evaluation Exercise • Class Test • Quiz • Practical: model AU or ECOWAS assembly simulation producing a draft resolution

REFERENCES AND FURTHER READING

Cogan, J. K., Hurd, I., & Johnstone, I. (Eds.). (2016). *The Oxford handbook of international organizations*. Oxford University Press.

Reinalda, B., & Louis, M. (Eds.). (2024). *Routledge handbook of international organization (2nd ed.)*. Routledge.

Archer, C. (2001). *International organizations (3rd ed.)*. Routledge.

POL 323 Nigerian Public Administration

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course applies the general principles studied in POL 122 to the specific structures and practice of public administration in Nigeria, including the federal civil service, parastatals, and ongoing administrative reforms. It closes with a case study of one Nigerian public agency, tracing its structure, its record of service delivery and the obstacles it faces. Reform episodes such as the Ayida Panel, the Obasanjo-era civil service reforms and the more recent Steve Oronsaye report on agency rationalisation are used as case studies of how Nigerian public administration has repeatedly tried, and often struggled, to reform itself. Basic 7–9 Civic Education covers the public service, the civil service rules and the duties of public officers; this course gives trainees first-hand knowledge of how the Nigerian civil service works.

RELEVANCE STATEMENT

General principles of public administration only become useful when a graduate can apply them to the actual Nigerian civil service, with its specific history of reform attempts, its parastatal structure, and its persistent struggles with corruption and inefficiency. This

course provides that country-specific grounding, completing the arc that began with POL 122. The course also equips trainee teachers, who will themselves work within a public education bureaucracy, to understand and navigate the administrative environment they are entering, from how postings and promotions are decided to how accountability mechanisms are supposed to function. Learners' families interact daily with the public administration this course studies, through schools, hospitals and local government offices, so a teacher who understands its structure and persistent challenges, from bureaucratic bottlenecks to corruption, can ground civic lessons in institutions learners already recognise.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to evaluate the structure and organisation of Nigeria's federal civil service against principles of sound administration.
2. Enable students to critique the role and performance of parastatals and regulatory agencies in delivering public services.
3. Equip students to assess the outcomes of major Nigerian administrative reforms against their original objectives.
4. Train students to analyse the persistent challenges of corruption and accountability in Nigerian public administration.
5. Lead students to evaluate the contribution of e-governance initiatives to reducing administrative corruption in Nigeria.
6. Help students critique the balance of power between political appointees and career civil servants in the Nigerian bureaucracy.
7. Support students to assess the effect of political interference on the professional independence of the Nigerian civil service.

LEARNING OUTCOMES

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

1. Assess whether a specific Nigerian administrative reform achieved its stated objectives, with evidence.
2. Critique the performance of a named parastatal or regulatory agency against its mandate.
3. Evaluate the effectiveness of a specific anti-corruption mechanism in Nigerian public administration.

4. Propose one concrete measure to improve service delivery in a specific public agency, anticipating implementation obstacles.
5. Assess whether a named e-governance initiative measurably reduced corruption or administrative delay.
6. Critique a specific case of tension between a political appointee and career civil servants for its effect on administration.
7. Recommend, in a written brief, one safeguard that could reduce the political interference identified in the case examined.

COURSE CONTENT

- **Structure and Organisation of Nigeria's Federal Civil Service:** applying the general principles studied in POL 122
- **Parastatals, Regulatory Agencies and Public:** corporations, and their place within the wider administrative system
- **Pensions Administration in the Public Service:** the Contributory Pension Scheme
- **Staff Training and Capacity Building in the Federal Civil Service:** the role of ASCON
- Corruption and Accountability Challenges Within Nigerian Public Administration
- **Anti-corruption Agencies in Nigeria:** including their mandates and their effectiveness
- **E-governance and Administrative Modernisation as:** tools for improving service delivery and reducing corruption
- **Relations Between Political Appointees and Career Civil Servants:** effect on administrative professionalism
- Federal Character Principle and Its Application in Nigerian Public Service Appointments
- Recruitment, Promotion and Discipline Procedures Within the Nigerian Federal Civil Service
- Case Study of the Structure, Performance and Challenges of One Named Nigerian Public Agency
- **Gender Mainstreaming in the Nigerian Public Service:** the National Gender Policy and women in senior civil service posts

CATEGORY	DETAILS
Core Competencies	• Applied administrative analysis • Reform evaluation • Accountability assessment • Adaptability and resilience • Digital and ICT literacy • Ethical reasoning • Teamwork and collaboration • Analysing public service delivery
Core Values	• Accountability and transparency • Integrity • Commitment to efficient public service • Commitment to professional ethics • Tolerance and open-mindedness • Respect for cultural diversity • Servant leadership
Pedagogical Approaches	• Four-in-One Model (Case Study, Structured Debate, Reform Evaluation Exercise, Seminar Discussion) • Video/Documentary Analysis • Online Discussion Forum
Learning Resources	• Core Textbooks • Government Reform Reports and Policy Documents • Online Databases (JSTOR, Google Scholar) • Library Reference Materials
Assessment Methods	• Continuous Assessment • Reform Evaluation Report • Quiz • Oral Presentation • Practical: service-delivery audit of a public office visited during fieldwork

REFERENCES AND FURTHER READING

Adebayo, A. (1981). *Principles and practice of public administration in Nigeria*. Spectrum Books by J. Wiley.

Nwosu, H. N. (1977). *Political authority and the Nigerian civil service*. Enugu: Fourth Dimension Publishers.

Balogun, M. J. (1983). *Public administration in Nigeria: A developmental approach*. London: Macmillan Press.

POL 324 Political Economy of African States

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the relationship between political power and economic structures in Africa, covering theories of underdevelopment, the debt crisis, structural adjustment, and the prospects for economic transformation and regional integration. It closes by asking students to trace one current Nigerian economic policy, such as subsidy reform or currency devaluation, back to the political-economy theories studied earlier in the course. Nigeria's oil-dependent economy, Ghana's cocoa-based development path and the resource-curse literature more broadly are used to test why natural-resource wealth has not reliably translated into broad-based African prosperity. The course helps trainees explain to Basic 7–9 learners why Nigeria and other African states remain dependent on oil and primary exports, a theme in Social Studies lessons on the economy.

RELEVANCE STATEMENT

Political decisions and economic outcomes cannot be understood apart from each other in Africa: fuel subsidy removal, currency devaluation and debt servicing are as much political choices as economic ones. This course equips trainee teachers to connect political analysis with economic reality, closing a gap that a purely institutional or purely economic education would leave open. The course also situates present-day Nigerian economic debates, including the removal of fuel subsidies and ongoing currency reforms, within the longer history of structural adjustment and dependency, giving trainee teachers the historical depth to explain why these debates recur rather than treating each as an unprecedented crisis. With debates over subsidy removal, fuel prices and oil-revenue sharing a constant feature of Nigerian politics, this course equips trainee teachers to place those

debates within a wider account of how political choices, not resources alone, shape economic outcomes.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to evaluate competing theories of underdevelopment and dependency for their explanatory power in the African context.
2. Enable students to critique the impact of structural adjustment programmes on African economies and political stability.
3. Equip students to analyse the political economy of natural resource dependence and rent-seeking in African states.
4. Train students to assess prospects for economic transformation and regional integration, including the African Continental Free Trade Area.
5. Lead students to evaluate the concept of the rentier state for its explanatory power in a specific African oil-exporting economy.
6. Help students critique industrialisation strategies adopted by African states for their success in reducing economic dependency.
7. Support students to critique the environmental sustainability implications of a chosen African state's resource-dependent growth model.

LEARNING OUTCOMES

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

1. Apply a dependency or underdevelopment theory to explain a specific African state's economic trajectory.
2. Critique the political and social consequences of a named structural adjustment programme.
3. Assess how resource dependence has shaped governance in a specific African oil or mineral economy.
4. Evaluate the prospects of the African Continental Free Trade Area for reducing Africa's economic dependency.
5. Apply the rentier state concept to explain the governance pattern of a specific African oil-exporting economy.
6. Critique a specific African industrialisation strategy for whether it reduced or deepened economic dependency.

7. Propose one alternative or complementary growth strategy that would reduce the environmental sustainability concerns identified.

COURSE CONTENT

- **Meaning and Scope of Political:** economy as a field bridging economics and politics
- **Dependency Theory Applied to African States:** the colonial economy and unequal exchange; wider theories of development follow in POL 513
- African Debt Crisis
- Design and Consequences of Structural Adjustment Programmes
- **Political Economy of Natural Resources:** rent-seeking and the resource curse
- Relationship Between Resource Wealth
- Weak Institutions and Conflict in Resource-dependent African States
- **Prospects for Economic Transformation Through:** industrialisation and value addition
- **Industrial Policy and Value Addition in African Economies:** processing raw materials at home
- Foreign Direct Investment and Its Political Determinants in African States
- Tracing a Current Nigerian Economic Policy Back to the Political-economy Theories Studied
- Prospects for Intra-African Trade Under the African Continental Free Trade Area
- Climate Change, Energy Transition and Oil-Dependent African Economies

CATEGORY	DETAILS
Core Competencies	• Political-economic analysis • Theoretical evaluation • Policy assessment • Problem-solving competence • Reflective and lifelong learning skills • Teamwork and collaboration • Public speaking and debate skills • Interpreting economic data for teaching

CATEGORY	DETAILS
Core Values	• Fairness and social justice • Resilience • Commitment to sustainable development • Respect for diversity • Integrity and honesty • Servant leadership • Respect for the rule of law
Pedagogical Approaches	• Four-in-One Model (Case Study, Structured Debate, Theoretical Application, Seminar Discussion) • Online Discussion Forum • Think-Pair-Share
Learning Resources	• Core Textbooks • Economic and Development Reports • Library Reference Materials • Newspapers and News Magazines
Assessment Methods	• Continuous Assessment • Policy Analysis Essay • Oral Presentation • Peer Assessment • Practical: chart-based analysis of an African state's export data, presented as a teaching aid

REFERENCES AND FURTHER READING

Ake, C. (1981). *A political economy of Africa*. Longman.

Cohen, D. L., & Daniel, J. (Eds.). (1981). *The political economy of Africa: Selected readings*. Longman.

Leys, C. (1975). *Underdevelopment in Kenya: The political economy of neo-colonialism, 1964–1971. London: Heinemann Educational Books*.

Degree Course Descriptions (400–500 Level)

Degree 400 Level: First Semester

POL 411 Development Administration

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the theory and practice of development administration, with attention to the administrative structures and strategies used to pursue national development in Nigeria and other developing states. It traces development administration from its emergence as a distinct field, through the design of Nigeria's successive development plans, to the concrete administrative machinery, ministries, agencies and donor partnerships, responsible for turning plans into delivered projects on the ground. It closes with a case study evaluating whether a specific Nigerian development project achieved its stated objectives, and why. Case studies of Nigeria's National Directorate of Employment and various state-level agricultural extension programmes are used to test development administration theory against documented implementation failures and successes on the ground. Graduates who teach Social Studies and Civic Education at Basic 7–9 level use this course to explain government development programmes, such as rural roads, water and health schemes, with real Nigerian examples.

RELEVANCE STATEMENT

Every development plan Nigeria has adopted, from the National Development Plans to the current medium-term frameworks, depends on an administrative machinery capable of implementing it. This course equips graduates to evaluate that machinery critically rather than treating development policy as self-executing. Learners frequently hear political leaders announce ambitious development targets without ever being taught why so many of those targets go unmet; this course supplies the administrative lens needed to explain that gap, which is often a matter of institutional capacity rather than of intentions. Because many communities judge government primarily by whether promised development projects, boreholes, roads, empowerment schemes, are actually delivered, a graduate who understands why implementation so often falls short of policy intention is better placed to explain, rather than simply lament, that gap to learners and communities.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the meaning, scope and evolution of development administration as a field of study.
2. Enable students to distinguish development administration from conventional public administration.
3. Equip students to evaluate the structures and strategies used to implement development plans in Nigeria.
4. Train students to assess the role of development administration in poverty reduction and rural development.
5. Lead students to critique the challenges confronting development administration in Nigeria.
6. Help students explain the role of donor and international partners in shaping Nigerian development administration.
7. Support students to propose one practical measure for strengthening the administrative capacity of a chosen development agency.

LEARNING OUTCOMES

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

1. Explain how development administration differs from routine public administration, with examples.
2. Assess a named Nigerian development plan against its implementation record.
3. Evaluate the effectiveness of a specific development agency or intervention.
4. Critique the obstacles that have limited development administration in Nigeria.
5. Propose one measure to strengthen the administrative capacity for development delivery.
6. Assess the influence of a named donor or international partner on a specific Nigerian development programme.
7. Explain why a specific development target was met or missed, using an administrative rather than purely economic explanation.

COURSE CONTENT

- Meaning, Scope and Evolution of Development Administration
- Development Administration Compared with Conventional Public Administration

- Theories and Models of Development Administration
- **Development Planning in Nigeria:** from the National Development Plans to current medium-term frameworks
- **Administrative Structures for Development:** ministries, development agencies and parastatals
- **Development Administration and Poverty Reduction:** rural development and local capacity building
- **Role of Donor Agencies:** international partners in development administration
- Monitoring and Evaluation Systems for Development Projects
- **Gap Between Development Planning and Implementation:** administrative causes
- Capacity-building Strategies for Development Agencies
- **Challenges Confronting Development Administration in Nigeria:** capacity, corruption and coordination
- **Community Participation in Development Projects:** community-driven development and local ownership
- Evaluating Whether a Specific Nigerian Development Project Achieved Its Stated Objectives
- **Climate Adaptation and Development Administration:** Nigeria's Climate Change Act 2021 and the National Council on Climate Change

CATEGORY	DETAILS
Core Competencies	• Policy implementation analysis • Institutional evaluation • Development planning literacy • Effective oral and written communication • Collaborative and teamwork skills • Public speaking and debate skills • Report writing skills • Project appraisal

CATEGORY	DETAILS
Core Values	• Accountability • Service orientation • Commitment to national development • Diligence • Patriotism and national consciousness • Respect for the rule of law • Diligence and hard work
Pedagogical Approaches	• Lecture-Discussion • Case Study • Field Visit • Think-Pair-Share • Guest Lecture
Learning Resources	• Core Textbooks • National Development Plan Documents • Government Reports • Newspapers and News Magazines • Documentaries and Video Materials
Assessment Methods	• Continuous Assessment • Policy Evaluation Exercise • Examination • Peer Assessment • Take-home Assignment • Practical: appraisal report on a named development project in the students' state

REFERENCES AND FURTHER READING

Esman, M. J. (1991). *Management dimensions of development: Perspectives and strategies*. Kumarian Press.

Ademolekun, L. (1999). *Public administration in Africa: Main issues and selected country studies*. Routledge.

Riggs, F. W. (1964). *Administration in developing countries: The theory of prismatic society*. Houghton Mifflin.

POL 412 Conflict Management in Independent Africa

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the character and management of conflict in post-independence Africa, from border and secessionist conflicts to resource-driven and identity-based conflicts, and the regional and continental mechanisms developed to manage them. It builds on the general treatment of conflict in GSE 412 by focusing specifically on the African continental record, tracing how the Organisation of African Unity's early doctrine of strict non-interference gave way to the African Union's more assertive principle of non-indifference, and examining what that shift has meant in practice. It closes by asking students to assess whether the African Union's shift to non-indifference has actually improved outcomes in a specific recent conflict. The Nigerian Civil War, the Niger Delta militancy and the ongoing Boko Haram insurgency are treated as a linked set of cases through which students test competing conflict-resolution frameworks, from negotiated amnesty to military containment. Peace education and conflict resolution are part of Basic 7–9 Civic Education and Security Education, and this course prepares trainees to teach those topics using African cases.

RELEVANCE STATEMENT

Africa's post-independence history is punctuated by conflicts that shaped its state boundaries, its regional institutions and its development trajectory, and a Political Science graduate cannot teach African governance credibly without a working command of that record. This course provides the comparative depth that GSE 412's general treatment of conflict does not. Understanding this record also equips graduates to correct a common misconception among learners, that African conflict is simply tribal or inevitable, by showing how colonial boundary-drawing, resource competition and weak post-independence institutions each played a specific, analysable role. With farmer-herder clashes and communal violence recurring across several Nigerian states, this course gives graduates a structured way to analyse local conflict dynamics rather than treating each outbreak as a wholly new and unprecedented crisis.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to classify the major types of conflict experienced in post-independence Africa.
2. Enable students to analyse the causes of a named African conflict using an appropriate theoretical framework.
3. Equip students to evaluate the effectiveness of African Union and regional mechanisms for conflict management.
4. Train students to assess the role of external actors in African conflicts.
5. Lead students to critique the prospects for durable peace in a chosen African conflict setting.
6. Help students explain the shift from the OAU's doctrine of non-interference to the AU's principle of non-indifference.
7. Support students to correct a common misconception about the causes of African conflict using evidence from a specific case.

LEARNING OUTCOMES

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

1. Classify a specific African conflict by type and underlying cause.
2. Evaluate a named AU or regional peacekeeping or mediation intervention against its stated objectives.
3. Assess the influence of a named external actor on the trajectory of an African conflict.
4. Compare the outcomes of two African conflict-management interventions.
5. Propose one measure for strengthening a specific regional conflict-management mechanism.
6. Explain, with evidence, why the OAU-to-AU doctrinal shift mattered for a specific conflict.
7. Produce a short classroom fact sheet that uses evidence from a specific case to correct a misconception about African conflict.

COURSE CONTENT

- **Typology of Post-independence African Conflicts:** border, secessionist, resource-based and identity-based conflicts
- **Theoretical Explanations of African Conflict:** greed and grievance, weak statehood and resource-curse perspectives
- **Case Studies of Major African:** conflicts and their management
- **Colonial Roots of Many:** post-independence African border and identity conflicts

- **Organisation of African Unity/African:** Union's evolving approach to conflict, from non-interference to non-indifference
- **Regional Mechanisms for Conflict Management:** including ECOWAS's peace and security architecture
- **Role of External and:** international actors in African conflict management
- **African Union's Peace and:** Security Council and its mandate
- Post-conflict Reconstruction and Transitional Justice in African Settings
- **Prospects for Durable Peace and:** post-conflict reconstruction in Africa
- **Peacekeeping and Peace-enforcement Operations in Africa:** mandates and limitations
- Assessing Whether the African Union's Shift to Non-indifference Has Improved Outcomes in a Recent Conflict
- Gender Dimensions of Conflict and Post-conflict Reconstruction in Africa
- **Social-Emotional Skills for Peacebuilding:** emotional regulation, empathy and peer mediation in schools
- **Learner Resilience After Conflict:** psychosocial support and the reintegration of displaced learners

CATEGORY	DETAILS
Core Competencies	• Comparative conflict analysis • Institutional evaluation • Regional political literacy • Adaptability and resilience • Digital and ICT literacy • Public speaking and debate skills • Report writing skills • Mediation and negotiation
Core Values	• Peace • Regional solidarity • Justice • Commitment to professional ethics • Tolerance and open-mindedness • Diligence and hard work • Discipline

CATEGORY	DETAILS
Pedagogical Approaches	• Case Study • Structured Debate • Seminar Discussion • Field Trip/Study Visit • Guest Lecture
Learning Resources	• Core Textbooks • AU and ECOWAS Policy Documents • Media Archive • Documentaries and Video Materials • E-Learning Platform
Assessment Methods	• Continuous Assessment • Case Analysis • Examination • Take-home Assignment • Seminar Presentation • Practical: simulated mediation of a community conflict, assessed with an observation checklist

REFERENCES AND FURTHER READING

Francis, D. J. (2006). *Uniting Africa: Building regional peace and security systems*. Ashgate.

Nathan, L. (2012). *Community of insecurity: SADC's struggle for peace and security cooperation*. Routledge.

Zartman, I. W. (Ed.). (2000). *Traditional cures for modern conflicts: African conflict 'medicine'*. Lynne Rienner Publishers.

POL 413 Political Thought I

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course provides an advanced, degree-level study of Western political thought from the early modern period to the nineteenth century, extending the classical and modern

thought introduced at NCE II. Students move chronologically through the transition from natural law to social contract theory, the rise of utilitarianism and conservatism, early socialist and utopian thought, and the major nineteenth-century syntheses of Tocqueville and Hegel, reading primary extracts alongside secondary commentary throughout. It closes with a structured seminar in which students defend a written position on which nineteenth-century thinker offers the most defensible account of the relationship between liberty and order. Machiavelli's The Prince and Hobbes' Leviathan are read as a deliberate pairing, since both theorists build their account of political order from a strikingly similar assumption about human nature, and students are asked to test how far that shared starting point actually explains their diverging conclusions. Graduates draw on this course when they explain the origins of ideas such as rights, liberty and representative government to Basic 7–9 Civic Education learners and senior secondary Government students.

RELEVANCE STATEMENT

A graduate teacher who understands where liberalism, conservatism and early socialism came from can explain contemporary Nigerian political arguments as continuations of long-running debates rather than as isolated opinions. This course supplies that intellectual depth. It also models the kind of close textual reading and structured argument that a graduate teacher should be able to demonstrate for advanced secondary school learners, so the course builds analytical writing skill alongside historical knowledge. Popular but often loose invocations of being 'Machiavellian' or citing a 'social contract' circulate widely in Nigerian political commentary; this course equips graduates to use these terms with the precision their original texts actually support.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to trace the development of political thought from the early modern period to the nineteenth century.
2. Enable students to analyse the major works and arguments of key political thinkers in this period.
3. Equip students to compare competing early modern conceptions of the state, liberty and political obligation.
4. Train students to evaluate the continuing relevance of nineteenth-century political thought to contemporary debates.
5. Lead students to construct a reasoned critique of a major political thinker's central argument.

6. Help students read and interpret a primary philosophical text with attention to its historical context.
7. Support students to construct a structured written argument that engages with at least one counter-position.

LEARNING OUTCOMES

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

1. Construct a reasoned essay comparing two thinkers' accounts of political obligation.
2. Critique a specific argument advanced by a major political thinker studied in the course.
3. Trace a specific contemporary political debate to its roots in the thought studied.
4. Defend a position on which early modern conception of liberty is most defensible today.
5. Interpret a short primary-text extract and explain its argument in the student's own words.
6. Construct a written argument that anticipates and responds to a counter-argument.

COURSE CONTENT

- **Early Modern Political Thought:** transition from natural law to social contract theory
- **Kant's Political Philosophy:** the rule of law, republicanism and perpetual peace
- Burke and the Foundations of Conservative Political Thought
- Early Socialist and Utopian Thinkers
- Tocqueville on Democracy and Civil Society
- **Hegel's Political Philosophy and Its:** influence on later thought
- **Close Reading of Primary-text Extracts:** from each thinker studied
- **Methods of Textual and Conceptual:** analysis in the history of political thought
- Writing a Comparative Essay on Two Nineteenth-century Thinkers
- **Legacy of Nineteenth-century Political:** thought for contemporary ideological debates
- Comte's Positivism and Its Influence on the Study of Society and Politics
- **Mill's Considerations on Representative Government:** extending the Mill of On Liberty studied in POL 221

- Comparing Liberal, Conservative and Early Socialist Accounts of the Proper Limits of State Power
- Structured Seminar Defending a Position on Liberty Versus Order in Nineteenth-century Thought
- Historiography and Interpretive Debates in the Study of the History of Political Thought

CATEGORY	DETAILS
Core Competencies	• Textual analysis • Argument construction • Historical-conceptual reasoning • Adaptability and resilience • Digital and ICT literacy • Report writing skills • Numeracy and statistical literacy • Critical reading of political texts
Core Values	• Intellectual rigour • Open-mindedness • Respect for reasoned disagreement • Tolerance and open-mindedness • Patriotism and national consciousness • Discipline • Perseverance
Pedagogical Approaches	• Seminar Discussion • Textual Analysis • Structured Debate • Guest Lecture • Role-Play Simulation
Learning Resources	• Core Textbooks • Primary Philosophical Texts • E-Learning Platform • Government Gazettes

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Critical Essay • Examination • Seminar Presentation • Class Test • Practical: annotated reading guide on one thinker, prepared for use in a senior secondary Government class

REFERENCES AND FURTHER READING

Sabine, G. H., & Thorson, T. L. (1973). *A history of political theory (4th ed.)*. Dryden Press.

Wolin, S. S. (2016). *Politics and vision: Continuity and innovation in Western political thought*. Princeton University Press.

McClelland, J. S. (1996). *A history of Western political thought*. Routledge.

POL 414 Democratic Practice in Africa

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the theory and practice of democracy and democratisation in Africa, with attention to elections, political parties, civil society and the institutional conditions for democratic consolidation. Rather than treating democracy as a single, uniform outcome, the course examines why Africa's post-1990 transitions produced such different results, from consolidated democracies to competitive authoritarian regimes, using comparative country cases to draw out the institutional factors that made the difference. It closes with a comparative case study contrasting one African democracy that has consolidated with one that has slid toward competitive authoritarianism. Nigeria's Fourth Republic is set against Ghana's more stable multiparty alternations and against backsliding cases such as Guinea and Mali, so that students test what specifically sustains or undermines democratic consolidation across similar post-colonial starting points. Democratic values, elections and good governance are taught in Basic 7–9 Civic Education; this course gives trainees current African evidence to teach them with.

RELEVANCE STATEMENT

Africa's post-1990 democratic transitions have produced very different outcomes, from consolidated democracies to competitive authoritarian regimes, and understanding why requires more than the introductory treatment democracy receives in the NCE curriculum. This course gives graduates the comparative and institutional tools to explain that variation. For a Nigerian graduate teacher, this comparative grounding matters directly: Nigeria's own democratic experience, its electoral disputes, its incumbency advantages, its civil society pressure, makes far more sense when set beside comparable African cases than when studied in isolation. Because election seasons routinely raise questions about vote-buying, incumbency advantage and judicial determination of electoral disputes, this course gives graduates the comparative and theoretical grounding to evaluate whether Nigerian democratic practice is improving, stagnating or regressing, rather than relying on impression alone.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the theoretical foundations of democracy and democratic consolidation.
2. Enable students to analyse the trajectory of democratisation in Africa since the 1990s.
3. Equip students to evaluate the role of elections, political parties and civil society in African democratic practice.
4. Train students to assess the institutional conditions that support or undermine democratic consolidation.
5. Lead students to critique the quality of democracy in a chosen African country.
6. Help students distinguish procedural from substantive conceptions of democracy in evaluating a specific country case.
7. Support students to compare Nigeria's democratic trajectory with that of at least one other African country.

LEARNING OUTCOMES

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

1. Assess whether a named African country meets recognised standards of democratic consolidation.
2. Evaluate the conduct and credibility of a specific African election.

3. Critique the role of a named civil society organisation in a country's democratic practice.
4. Compare the democratic trajectories of two African countries and account for the difference.
5. Propose one institutional reform to strengthen democratic practice in a chosen country.
6. Distinguish procedural from substantive democratic quality in a stated country case.
7. Compare Nigeria's democratic experience with a second African country on a named dimension.

COURSE CONTENT

- **Theoretical Foundations of Democracy:** procedural and substantive conceptions
- **Waves of Democratisation in Africa:** domestic and external factors driving the post-1990 transitions
- Elections and Electoral Management Bodies in Africa
- Political Parties and Party Systems in African Democracies
- **Role of Civil Society:** media and independent institutions in democratic practice
- **Challenges to Democratic Consolidation:** incumbency advantage, weak institutions and democratic backsliding
- **Comparative Assessment of Democratic Quality:** across selected African states
- Term Limits and Executive Power in African Democracies
- **Role of Regional Bodies:** such as ECOWAS and the AU in defending democratic norms
- **Lessons for Nigeria's Own Democratic:** consolidation from comparative African experience
- Judicial Independence as a Condition for Democratic Consolidation
- Comparative Case Study Contrasting a Consolidated African Democracy With One That Has Backslid
- Youth and Women's Political Participation in African Democracies

CATEGORY	DETAILS
Core Competencies	• Comparative democratic analysis • Institutional evaluation • Evidence-based argumentation • Digital and ICT literacy • Research and inquiry skills • Numeracy and statistical literacy • Media and information literacy • Assessing democratic quality
Core Values	• Democratic values • Accountability • Civic responsibility • Integrity and honesty • Empathy and compassion • Perseverance • Humility
Pedagogical Approaches	• Comparative Case Study • Structured Debate • Seminar Discussion • Role-Play Simulation • Peer Teaching
Learning Resources	• Core Textbooks • Election Observation Reports • Media Archive • Government Gazettes • Online Databases (JSTOR, Google Scholar)
Assessment Methods	• Continuous Assessment • Comparative Analysis Exercise • Examination • Class Test • Quiz • Practical: democracy scorecard for an African country built from published indices

REFERENCES AND FURTHER READING

Bratton, M., & van de Walle, N. (1997). *Democratic experiments in Africa: Regime transitions in comparative perspective*. Cambridge University Press.

Cheeseman, N. (2015). *Democracy in Africa: Successes, failures, and the struggle for political reform*. Cambridge University Press.

Diamond, L. (2008). *The spirit of democracy: The struggle to build free societies throughout the world*. Times Books.

POL 415 Public Financial Management

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the principles and practice of public financial management in Nigeria, covering budgeting, revenue generation, public expenditure control and fiscal accountability. It follows public money through its full life cycle, from how revenue is raised and a budget is drafted and approved, through how spending is controlled and audited, to the institutions, such as the Auditor-General and the Fiscal Responsibility Commission, that are meant to hold the whole process accountable. It closes by asking students to trace a specific line item in a recent Nigerian federal or state budget from allocation through to reported expenditure. The federal budget cycle, the Fiscal Responsibility Act and the office of the Auditor-General are examined as the specific institutions meant to enforce fiscal discipline, and are then tested against recurring reports of budget padding and unaudited public accounts. Graduates use this course when they teach Basic 7–9 learners about taxation, government revenue and accountability for public funds in Civic Education and Social Studies.

RELEVANCE STATEMENT

Debates about Nigeria's fuel subsidy, its debt profile and the transparency of its budget process are, at bottom, public financial management questions, and a graduate teacher equipped to follow and explain them can bring real depth to classroom discussion of governance. This course builds that competence directly. It also gives graduates a concrete way to teach the abstract idea of government accountability: rather than discussing accountability as a slogan, students learn to trace a specific naira through the budget cycle and identify exactly where oversight succeeded or failed. Because public debate over fuel subsidy costs, debt servicing and states' inability to pay salaries all turn on questions of

public financial management, graduates who understand the budget process can explain these recurring crises in precise institutional terms rather than general terms of 'mismanagement'.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the principles and processes of public financial management in Nigeria.
2. Enable students to analyse the budget cycle and the institutions responsible for its execution.
3. Equip students to evaluate mechanisms for public expenditure control and fiscal accountability.
4. Train students to assess Nigeria's revenue generation and public debt management practices.
5. Lead students to critique the transparency and accountability of a specific public financial management process.
6. Help students explain the constitutional and statutory basis for fiscal federalism and revenue allocation in Nigeria.
7. Support students to trace a specific item of public expenditure through the full budget cycle to assess where accountability held or failed.

LEARNING OUTCOMES

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

1. Trace a specific budget item through the Nigerian budget cycle from proposal to execution.
2. Evaluate the effectiveness of a named fiscal accountability mechanism, such as the Office of the Auditor-General.
3. Assess the sustainability of Nigeria's public debt using publicly available data.
4. Critique the transparency of a specific government revenue or expenditure process.
5. Propose one reform to strengthen fiscal accountability in a chosen area of public spending.
6. Explain how fiscal federalism affects a specific tier of government's spending capacity.
7. Identify the specific point at which oversight succeeded or failed in a traced budget item.

COURSE CONTENT

- Meaning, Principles and Scope of Public Financial Management
- **Budget Cycle in Nigeria:** preparation, approval, execution and audit
- **Public Revenue Generation:** taxation, non-tax revenue and the politics of resource allocation
- Public Expenditure Management and Control
- Public Debt Management and Its Sustainability Challenges
- **Fiscal Federalism and Revenue Allocation:** among tiers of government
- **Institutions of Fiscal Accountability:** Auditor-General, the Fiscal Responsibility Commission and legislative oversight
- **Transparency and Anti-corruption Measures in:** public financial management, including open budgeting initiatives
- Procurement Processes and Their Vulnerability to Corruption
- **Role of Civil Society:** media in public expenditure tracking
- **Comparative Lessons From Other Countries':** public financial management reforms
- Debt Sustainability Analysis and Nigeria's Current Debt Profile
- Public-Private Partnerships and Their Fiscal Implications
- Open Budgeting Initiatives and Citizen Budget-tracking Tools
- Tracing a Specific Budget Line Item From Allocation Through to Reported Expenditure

CATEGORY	DETAILS
Core Competencies	• Fiscal literacy • Institutional evaluation • Accountability analysis • Adaptability and resilience • Digital and ICT literacy • Negotiation and mediation skills • Time management • Reading public budget documents

CATEGORY	DETAILS
Core Values	• Transparency • Accountability • Fiscal responsibility • Commitment to professional ethics • Tolerance and open-mindedness • Justice and fairness • National unity
Pedagogical Approaches	• Lecture-Discussion • Case Study • Budget Analysis Exercise • Brainstorming Session • Video/Documentary Analysis
Learning Resources	• Core Textbooks • National and State Budget Documents • Fiscal Responsibility Reports • Library Reference Materials • Newspapers and News Magazines
Assessment Methods	• Continuous Assessment • Budget Analysis Report • Examination • Oral Presentation • Peer Assessment • Practical: analysis of a published state budget, presented as a one-page citizens' guide

REFERENCES AND FURTHER READING

Okonjo-Iweala, N. (2018). *Fighting corruption is dangerous: The story behind the headlines*. MIT Press.

Premchand, A. (1983). *Government budgeting and expenditure controls: Theory and practice*. International Monetary Fund.

Schick, A. (2007). *The federal budget: Politics, policy, process (3rd ed.)*. Brookings Institution Press.

POL 416 Electoral Systems and Processes

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines electoral systems, electoral administration and the conduct of elections in Nigeria and in comparative context, from the design of ballots to the resolution of disputed results. It links the technical machinery of elections to their democratic purpose, preparing trainee teachers to explain both how elections work and why their integrity matters. It closes by asking students to analyse one recent, disputed Nigerian election result and to identify precisely which stage of the electoral process the dispute turned on. INEC's evolving technology, from card readers in 2015 to the Bimodal Voter Accreditation System and IReV portal in 2023, is examined as a live case of how electoral administration has tried, with mixed results, to reduce rigging and build public confidence. Basic 7–9 Civic Education teaches voter education and the conduct of elections, and this course gives trainees detailed knowledge of Nigeria's electoral rules and processes.

RELEVANCE STATEMENT

Elections are the clearest, most recurring civics lesson Nigeria offers, and a teacher who cannot explain why a result was disputed, or how the electoral commission works, loses a major opportunity to make democracy concrete for learners. This course gives graduates the technical grounding to teach elections accurately and the analytical tools to evaluate electoral reform debates as they unfold in the news. With allegations of results manipulation a recurring feature of post-election disputes, graduates equipped with a precise understanding of how accreditation, collation and transmission are actually meant to work are better placed to evaluate such claims on their merits.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the meaning and types of electoral systems.
2. Enable students to compare the major electoral systems used around the world.
3. Equip students to analyse the structure and functions of Nigeria's electoral administration.
4. Train students to evaluate the electoral process in Nigeria from voter registration to declaration of results.

5. Lead students to assess the role of INEC and other stakeholders in election management.
6. Help students examine the causes and consequences of electoral malpractice in Nigeria.
7. Support students to evaluate reform measures for improving electoral integrity in Nigeria.

LEARNING OUTCOMES

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

1. Distinguish the major types of electoral systems with country examples.
2. Compare the effects of two electoral systems on party competition and representation.
3. Describe the structure and functions of Nigeria's electoral management body.
4. Trace the stages of the Nigerian electoral process from registration to results.
5. Evaluate the effectiveness of a named electoral stakeholder or institution.
6. Analyse a specific case of electoral malpractice in Nigeria and its consequences.
7. Draft a two-page reform memo to INEC proposing one measure for improving electoral integrity, with supporting evidence.

COURSE CONTENT

- **Meaning and Types of Electoral Systems:** majoritarian, proportional representation and mixed systems
- Election Security and the Role of Security Agencies During Elections
- Historical Development of Elections in Nigeria
- Structure and Functions of the Independent National Electoral Commission (INEC)
- Voter Registration and the Permanent Voter's Card System
- Electoral Boundary Delimitation and the Creation of Constituencies
- Voter Education and Turnout Mobilisation by INEC and Civil Society
- **Election Day Procedures:** accreditation, voting and collation of results
- **Electoral Offences and Malpractice:** rigging, vote buying and violence
- Role of Election Observers, the Media and Civil Society in Elections
- Election Petitions and the Judiciary in Electoral Disputes
- **Electoral Reform Proposals in Nigeria:** electronic transmission of results, diaspora voting

- Analysing a Recent, Disputed Nigerian Election Result to Identify the Precise Stage the Dispute Turned On
- **Gender and Inclusion in Electoral Processes:** women candidates, youth candidacy and access for voters with disabilities

CATEGORY	DETAILS
Core Competencies	• Electoral process analysis • Institutional evaluation • Civic education skills • Comparative analytical skills • Policy assessment • Media and information literacy • Negotiation and mediation skills • Voter education
Core Values	• Commitment to free and fair elections • Transparency and accountability • Civic responsibility • Respect for the rule of law • Patriotism and national consciousness • Humility • Justice and fairness
Pedagogical Approaches	• Lecture-Discussion • Case Study • Simulation of an Election Process and Debate • Peer Teaching • Brainstorming Session
Learning Resources	• Core Textbooks • INEC Publications • Electoral Act 2022 and Election Observer Reports • Online Databases (JSTOR, Google Scholar) • Library Reference Materials

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Term Paper • Examination • Quiz • Oral Presentation • Practical: mock election conducted in class using INEC procedures, with a written observer report

REFERENCES AND FURTHER READING

Ibrahim, J., & Ibeanu, O. (2022). *Direct capture: The 2019 Nigerian elections and the fate of democracy*. Abuja: Centre for Democracy and Development. Independent National Electoral Commission. (2023). Report on the general election. Abuja: INEC.

Reynolds, A., Reilly, B., & Ellis, A. (2005). *Electoral system design: The new International IDEA handbook*. International Institute for Democracy and Electoral Assistance (International IDEA).

POL 417 Foundations of Political Economy

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the relationship between economics and politics, with attention to class formation, class relations, and the competing theories of production, distribution and exchange that shape state-economy-society relations. It works from first principles, establishing why economic structure and political power cannot be studied in isolation, before applying that lens directly to Nigerian political economy: rent-seeking, resource dependence, and the recurring pattern of policy choices that benefit some groups at the expense of others. It closes by asking students to trace one current Nigerian policy episode, such as subsidy reform, to the specific organised interests that stood to gain or lose from it. Adam Smith's classical liberalism, Marx's critique of capital and Keynes' case for state intervention are set against Nigeria's own shifting economic policy, from the post-independence import-substitution era to the market-oriented reforms of the 1980s and beyond. The course helps trainees explain the economic side of government, such as taxation, subsidies and public spending, when these arise in Basic 7–9 Social Studies lessons.

RELEVANCE STATEMENT

Understanding why economic policy choices in Nigeria consistently produce political winners and losers requires the analytical tools this course provides, extending beyond the descriptive treatment of political economy at NCE level. Fuel subsidy reform, tax policy and public-sector wage negotiations are all, on close inspection, contests between organised economic interests operating through the political system, and this course gives graduates the vocabulary and framework to explain that dynamic to learners rather than describing such episodes as simply government's decisions. Because government's proper role in the economy, whether to subsidise, regulate or privatise, is contested in almost every Nigerian budget debate, this foundational grounding equips graduates to locate any given policy position within its underlying political-economy tradition.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the nexus between economics and politics.
2. Enable students to identify the determinants of class formation.
3. Equip students to explain in detail the concept of class relations.
4. Train students to state the premises of contending theories on production, distribution and exchange.
5. Lead students to explain the impact of such theories on the state, economy and society.
6. Help students identify the organised economic interests behind a specific Nigerian policy episode.
7. Support students to distinguish rent-seeking behaviour from productive economic activity in a stated example.

LEARNING OUTCOMES

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

1. Analyse a specific Nigerian policy episode using a political economy framework.
2. Explain how a named economic interest group has shaped a specific policy outcome.
3. Compare two contending theories of production and distribution for their explanatory power.
4. Construct an argument on how class relations have shaped a specific Nigerian political development.
5. Critique the effect of a specific economic policy on state-society relations in Nigeria.

6. Identify the winners and losers of a specific Nigerian economic policy decision.
7. Classify five supplied Nigerian business or policy examples as rent-seeking or productive activity and justify each classification.

COURSE CONTENT

- Relationship Between Politics and Economics
- Economics as a Determinant of Politics
- Class Analysis and Political Power Relations
- **Production and Politics:** emphasis on the material basis of political action
- Contending Theories of Production, Distribution and Exchange
- **State, the Market and:** civil society in political economy analysis
- **Rent-seeking in Nigerian Policy Practice:** import waivers, subsidy claims and licensing, applying the resource-curse concept introduced in POL 324
- **Organised Economic Interests and Their:** influence on Nigerian policymaking
- **Political Economy of Subsidy:** regimes and their reform
- Winners and Losers in Nigerian Economic Policy Episodes
- **Implications of Political Economy Analysis:** teacher education under the Dual Mandate Programme
- Comparative Political Economy of Resource-rich Developing Countries
- Tracing a Current Nigerian Policy Episode to the Specific Organised Interests That Gained or Lost From It

CATEGORY	DETAILS
Core Competencies	• Political economy analysis • Class analysis • Policy evaluation • Digital and ICT literacy • Research and inquiry skills • Time management • Cross-cultural communication • Stakeholder analysis

CATEGORY	DETAILS
Core Values	• Critical awareness • Social justice • Analytical honesty • Tolerance and open-mindedness • Patriotism and national consciousness • National unity • Selfless service
Pedagogical Approaches	• Lecture-Discussion • Case Study • Structured Debate • Video/Documentary Analysis • Online Discussion Forum
Learning Resources	• Core Textbooks • Policy Reports • Media Archive • Newspapers and News Magazines • Documentaries and Video Materials
Assessment Methods	• Continuous Assessment • Analytical Essay • Examination • Peer Assessment • Take-home Assignment • Practical: winners-and-losers analysis of a recent Nigerian economic policy, presented in a seminar

REFERENCES AND FURTHER READING

Caporaso, J. A., & Levine, D. P. (1992). *Theories of political economy*. Cambridge University Press.

Ake, C. (1981). *A political economy of Africa*. Longman.

Gilpin, R. (1987). *The political economy of international relations*. Princeton University Press.

Degree 400 Level: Second Semester

ENT 412 Venture Creation

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course provides students with the knowledge, practical skills and entrepreneurial competencies required to identify viable business opportunities, develop innovative business ideas, create new ventures and manage micro and small enterprises successfully. It covers opportunity identification, environmental scanning, market research, business planning, entrepreneurial finance, marketing, e-commerce, small and family business management, negotiation and business communication. Through practical activities such as brainstorming, business idea generation, pitching and business plan development, students are exposed to the processes involved in transforming problems and unmet needs into viable entrepreneurial opportunities. The course also introduces emerging technologies, including Artificial Intelligence (AI), Virtual and Mixed Reality, Internet of Things (IoT), blockchain, cloud computing and renewable energy, and explores their applications in creating innovative products, services and digital businesses.

RELEVANCE STATEMENT

Venture Creation is relevant to preparing graduates to become entrepreneurial, innovative and self-reliant in response to changing labour-market conditions and socio-economic challenges in Nigeria. The course enables students to recognise opportunities within local and wider markets, transform innovative ideas into viable enterprises, mobilise resources, use digital technologies and e-commerce, and develop the financial, marketing, communication and management competencies required for business sustainability. By combining entrepreneurial knowledge with practical venture-development experiences, the course promotes creativity, problem-solving, responsible risk-taking and job creation, thereby preparing graduates not only to seek employment but also to create enterprises, generate employment and contribute to sustainable economic and community development.

COURSE OBJECTIVES

The objectives of this course are to:

1. Explain the concepts, principles and processes of venture creation and entrepreneurship.

2. Identify and evaluate entrepreneurial opportunities arising from problems, emerging trends, market gaps and high-potential sectors.
3. Generate original business ideas, products, services and concepts through creativity and innovation.
4. Examine the processes involved in transforming entrepreneurial ideas into viable business concepts.
5. Conduct basic market, customer and competitor analysis for prospective ventures.
6. Develop a preliminary business concept suitable for incubation, presentation or pitching to potential investors and funding institutions.
7. Identify and evaluate various sources of entrepreneurial finance available to micro and small enterprises.
8. Explain the requirements and procedures for establishing and managing micro and small enterprises.
9. Apply appropriate entrepreneurial marketing principles and strategies in promoting products and services.
10. Demonstrate the use of e-commerce and digital platforms for entrepreneurial activities and business development.
11. Apply emerging technologies and digital solutions to improve entrepreneurial processes, products, services and business performance.

LEARNING OUTCOMES

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

1. Explain and distinguish the concepts, principles and processes of venture creation and entrepreneurship.
2. Identify, assess and evaluate entrepreneurial opportunities arising from problems, emerging trends, market gaps and high-potential sectors.
3. Generate and develop original business ideas, products, services and concepts using creativity, innovation and problem-solving skills.
4. Explain and apply the processes involved in transforming entrepreneurial ideas into feasible and viable business concepts.
5. Conduct and interpret basic market, customer and competitor analyses to determine the feasibility and potential of prospective ventures.
6. Develop and present a preliminary business concept suitable for incubation, business pitching and consideration by potential investors or funding institutions.

7. Identify, compare and evaluate various sources of entrepreneurial finance available to micro and small enterprises and determine their suitability for different business needs.
8. Explain and apply the basic requirements and procedures for establishing, operating and managing micro and small enterprises.
9. Apply appropriate entrepreneurial marketing principles and strategies to promote products and services and reach target customers effectively.
10. Demonstrate the use of e-commerce platforms and digital technologies to support entrepreneurial activities, customer engagement and business development.
11. Apply emerging technologies and digital solutions to improve entrepreneurial.

COURSE CONTENT

- **Opportunity Identification:**
  - Sources of business opportunities in Nigeria
  - Environmental scanning
  - Demand and supply gap/unmet needs/market gaps/Market Research
  - Unutilized resources
  - Social and climate conditions and Technology adoption gap
- **New business development:** business planning, market research
- **Entrepreneurial Finance:** Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organisations and Business plan competition
- **Entrepreneurial marketing and e-commerce:**
  - Principles of marketing
  - Customer Acquisition & Retention
  - B2B
  - C2C and B2C models of e-commerce
  - First Mover Advantage
  - E-commerce business models and Successful E-Commerce Companies
- Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model
- **Negotiation and Business communication:** Strategy and tactics of negotiation/ bargaining, Traditional and modern business communication methods

- **Opportunity Discovery Demonstrations:** Business idea generation presentations, Business idea Contest, brainstorming sessions, Idea pitching
- **Technological Solutions:**
  - The Concept of Market/Customer Solution
  - Customer Solution and Emerging Technologies
  - Business Applications of New Technologies – Artificial Intelligence (AI)
  - Virtual/Mixed Reality (VR)
  - Internet of Things (IoTs)
  - Blockchain
  - Cloud Computing
  - Renewable Energy and others. Digital Business and E-Commerce Strategies

CATEGORY	DETAILS
Core Competencies	• Opportunity identification • Creativity and innovation • Critical thinking • Problem-solving • Entrepreneurial thinking • Financial literacy • Digital literacy • Market research • Business planning • Communication • Negotiation • Marketing • Teamwork • Decision-making • Technological competence

CATEGORY	DETAILS
Core Values	• Creativity • Innovation • Integrity • Accountability • Resilience • Self-reliance • Responsibility • Perseverance • Adaptability • Customer orientation • Ethical entrepreneurship
Pedagogical Approaches	• Case study • Practical demonstration • Experiential learning • Project-based learning • Problem-based learning • Brainstorming • Group work • Market research • Business simulation • Idea pitching • Digital pedagogy • Four-in-One Model (TPACK, Jigsaw, Problem-based Learning and Micro-teaching)
Learning Resources	• Business Model Canvas, sample business plans, market research tools, financial records/templates, case studies, digital devices, internet resources, e-commerce platforms, multimedia resources, AI and other emerging technology tools, National Curriculum for Basic Education.

CATEGORY	DETAILS
Assessment Methods	• Self-assessment • Peer assessment • Group assessment • Business idea presentation • Pitching • Market research project • Business plan/project • Practical tasks • Quizzes • Assignments • Continuous assessment

REFERENCES AND FURTHER READING

Udukeke, F.O (2023). *Venture Creation: Entrepreneurship Guide*.

Entrepreneurship and Venture Creation: Theory and Practice by Association of Business Specialists and Entrepreneurs of Nigeria. (ABSEN)

Olannye, P.O et al. (2018) *Basic Entrepreneurship: Small Business Management & Venture Creation.*

MIT Open Course ware: New Enterprises.

The Startup Owner's Manual Resource Repository.

POL 421 State and Economy

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the theoretical and practical relationship between the state and the economy, covering the roles states play in production, regulation and redistribution, and the models used to explain those roles. It moves from the liberal, developmental and regulatory models of the state, through the political economy of Nigerian privatisation and deregulation, to the contemporary debate over how much a market economy should be directed or corrected by the state. It closes by asking students to evaluate whether a specific recent Nigerian privatisation or deregulation decision achieved its stated economic objectives. Nigeria's own privatisation programme, from NITEL to the power

sector unbundling, is used as the running case study through which students test theories of the state's proper economic role against documented outcomes. The course deepens trainees' understanding of how the state manages the economy, which they draw on when teaching Basic 7–9 Social Studies topics on the economy and public services.

RELEVANCE STATEMENT

Nigeria's recurring debates over subsidy removal, privatisation and government intervention in markets are, at root, debates about the proper relationship between state and economy. This course equips graduates to follow and evaluate those debates with theoretical precision rather than intuition alone. It builds directly on POL 417's foundations in political economy, moving from the general relationship between economics and politics to the specific institutional question of how much a state should produce, regulate or redistribute in a market economy. With debates over renewed subsidy reintroduction or further privatisation a constant feature of Nigerian economic policy, graduates equipped with this theoretical grounding can assess such proposals on their likely effects rather than on the political slogans attached to them.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the major theoretical models of the state-economy relationship.
2. Enable students to distinguish the roles of the developmental state, the regulatory state and the minimal state.
3. Equip students to analyse the political economy of privatisation and deregulation in Nigeria.
4. Train students to evaluate the state's role in economic redistribution and welfare provision.
5. Lead students to assess the effect of state economic policy on private-sector investment and growth.
6. Help students compare Nigeria's regulatory posture with that of at least one other developing economy.
7. Support students to construct a reasoned position on the appropriate scope of state intervention in a stated policy area.

LEARNING OUTCOMES

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

1. Compare two theoretical models of the state-economy relationship for their explanatory power.
2. Assess a specific Nigerian privatisation episode against its stated objectives.
3. Evaluate a named state redistributive programme for its effectiveness.
4. Critique the effect of a specific economic policy on private investment.
5. Construct a position on the appropriate scope of state intervention in the Nigerian economy.
6. Compare Nigeria's regulatory approach in a named sector with a comparable country.
7. Defend a reasoned position on state intervention in a specific policy area against a counter-argument.

COURSE CONTENT

- **Theoretical Models of the State-economy Relationship:** liberal, developmental and regulatory state
- State as Producer, Regulator and Redistributor
- **Political Economy of Privatisation:** commercialisation and deregulation in Nigeria
- State Intervention, Industrial Policy and Economic Planning
- Welfare State and Redistributive Economic Policy
- State-business Relations and the Political Economy of Investment
- Comparative Regulatory Postures Across Developing Economies
- **Political Economy of Exchange:** rate and monetary policy choices
- State-owned Enterprises and Their Performance in Nigeria
- **Contemporary Debates on the Appropriate:** scope of state intervention in a market economy
- **Privatisation of the Power Sector:** outcomes of the 2013 handover to private companies
- Evaluating Whether a Specific Nigerian Privatisation or Deregulation Decision Achieved Its Stated Objectives
- Comparative State-economy Models in Selected Emerging Economies

CATEGORY	DETAILS
Core Competencies	• Political economy analysis • Policy evaluation • Institutional reasoning • Adaptability and resilience • Digital and ICT literacy • Cross-cultural communication • Ethical reasoning • Policy position writing
Core Values	• Analytical objectivity • Public interest orientation • Critical awareness • Accountability • Commitment to professional ethics • Selfless service • Respect for cultural diversity
Pedagogical Approaches	• Lecture-Discussion • Case Study • Structured Debate • Online Discussion Forum • Think-Pair-Share
Learning Resources	• Core Textbooks • Government Economic Policy Documents • Media Archive • Documentaries and Video Materials • E-Learning Platform
Assessment Methods	• Continuous Assessment • Policy Analysis Essay • Examination • Take-home Assignment • Seminar Presentation • Practical: structured debate on state intervention in a named sector, assessed with a rubric

REFERENCES AND FURTHER READING

Chang, H.-J. (2021). *Kicking away the ladder: Development strategy in historical perspective*. Anthem Press.

Evans, P. (1995). *Embedded autonomy: States and industrial transformation*. Princeton University Press.

Skocpol, T. (1979). *States and social revolutions: A comparative analysis of France, Russia, and China*. Cambridge University Press.

POL 422 Contemporary Defence and Strategic Studies

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines contemporary defence policy, military strategy and security governance, extending beyond civil-military relations to the strategic and defence-policy dimensions of state security. It introduces core strategic-studies concepts, national power, deterrence, strategic culture, and applies them to Nigeria's own defence architecture and its response to insurgency, banditry, maritime piracy and emerging cyber threats. It closes by asking students to assess Nigeria's current strategic response to one named security threat against the strategic-studies concepts introduced earlier in the course. Nigeria's counter-insurgency campaign against Boko Haram and ISWAP, alongside its role in regional security arrangements such as the Multinational Joint Task Force, provide concrete cases through which strategic-studies concepts such as deterrence and asymmetric warfare are tested. Basic 7–9 Security Education and Civic Education ask teachers to explain national security and the role of the armed forces; this course gives trainees the knowledge to do so accurately.

RELEVANCE STATEMENT

Nigeria's response to insurgency, banditry and maritime piracy depends on defence and strategic choices that a Political Science graduate should be able to analyse critically, not simply describe. This course builds that strategic literacy, distinct from the civil-military relations focus of NCE POL 125. The distinction matters pedagogically too: NCE POL 125 asks whether the military should govern, while this course asks how a democratic state should be defended, a different and equally important question that a well-rounded graduate needs to be able to explain to learners. Given that defence spending and security-sector reform are recurring items in Nigeria's national budget and public debate, graduates

with a grounding in strategic studies can evaluate security policy with informed criteria rather than only reacting to reported casualty figures.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the key concepts of strategic studies and defence policy.
2. Enable students to analyse the elements of national power and their application to Nigeria's security posture.
3. Equip students to evaluate Nigeria's defence and security architecture and its response to contemporary threats.
4. Train students to assess the strategic dimensions of regional and continental security cooperation.
5. Lead students to critique the effectiveness of a specific defence or counter-insurgency strategy.
6. Help students distinguish strategic-studies questions of state defence from civil-military relations questions of political control.
7. Support students to propose one strategic reform to strengthen a specific area of Nigeria's security architecture.

LEARNING OUTCOMES

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

1. Apply a recognised strategic-studies framework to a specific Nigerian security challenge.
2. Assess the elements of national power available to Nigeria in a stated security scenario.
3. Evaluate a specific counter-insurgency or counter-terrorism strategy against its outcomes.
4. Critique Nigeria's participation in a named regional security arrangement.
5. Propose one strategic reform to strengthen a specific area of Nigeria's security architecture.
6. Distinguish a defence-policy question from a civil-military relations question in a stated scenario.
7. Justify a proposed strategic reform against at least one likely objection.

COURSE CONTENT

- **Key Concepts in Strategic Studies:** national power, deterrence and strategic culture
- **Elements of National Power and:** application to Nigeria's security posture
- **Nigeria's Defence and Security Architecture:** armed forces, security agencies and coordination structures
- **Contemporary Security Threats:** insurgency, banditry, maritime piracy and cyber threats
- Counter-insurgency and Counter-terrorism Strategy
- **Regional and Continental Security Cooperation:** including the Multinational Joint Task Force
- **Civilian Oversight of Defence Policy:** democratic order
- Defence Budgeting and Resource Allocation for Security
- **Distinction Between Defence Strategy:** civil-military relations as fields of study
- **Emerging Security Challenges:** cyber defence and hybrid threats
- Arms Control, Proliferation and Their Relevance to West African Security
- Assessing Nigeria's Current Strategic Response to a Named Security Threat Against the Concepts Studied
- Private Military and Security Contractors in Contemporary Conflict
- **Climate-induced Insecurity:** desertification, farmer-herder conflicts and security in the Lake Chad Basin
- **Education in Conflict-affected Areas:** attacks on schools in North-East Nigeria, the Safe Schools Declaration and the teacher's role in learner resilience

CATEGORY	DETAILS
Core Competencies	• Strategic analysis • Security policy evaluation • Institutional assessment • Problem-solving competence • Reflective and lifelong learning skills • Ethical reasoning • Teamwork and collaboration • Security threat analysis

CATEGORY	DETAILS
Core Values	• National security consciousness • Accountability • Respect for civilian oversight • Patriotism and national consciousness • Respect for diversity • Servant leadership • Respect for the rule of law
Pedagogical Approaches	• Case Study • Structured Debate • Scenario Analysis • Think-Pair-Share • Field Trip/Study Visit
Learning Resources	• Core Textbooks • Defence Policy Documents • Security Sector Reports • E-Learning Platform • Government Gazettes
Assessment Methods	• Continuous Assessment • Strategic Analysis Report • Examination • Seminar Presentation • Class Test • Practical: security briefing on a current Nigerian security challenge, delivered to peers

REFERENCES AND FURTHER READING

Gray, C. S. (2018). *Theory of strategy*. Oxford University Press.

Baylis, J., Wirtz, J. J., & Gray, C. S. (Eds.). (2018). *Strategy in the contemporary world (6th ed.)*. Oxford University Press.

Freedman, L. (2013). *Strategy: A history*. Oxford University Press.

POL 423 Introduction to Political Philosophy

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

Political philosophy is one of the major branches of human thought that engages in the critical analysis of society and politics. This course provides an understanding of key concepts such as justice, liberty, freedom and equality, and enables critical reflection on the ideal form of the state and the best means of achieving it. The course moves from the meaning of philosophy itself, through its methods, idealist, materialist and monist orientations, to a comparative treatment of the state, justice, property and democracy, closing with sustained reflection on what an ideal, rights-respecting state would look like. It closes by asking students to construct and defend, in a structured written argument, their own account of what a genuinely just political order would require. Questions of justice, liberty and the legitimate limits of state power are worked through using both classical sources and contemporary Nigerian dilemmas, such as the proper scope of state action during the COVID-19 lockdowns. Questions about fairness, justice and obligation that Basic 7–9 learners raise in Civic Education lessons are the core questions of political philosophy, and the course prepares trainees to handle them.

RELEVANCE STATEMENT

To produce graduates with a sound understanding of political philosophy, not merely as knowledge that liberates the mind but as knowledge that becomes integral to their existence as citizens, this course serves as an instrument for the formation of an ideal state in which every individual is valued and accorded due recognition. It complements POL 413's historical survey of political thought by asking normative rather than historical questions: not simply what past thinkers argued, but what is actually just, and this shift in focus gives graduates a second, equally important analytical lens for evaluating governance. Because learners increasingly encounter competing claims about individual liberty versus collective security, on social media as much as in the news, a teacher trained in political philosophy can help them reason through such claims rather than simply pick a side.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain basic concepts to enhance students' understanding of political philosophy.
2. Enable students to assess the relevance of studying political philosophy.
3. Equip students to discuss the methodology of political philosophy.
4. Train students to identify the different forms of political ideologies.
5. Lead students to explain the political philosophies of Western philosophers.
6. Help students distinguish normative political philosophy from the historical study of political thought.
7. Support students to construct a reasoned normative argument on a contested concept such as justice or liberty.

LEARNING OUTCOMES

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

1. Define philosophy and distinguish it from political theory.
2. Identify the relevance of political philosophy to contemporary governance debates.
3. Differentiate metaphysical and scientific approaches to political philosophy.
4. Discuss idealism, materialism and monism as philosophical orientations.
5. Compare different perspectives on the state, justice, property, obligation, freedom, equality and democracy.
6. Distinguish a normative philosophical claim from a historical or descriptive one.
7. Construct and defend a normative position on a contested political concept.

COURSE CONTENT

- **Meaning of Philosophy and the:** meaning of political philosophy
- Distinction Between Political Philosophy and Political Theory
- Methods of Philosophy, Including Metaphysical and Scientific Approaches
- Idealism, Materialism and Monism as Philosophical Orientations
- **Comparative Analysis of the State:** philosophical concept
- **Distinction Between Normative and:** descriptive claims in political philosophy
- **Philosophical Methods of Argument:** conceptual analysis, thought experiments and reflective equilibrium
- **Utopian and Anti-utopian Visions of the State:** from More's Utopia to Orwell
- Contemporary Issues and Debates in Political Philosophy

- **Civil Disobedience and Conscientious Objection:** the limits of political obligation, from Thoreau to Martin Luther King Jr
- Liberty, Equality and Their Points of Tension in Political-philosophical Argument
- Constructing and Defending a Structured Written Account of a Genuinely Just Political Order

CATEGORY	DETAILS
Core Competencies	• Philosophical reasoning • Conceptual analysis • Comparative argumentation • Reflective and lifelong learning skills • Leadership and initiative • Teamwork and collaboration • Policy communication skills • Philosophical argument
Core Values	• Intellectual honesty • Respect for reasoned disagreement • Commitment to justice • Patriotism and national consciousness • Respect for diversity • Servant leadership • Respect for the rule of law
Pedagogical Approaches	• Seminar Discussion • Textual Analysis • Structured Debate • Field Trip/Study Visit • Guest Lecture
Learning Resources	• Core Textbooks • Primary Philosophical Texts • Government Gazettes • Online Databases (JSTOR, Google Scholar)

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Philosophical Essay • Examination • Class Test • Quiz • Practical: Socratic seminar on a contested concept, assessed on reasoning

REFERENCES AND FURTHER READING

Rawls, J. (1999). *A theory of justice (Rev*. ed.). Harvard University Press.

Miller, D. (2003). *Political philosophy: A very short introduction*. Oxford University Press.

Nozick, R. (1974). *Anarchy, state, and utopia*. Basic Books.

POL 424 Logic and Method of Political Research

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course develops advanced competence in the logical foundations and methodology of political research, extending the introductory research methods covered in NCE POL 224 to the design of rigorous, degree-level political science enquiry. It treats logic and method as inseparable: students learn to spot fallacies and construct valid arguments, and then apply that same rigour to designing a research proposal, so that the course builds both an analytical habit of mind and a concrete research-planning skill. It closes by asking students to identify and correct the logical or methodological flaws in a supplied sample of political argumentation or research design. The course pairs formal logic, distinguishing valid from invalid argument forms, with the practical craft of research design, so that a student who can spot a logical fallacy in a political argument is also equipped to avoid the same fallacy in their own research writing. The research and reasoning skills built here allow trainees to design simple inquiry tasks for Basic 7–9 learners and to model sound argument in class.

RELEVANCE STATEMENT

A graduate who intends to complete an independent research project in 500 Level needs more than a survey of research steps; they need a working command of the logic behind research design choices. This course supplies that deeper methodological grounding. It also strengthens a skill graduates will use constantly in the classroom and beyond: the ability to spot a weak argument, whether in a learner's essay, a newspaper column or a political speech, and explain precisely why it fails. This dual grounding in logic and method directly strengthens the research project every graduate must eventually produce, since flawed reasoning at the design stage is far harder to correct once data collection is under way.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the logical foundations of political science research.
2. Enable students to differentiate deductive and inductive reasoning in the construction of political science arguments.
3. Equip students to design a rigorous research proposal appropriate to a political science question.
4. Train students to apply appropriate qualitative or quantitative methods to a political research problem.
5. Lead students to critique the logical and methodological soundness of a published political science study.
6. Help students identify at least three common fallacies in a piece of political argumentation.
7. Support students to distinguish a testable political science hypothesis from an untestable normative claim.

LEARNING OUTCOMES

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

1. Construct a valid deductive argument and a sound inductive argument on a political science question.
2. Design a complete research proposal, including a logically coherent research design.
3. Select and justify an appropriate method for a stated political research problem.
4. Critique the logical structure of a published political science article.
5. Identify common fallacies in political argumentation and correct them.

6. Rewrite a supplied piece of political commentary so that it is free of the fallacies they have identified.
7. Restate an untestable normative claim as a testable political science hypothesis.

COURSE CONTENT

- **Logic in Political Science:** deductive and inductive reasoning
- Common Fallacies in Political Argumentation
- **Philosophy of Political Science Research:** positivism, interpretivism and critical realism
- **Research Design in Political Science:** case study, comparative and survey designs
- Hypothesis Formulation and Testing in Political Research
- **Qualitative Methods:** process tracing, discourse analysis and content analysis
- **Descriptive and Inferential Statistics for Political Data:** chi-square, correlation and simple regression
- Distinguishing Testable Hypotheses From Untestable Normative Claims
- **Identifying Fallacies in Political Speeches:** commentary and student writing
- Writing and Defending a Political Science Research Proposal
- Validity, Reliability and Their Application to Political Science Measurement
- Case Study and Comparative Research Designs in Practice
- Ethical Considerations in the Design of Political Science Research
- Identifying and Correcting Flaws in a Supplied Sample of Political Argumentation or Research Design
- Peer Review and Structured Critique of a Fellow Student's Research Proposal

CATEGORY	DETAILS
Core Competencies	• Logical reasoning • Research design • Methodological critique • Research and inquiry skills • Effective oral and written communication • Public speaking and debate skills • Report writing skills • Detecting fallacies

CATEGORY	DETAILS
Core Values	• Rigour • Intellectual honesty • Respect for evidence • Commitment to professional ethics • Tolerance and open-mindedness • Respect for the rule of law • Diligence and hard work
Pedagogical Approaches	• Seminar Discussion • Research Design Workshop • Peer Review • Guest Lecture • Role-Play Simulation
Learning Resources	• Core Textbooks • Published Political Science Journals • Online Databases (JSTOR, Google Scholar) • Library Reference Materials
Assessment Methods	• Continuous Assessment • Research Proposal • Examination • Quiz • Oral Presentation • Practical: research proposal with a tested data collection instrument

REFERENCES AND FURTHER READING

King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton University Press.

Copi, I. M., Cohen, C., & Rodych, V. (2019). *Introduction to logic (15th ed.)*. Routledge.

Van Evera, S. (1997). *Guide to methods for students of political science*. Cornell University Press.

POL 425 Political Thought II

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course continues POL 413 with an advanced study of twentieth- and twenty-first-century political thought, covering major ideological and normative debates that shape contemporary governance discourse. It moves from totalitarianism and existentialist political commitment, through Rawls's and Nozick's competing theories of justice, to feminist and post-colonial critiques of mainstream political theory, closing with the live debates on multiculturalism and global justice. It closes with a structured debate in which students defend opposing positions on a live global-justice question, such as the ethics of international migration policy. Weber's account of bureaucratic authority and Gramsci's theory of cultural hegemony are read as two contrasting twentieth-century attempts to explain how power is actually sustained in modern society, well beyond the formal machinery of the state. The course gives trainees a fuller grasp of the ideas behind democracy, rights and the modern state, which they draw on when teaching Basic 7–9 Civic Education and senior secondary Government.

RELEVANCE STATEMENT

Contemporary arguments over multiculturalism, global justice and the limits of state power draw directly on the twentieth-century thought this course examines, and a graduate teacher who has studied it can situate current Nigerian and global debates within a much richer intellectual tradition. As an elective, the course is aimed at students who want to push their theoretical training further, toward postgraduate study or governance research, where a command of contemporary normative debate is a genuine professional asset. Gramsci's account of hegemony, in particular, gives graduates a vocabulary for analysing how dominant narratives are sustained in Nigerian media and political discourse, a skill directly useful for the media and information literacy strand running through the wider curriculum.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to trace the development of political thought through the twentieth and twenty-first centuries.

2. Enable students to analyse the major ideological movements of the twentieth century and their political consequences.
3. Equip students to evaluate contemporary normative debates on justice, rights and the state.
4. Train students to compare Western and non-Western contributions to contemporary political thought.
5. Lead students to construct a reasoned position on a contemporary normative political debate.
6. Help students explain how a specific twentieth-century thinker's ideas apply to a current Nigerian or global debate.
7. Support students to critique a chosen ideological movement's account of the individual's relationship to the state.

LEARNING OUTCOMES

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

1. Construct an essay comparing two twentieth-century thinkers' accounts of justice or rights.
2. Critique a major ideological movement studied in the course using a specific historical example.
3. Defend a reasoned position on a contemporary normative debate, addressing at least one counter-argument.
4. Assess the continuing relevance of a specific twentieth-century thinker to a current governance issue.
5. Apply a studied thinker's framework to a stated contemporary Nigerian or global debate.
6. Critique a chosen ideological movement's account of individual-state relations using a specific example.

COURSE CONTENT

- **Totalitarianism and Its Critics:** Arendt and the analysis of totalitarian rule
- **Existentialism and Political Commitment:** Sartre and Camus
- Rawls and Contemporary Theories of Justice
- Nozick and Libertarian Critiques of Redistributive Justice
- **Feminist Political Thought and Its:** critique of mainstream political theory
- **Recognition Theory and the Politics of Identity:** Taylor and Honneth

- Non-Western Contributions to Contemporary Political Theory
- **Multiculturalism and Minority Rights:** Kymlicka and Parekh, applied to Nigeria's ethnic plurality
- **Applying Twentieth-century Political Thought to:** current Nigerian and global debates
- Green Political Thought and Justice Between Generations
- Habermas and Deliberative Democratic Theory
- Communitarian Critiques of Liberal Political Theory
- Contemporary Debates on Global Distributive Justice
- Structured Debate Defending Opposing Positions on a Live Global-justice Question
- Applying Twentieth-century Normative Theory to a Contemporary Human-rights Controversy

CATEGORY	DETAILS
Core Competencies	• Textual analysis • Normative reasoning • Comparative argumentation • Adaptability and resilience • Digital and ICT literacy • Public speaking and debate skills • Report writing skills • Comparative reading of thinkers
Core Values	• Intellectual rigour • Pluralism • Respect for reasoned disagreement • Tolerance and open-mindedness • Patriotism and national consciousness • Diligence and hard work • Discipline

CATEGORY	DETAILS
Pedagogical Approaches	• Seminar Discussion • Textual Analysis • Structured Debate • Role-Play Simulation • Peer Teaching
Learning Resources	• Core Textbooks • Primary Philosophical Texts • Library Reference Materials • Newspapers and News Magazines
Assessment Methods	• Continuous Assessment • Critical Essay • Examination • Oral Presentation • Peer Assessment • Practical: teaching guide on one modern thinker, delivered as a senior secondary Government lesson

REFERENCES AND FURTHER READING

Arendt, H. (1973). *The origins of totalitarianism*. Harcourt Brace Jovanovich.

Rawls, J. (1999). *A theory of justice (Rev.* ed.). Harvard University Press.

Marcuse, H. (1964). *One-dimensional man: Studies in the ideology of advanced industrial society*. Beacon Press.

POL 426 Political Behaviour and Electoral Politics

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course extends the introductory treatment of political behaviour covered at NCE level into an advanced study of voting behaviour, electoral politics and political participation, with emphasis on Nigerian elections. It applies sociological, psychological, rational-choice and valence models of voting behaviour to real Nigerian elections since 1999, examining the specific factors, ethnicity, religion, money politics, incumbency and social media, that

have shaped outcomes at each stage. It closes by asking students to analyse the determinants of a specific recent Nigerian election result using the advanced voting-behaviour models studied in the course. Building on POL 216, the course examines specific Nigerian electoral behaviours, vote-buying, ethnic bloc voting and rising voter apathy among young people, against established behavioural theory to test which explanations best fit the Nigerian case. Basic 7–9 Civic Education includes voter education and political participation; this course gives trainees evidence on how Nigerians actually vote to use in those lessons.

RELEVANCE STATEMENT

Understanding why Nigerian voters behave as they do, from the pull of ethnicity and religion to the growing influence of social media, is essential for any graduate teacher expected to explain election outcomes credibly. This course goes well beyond the introductory survey of political behaviour taught at NCE level. It also directly serves the programme's civic mission: a graduate who understands, with evidence, why voters behave as they do is better placed to encourage informed, rather than merely emotional, political participation among the learners they will teach. With youth voter turnout a recurring concern flagged after successive Nigerian elections, graduates equipped with this course's analytical tools are positioned to explain and address disengagement among their own learners rather than merely note it.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to analyse advanced theories of voting behaviour and electoral choice.
2. Enable students to evaluate the conduct and credibility of Nigerian elections using empirical evidence.
3. Equip students to assess the effect of ethnicity, religion, money politics and social media on Nigerian electoral outcomes.
4. Train students to critique the performance of electoral management bodies in ensuring free and fair elections.
5. Lead students to evaluate strategies for deepening democratic participation in Nigeria.
6. Help students apply a named voting-behaviour theory to explain a specific Nigerian election result.
7. Support students to distinguish informed civic participation from purely emotional or identity-driven voting in a stated example.

LEARNING OUTCOMES

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

1. Apply a named theory of voting behaviour to explain the outcome of a specific Nigerian election.
2. Assess the credibility of a specific Nigerian election using observer or empirical evidence.
3. Critique the effect of a named factor, such as money politics or social media, on a specific election.
4. Evaluate INEC's performance in a specific election against its statutory mandate.
5. Propose one measure for deepening democratic participation among a specific demographic group.
6. Explain a specific Nigerian election result using at least one named voting-behaviour theory.
7. Distinguish evidence-based analysis of an election from purely partisan commentary on it.

COURSE CONTENT

- **Valence, Issue and Economic Voting Models:** tested against Nigerian election data, building on POL 216
- Election Violence and Its Effect on Voter Turnout
- **Conduct and Credibility of:** Nigerian elections since 1999
- **Determinants of Nigerian Electoral Outcomes:** ethnicity, religion, money politics and incumbency
- **Growing Role of Social:** media and digital campaigning in Nigerian elections
- Election Observation and Electoral Dispute Resolution
- **Performance and Independence of:** INEC as an electoral management body
- **Strategies for Deepening Political Participation:** including youth and women's political engagement
- **Voter Education and Its Role:** shaping informed civic participation
- Distinguishing Evidence-based Electoral Analysis From Partisan Commentary
- Youth and First-time Voter Behaviour in Nigerian Elections
- Analysing the Determinants of a Specific Recent Nigerian Election Result Using the Models Studied

- Gender Dimensions of Nigerian Voting Behaviour and Political Participation

CATEGORY	DETAILS
Core Competencies	• Empirical electoral analysis • Evidence-based evaluation • Institutional assessment • Digital and ICT literacy • Research and inquiry skills • Media and information literacy • Negotiation and mediation skills • Election data analysis
Core Values	• Democratic values • Electoral integrity • Civic responsibility • Integrity and honesty • Empathy and compassion • Humility • Justice and fairness
Pedagogical Approaches	• Case Study • Structured Debate • Data Analysis Exercise • Video/Documentary Analysis • Online Discussion Forum
Learning Resources	• Core Textbooks • INEC Public Data • Election Observation Reports • E-Learning Platform • Government Gazettes

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Electoral Analysis Report • Examination • Seminar Presentation • Class Test • Practical: analysis of published INEC results for one election, presented with charts

REFERENCES AND FURTHER READING

Norris, P. (2004). *Electoral engineering: Voting rules and political behavior*. Cambridge University Press.

Campbell, A., Converse, P. E., Miller, W. E., & Stokes, D. E. (1960). *The American voter*. University of Chicago Press.

Lazarsfeld, P. F., Berelson, B., & Gaudet, H. (1944). *The people's choice: How the voter makes up his mind in a presidential campaign*. Columbia University Press.

POL 427 Pre-Colonial African Inter-State Relations

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines inter-state relations in Africa from the pre-colonial period, addressing issues of trade and economic relations, and how this fostered peaceful co-existence among African nations. It follows the trading expeditions, diplomatic customs and political ties that connected pre-colonial African empires, kingdoms and chiefdoms, before examining how colonial conquest disrupted these established relations and subjugated states that had, until then, managed their own inter-group affairs. It closes by asking students to trace one specific pre-colonial trade route or diplomatic relationship forward into its present-day political or economic legacy. The Oyo Empire's relations with neighbouring Yoruba states, Sokoto Caliphate diplomacy with surrounding emirates, and Igbo inter-community trade and alliance networks are examined as concrete evidence that organised inter-state relations existed across pre-colonial Nigeria well before European contact. Basic 7–9 Social Studies and History teach pre-colonial African kingdoms and

trade; this course gives trainees the inter-state detail needed to correct common misconceptions in those lessons.

RELEVANCE STATEMENT

To produce graduates who have a broad understanding of the history and socio-economic context of their environment, gained through research, and who apply such knowledge to enhance the political, social and economic spheres of human life, this course provides a clear understanding of African inter-state relations before colonial rule. It also corrects a common classroom assumption, that African states had no meaningful diplomatic or economic relations before European contact, by grounding students in the documented reality of extensive pre-colonial trade and diplomacy. This evidence directly counters the assumption, still sometimes encountered in classrooms, that diplomacy and organised inter-state relations are colonial or foreign imports, giving graduates a factually grounded account of Africa's own diplomatic history to pass on to learners.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to discuss early relations among African nations and how this promoted peaceful co-existence.
2. Enable students to examine the various means by which relations between African nations were encouraged.
3. Equip students to analyse the nature of relations that existed prior to the advent of colonialism.
4. Train students to discuss the role played by colonialists in undermining relations among African countries.
5. Lead students to examine the impact of colonialism on economic relations within Africa.
6. Help students identify at least two specific pre-colonial African trade routes or diplomatic relationships.
7. Support students to correct the classroom misconception that pre-colonial Africa lacked organised inter-state relations.

LEARNING OUTCOMES

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

1. Discuss the legacies of the early forms of inter-state relations among African societies.
2. Explain the nature of trade relations among African states.

3. Discuss changes and continuities in diplomatic relations among African states.
4. Identify strategies for reinvigorating inter-state relations in Africa.
5. Evaluate the methods employed by colonialists in undermining inter-state relations in Africa.
6. Cite specific evidence of at least one documented pre-colonial African trade or diplomatic relationship.
7. Challenge a stated misconception about the absence of pre-colonial African inter-state relations using evidence.

COURSE CONTENT

- **Inter-state Relations as a Major:** feature of pre-colonial African societies
- **Trading Expeditions of Merchants From Empires:** dynasties, kingdoms and chiefdoms across horizontal and vertical distances
- **Commercial, Political, Diplomatic and:** inter-group dimensions of pre-colonial trade
- Origin and Development of African Inter-state Relations
- **Contribution of Pre-colonial Inter-state:** relations to the development of modern African diplomacy
- **Specific Examples of Pre-colonial Trade:** routes and diplomatic ties across the continent
- **Customary Mechanisms for Managing Inter-state:** disputes before colonial rule
- **Subjugation of African States:** disruption of inter-state relations by colonial invasion
- **Factors That Impaired or Diminished:** inter-state relations in contemporary Africa
- **Relevance of This Pre-colonial:** record for contemporary African regional integration
- Marriage Alliances and Other Non-commercial Ties Among Pre-colonial African States
- Tracing a Specific Pre-colonial Trade Route or Diplomatic Relationship Into Its Present-day Legacy
- Comparative Reflection on Pre-colonial African Diplomacy and Contemporary Regional Integration

CATEGORY	DETAILS
Core Competencies	• Historical-political analysis • Comparative reasoning • Diplomatic literacy • Research and inquiry skills • Effective oral and written communication • Negotiation and mediation skills • Time management • Using historical evidence
Core Values	• Unity and regional solidarity • Respect for African heritage • Cooperation • Civic responsibility • Empathy and compassion • Justice and fairness • National unity
Pedagogical Approaches	• Historical Narrative • Case Study • Seminar Discussion • Online Discussion Forum • Think-Pair-Share
Learning Resources	• Core Textbooks • Historical Sources on Pre-Colonial Africa • Government Gazettes • Online Databases (JSTOR, Google Scholar)
Assessment Methods	• Continuous Assessment • Historical Analysis Essay • Examination • Class Test • Quiz • Practical: map of pre-colonial African trade routes produced as a teaching aid

REFERENCES AND FURTHER READING

Ajayi, J. F. A., & Crowder, M. (Eds.). (1971). *History of West Africa (Vols*. 1). Columbia University Press.

Davidson, B. (1992). *Africa in history: Themes and outlines (Rev*. ed.). Collier Books.

Anene, J. C. (1970). *The international boundaries of Nigeria, 1885–1960: The framework of an emergent African nation*. London: Longman.

Degree 500 Level: First Semester

POL 512 Comparative Public Administration

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines public administration systems in a comparative perspective, contrasting administrative structures, civil service traditions and reform trajectories across different countries and regions. It surveys the Anglo-American, Continental European and developing-country administrative traditions, then examines how New Public Management reforms have played out differently across these contexts, before asking what Nigeria can and cannot usefully borrow from each. It closes by asking students to design a realistic, context-sensitive administrative reform proposal for a named Nigerian public institution, informed by the comparative lessons of the course. Nigeria's federal civil service is compared directly against Britain's Westminster model and Ghana's more decentralised administrative structure, so that students identify which specific design features, recruitment method, tenure protections, degree of political interference, account for differences in administrative performance. The course equips graduates to explain how public administration works in Nigeria compared with other countries when teaching public service themes in Basic 7–9 Civic Education and senior secondary Government.

RELEVANCE STATEMENT

A graduate who has studied Nigeria's own civil service in earlier NCE coursework can go further by asking why other countries' administrative systems work differently, and what Nigeria might learn from them. This comparative lens is what distinguishes this course from the country-specific treatment already covered at NCE level. This comparative habit of mind is valuable well beyond the classroom: it is exactly the skill that governance consultants, policy analysts and development-partner staff are expected to bring when

advising Nigerian institutions on reform, so the course doubles as professional preparation. Recurring public frustration with slow, seemingly unaccountable civil service processes can be explained, this course shows, by specific structural features rather than by a vague and unhelpful claim that 'Nigerian bureaucracy is simply inefficient'.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the scope and methods of comparative public administration.
2. Enable students to compare administrative traditions and civil service systems across selected countries.
3. Equip students to evaluate the outcomes of administrative reform in different national contexts.
4. Train students to assess the transferability of administrative reform models across countries.
5. Lead students to critique the comparative performance of a chosen country's public administration system.
6. Help students distinguish the Anglo-American, Continental European and developing-country administrative traditions.
7. Support students to identify at least one administrative reform genuinely transferable to the Nigerian context, with justification.

LEARNING OUTCOMES

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

1. Compare the civil service systems of two countries and account for their differences.
2. Evaluate a specific administrative reform for its transferability to the Nigerian context.
3. Assess a chosen country's public administration against recognised performance indicators.
4. Critique the assumptions behind a specific administrative reform model.
5. Propose one lesson from a comparative case that could strengthen Nigerian public administration.
6. Classify a named country's administrative system within the correct comparative tradition.
7. Defend the transferability of a proposed reform against at least one reasonable objection.

COURSE CONTENT

- Scope and Methods of Comparative Public Administration
- **Administrative Traditions:** Anglo-American, Continental European, and developing-country models
- **Civil Service Systems and Career:** structures in comparative perspective
- **New Public Management and Its:** adoption across different national contexts
- **Administrative Reform Trajectories in Selected:** developed and developing countries
- Comparative Performance Indicators for Public Administration
- **Political and Institutional Conditions:** that make a reform transferable or non-transferable
- **Case Studies of Administrative Reform in Ghana:** Kenya, Singapore and the United Kingdom
- **Role of Development Partners:** shaping administrative reform agendas
- **Lessons and Limits of Transferring:** administrative reform models across countries
- Decentralisation and Local Governance Reform in Comparative Perspective
- Ethics, Professionalism and Accountability Regimes Across Different Civil Service Traditions
- Designing a Realistic Administrative Reform Proposal for a Named Nigerian Public Institution

CATEGORY	DETAILS
Core Competencies	• Comparative institutional analysis • Reform evaluation • Cross-national reasoning • Adaptability and resilience • Digital and ICT literacy • Report writing skills • Numeracy and statistical literacy • Comparative administrative analysis

CATEGORY	DETAILS
Core Values	• Openness to comparative learning • Accountability • Commitment to efficient service • Commitment to professional ethics • Tolerance and open-mindedness • Discipline • Perseverance
Pedagogical Approaches	• Comparative Case Study • Seminar Discussion • Structured Debate • Peer Teaching • Brainstorming Session
Learning Resources	• Core Textbooks • Comparative Civil Service Reports • OECD and World Bank Publications • Newspapers and News Magazines • Documentaries and Video Materials
Assessment Methods	• Continuous Assessment • Comparative Analysis Report • Examination • Peer Assessment • Take-home Assignment • Practical: comparative case report on public administration in Nigeria and one other country

REFERENCES AND FURTHER READING

Farazmand, A. (Ed.). (1991). *Handbook of comparative and development public administration (2nd ed.)*. Marcel Dekker.

Pollitt, C., & Bouckaert, G. (2017). *Public management reform: A comparative analysis (4th ed.)*. Oxford University Press.

Heady, F. (2001). *Public administration: A comparative perspective (6th ed.)*. Marcel Dekker.

POL 513 Politics of Development and Underdevelopment

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the political dimensions of development and underdevelopment, covering competing theories of why some states develop while others remain underdeveloped, and the political choices that shape development outcomes. It sets modernisation theory against dependency and world-systems perspectives, applies each to Africa's development record, and then examines directly how institutional quality, elite behaviour and the resource curse have shaped Nigeria's own development trajectory. It closes by asking students to weigh structural and agency-based explanations against each other for one specific, named African development failure or success. Nigeria's oil wealth is examined directly through the lens of the resource curse, alongside the modernisation-versus-dependency debate applied to Ghana's and Botswana's more diversified development trajectories. The course gives trainees the explanations they need when Basic 7–9 Social Studies asks why some countries are richer than others and what government can do about poverty.

RELEVANCE STATEMENT

Nigeria's development trajectory cannot be explained by economics alone; political choices about resource allocation, institution-building and elite behaviour have shaped it decisively, and this course equips graduates to analyse that political dimension directly, building on the foundations laid in POL 417. It also gives graduates a disciplined way to respond to the common but oversimplified claim that Africa's underdevelopment is simply a legacy of colonialism or simply a matter of poor leadership, by showing how both structural and agency-based explanations carry real, but partial, explanatory weight. This comparative grounding gives graduates a disciplined way to explain why abundant natural resources have not, on their own, guaranteed Nigerian prosperity, an explanation with direct relevance for civic education on national development.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain competing theories of development and underdevelopment.
2. Enable students to analyse the political factors that shape development outcomes.

3. Equip students to evaluate the role of the state and political elites in development or underdevelopment.
4. Train students to assess the relationship between institutions, governance quality and development.
5. Lead students to critique Nigeria's development trajectory using an appropriate theoretical framework.
6. Help students weigh structural against agency-based explanations of Nigeria's underdevelopment.
7. Support students to explain the political mechanisms behind the resource curse in a specific Nigerian example.

LEARNING OUTCOMES

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

1. Compare two competing theories of underdevelopment for their explanatory power.
2. Assess the effect of a specific political factor on Nigeria's development trajectory.
3. Evaluate the role of a named political elite group in shaping a specific development outcome.
4. Critique the relationship between institutional quality and development in a chosen country.
5. Construct a reasoned position on the most significant political obstacle to Nigerian development.
6. Weigh a structural and an agency-based explanation against each other for a specific Nigerian case.
7. Explain the resource curse mechanism operating in a specific named Nigerian example.

COURSE CONTENT

- **Theories of Development and Underdevelopment:** modernisation, dependency and world-systems theory
- Political Economy of Underdevelopment in Africa
- **Role of the State:** political elites and institutions in shaping development outcomes
- Governance Quality, Corruption and Their Relationship to Development
- Resource Curse and Its Political Dimensions
- Structural Versus Agency-based Explanations of African Underdevelopment

- **Comparative Political Analysis of Successful:** unsuccessful development trajectories
- **Political Economy of Nigeria's:** own development record since independence
- Institutional Reform as a Pathway Out of Underdevelopment
- **Contemporary Debates on the Politics:** development in Nigeria and Africa
- Human Capital, Education and Their Political Determinants in African Development
- Weighing Structural and Agency-based Explanations for a Specific, Named African Development Outcome
- Regional Economic Integration as a Development Strategy in Africa
- **Environmental Degradation and Underdevelopment:** oil pollution in the Niger Delta and desertification in the North

CATEGORY	DETAILS
Core Competencies	• Development theory application • Institutional analysis • Comparative reasoning • Reflective and lifelong learning skills • Leadership and initiative • Public speaking and debate skills • Report writing skills • Development indicator analysis
Core Values	• Social justice • Critical awareness • Commitment to national development • Tolerance and open-mindedness • Patriotism and national consciousness • Diligence and hard work • Discipline
Pedagogical Approaches	• Lecture-Discussion • Comparative Case Study • Structured Debate • Brainstorming Session • Video/Documentary Analysis

CATEGORY	DETAILS
Learning Resources	• Core Textbooks • Development Reports • Media Archive • Government Gazettes • Online Databases (JSTOR, Google Scholar)
Assessment Methods	• Continuous Assessment • Analytical Essay • Examination • Class Test • Quiz • Practical: development profile of a Nigerian state using published indicators

REFERENCES AND FURTHER READING

Rodney, W. & Davis, A. (2018). *How Europe underdeveloped Africa*. Bogle-L'Ouverture Publications.

Acemoglu, D., & Robinson, J. A. (2012). *Why nations fail: The origins of power, prosperity, and poverty*. Crown Business.

Frank, A. G. (1967). *Capitalism and underdevelopment in Latin America*. Monthly Review Press.

POL 514 Public Sector Reform and Governance

LEVEL 500 Level | **SEMESTER** First Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the theory and practice of public sector reform, with particular attention to Nigeria's civil service and governance reform initiatives and their implications for service delivery. It considers why reforms are launched, why many stall, and what indicators of good governance reveal about a public institution's performance. It closes by asking students to design a realistic, phased implementation plan for one stalled Nigerian public sector reform. Nigeria's public sector reform programmes, from the Bureau of Public Service Reforms to the more recent Oronsaye report on agency duplication, are assessed against their stated goals to determine how much of intended reform has actually

been implemented. Graduates draw on this course when they teach accountability, anti-corruption and good governance in Basic 7–9 Civic Education.

RELEVANCE STATEMENT

Public schools are themselves part of the public sector whose reform this course studies, and a teacher who understands why reforms succeed or stall is better placed to work constructively within, rather than simply endure, institutional change. The course also equips graduates to teach governance and accountability as lived issues, illustrated with reforms and institutions learners encounter directly. Because 'restructuring government' and 'cutting the cost of governance' are recurring campaign promises, graduates equipped with this course's evaluative tools can assess such promises against Nigeria's actual reform track record rather than taking them at face value.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the meaning and objectives of public sector reform.
2. Enable students to trace the history of public sector reform in Nigeria.
3. Equip students to analyse major public sector reform initiatives and programmes in Nigeria.
4. Train students to evaluate the concept of good governance and its indicators.
5. Lead students to assess the role of anti-corruption agencies in public sector reform.
6. Help students examine the challenges facing public sector reform implementation in Nigeria.
7. Support students to propose measures for improving governance and service delivery in Nigeria's public sector.

LEARNING OUTCOMES

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

1. Explain the rationale for public sector reform with reference to Nigeria.
2. Trace the evolution of at least two public sector reform programmes in Nigeria.
3. Analyse the objectives and outcomes of a named Nigerian reform initiative.
4. Apply governance indicators to assess a public institution.
5. Evaluate the effectiveness of a named anti-corruption agency in Nigeria.
6. Identify challenges limiting public sector reform in Nigeria.
7. Propose a measure for improving service delivery in a specific public institution.

COURSE CONTENT

- Meaning, Objectives and Rationale for Public Sector Reform
- **Theoretical Perspectives on Public Sector Reform:** New Public Management and governance theory
- **History of Public Sector Reform in Nigeria:** pre- and post-independence reforms
- **Civil Service Reforms in Nigeria:** Udoji Commission, Ayida Panel, monetisation policy
- Public Enterprise Reform and Privatisation in Nigeria
- **Concept and Indicators of Good Governance:** accountability, transparency, participation and the rule of law
- **Anti-Corruption Institutions in Nigeria:** EFCC, ICPC and the Code of Conduct Bureau
- **Digital Public Services in Nigeria:** online service portals and the National Identification Number
- Challenges of Public Sector Reform Implementation in Nigeria
- **Performance Management and Service Charters:** SERVICOM
- **Comparative Public Sector Reform Experiences:** Nigeria and selected countries
- Strategies for Improving Governance and Service Delivery in Nigeria
- Designing a Realistic, Phased Implementation Plan for One Stalled Nigerian Public Sector Reform
- Gender-responsive Budgeting and Inclusion in Public Sector Reform

CATEGORY	DETAILS
Core Competencies	• Policy analysis • Institutional evaluation • Governance assessment • Comparative analytical skills • Reform planning skills • Numeracy and statistical literacy • Media and information literacy • Governance diagnostics

CATEGORY	DETAILS
Core Values	• Transparency and accountability • Integrity and honesty • Commitment to national development • Service orientation • Anti-corruption ethic • Perseverance • Humility
Pedagogical Approaches	• Lecture-Discussion • Case Study • Policy Analysis Exercise and Group Presentation • Brainstorming Session • Video/Documentary Analysis
Learning Resources	• Core Textbooks • Public Service Reform Reports • Anti-Corruption Agency Publications and Government White Papers • Documentaries and Video Materials • E-Learning Platform
Assessment Methods	• Continuous Assessment • Term Paper • Examination • Take-home Assignment • Seminar Presentation • Practical: service charter review of a Nigerian public agency with recommendations

REFERENCES AND FURTHER READING

Adamolekun, L. (2022). *Public administration in Africa: Main issues and selected country studies*. Ibadan: Spectrum Books. Ojo, J. (2023). Governance and public sector reform in Nigeria. Lagos: Concept Publications.

Osborne, D., & Gaebler, T. (1992). *Reinventing government: How the entrepreneurial spirit is transforming the public sector*. Addison-Wesley.

Degree 500 Level: Second Semester

POL 521 Comparative Federalism

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines federalism as a system of government in comparative perspective, contrasting the design, practice and challenges of federal systems in Nigeria, the United States, India and other selected federations. It works through the constitutional design, fiscal arrangements and diversity-management mechanisms of each federation in turn, before asking, case by case, which of their solutions to shared federal problems could plausibly inform Nigeria's own restructuring debate. It closes by asking students to select two federal features from different federations studied in the course and to assess whether either could realistically be adapted for Nigeria. Nigeria's federal arrangement is set against the United States, Germany and Ethiopia as contrasting federal models, so students can identify precisely which design choices, such as the number and boundaries of federating units or the allocation of residual powers, drive Nigeria's recurring restructuring debates. Federalism is a core theme in Basic 7–9 Civic Education; this course gives trainees comparative evidence to explain Nigeria's federal system and the restructuring debate in class.

RELEVANCE STATEMENT

Nigeria's federalism debates, over resource control, state creation and the allocation of powers, are sharpened considerably when set against how other federations have handled similar tensions. This course supplies that comparative benchmark, extending well beyond the Nigeria-specific treatment of federalism covered at NCE level. The course is deliberately evidence-driven rather than ideological: rather than starting from a fixed position on restructuring, it equips graduates to test specific restructuring proposals against how comparable federations have actually managed comparable problems. Because 'true federalism', resource control and state creation remain live political demands, graduates equipped with comparative federalism can evaluate such proposals against how comparable design choices have actually worked out elsewhere.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the theoretical foundations and typologies of federalism.
2. Enable students to compare the design and practice of federalism in Nigeria and selected other federations.
3. Equip students to evaluate the mechanisms federations use to manage diversity and resource allocation.
4. Train students to assess the challenges confronting Nigerian federalism in comparative perspective.
5. Lead students to critique proposals for restructuring Nigerian federalism using comparative evidence.
6. Help students distinguish coming-together from holding-together federations and classify Nigeria correctly.
7. Support students to test a specific Nigerian restructuring proposal against comparative federal evidence.

LEARNING OUTCOMES

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

1. Compare the constitutional design of Nigerian federalism with one other selected federation.
2. Evaluate a specific fiscal federalism arrangement against a comparative benchmark.
3. Assess how a named federation manages ethnic or regional diversity, and compare it with Nigeria.
4. Critique a specific restructuring proposal for Nigeria using comparative federal experience.
5. Construct a reasoned position on which comparative lesson is most applicable to Nigeria.
6. Classify Nigeria's federal origin correctly as coming-together or holding-together, with justification.
7. Evaluate a named restructuring proposal against the actual experience of a comparable federation.

COURSE CONTENT

- **Theoretical Foundations and Typologies of Federalism:** coming-together and holding-together federations
- **Constitutional Design of Nigerian:** federalism compared with the United States and India

- Fiscal Federalism and Resource Allocation in Comparative Perspective
- **Management of Ethnic:** religious and regional diversity in federal systems
- **State and Regional Autonomy:** balance of power between federal and sub-national units
- Comparative Experiences of Federal Restructuring and Constitutional Amendment
- **Asymmetric Federalism as a Diversity-management:** tool in comparative practice
- **Courts' Role in Policing:** federal balance in different federations
- **Comparative Lessons on State Creation:** sub-national boundary adjustment
- **Lessons for Nigeria's Federalism Debate:** from comparative federal experience
- Judicial Federalism and the Role of Constitutional Courts in Resolving Federal Disputes
- Selecting and Assessing Two Federal Features From Different Federations for Possible Adaptation to Nigeria
- Secession, Self-determination and Their Treatment Under Comparative Federal Constitutions

CATEGORY	DETAILS
Core Competencies	• Comparative institutional analysis • Fiscal literacy • Evidence-based evaluation • Problem-solving competence • Reflective and lifelong learning skills • Time management • Cross-cultural communication • Comparative federal analysis
Core Values	• Unity in diversity • Fairness • Respect for constitutional order • Patriotism and national consciousness • Respect for diversity • Selfless service • Servant leadership

CATEGORY	DETAILS
Pedagogical Approaches	• Comparative Case Study • Structured Debate • Seminar Discussion • Think-Pair-Share • Field Trip/Study Visit
Learning Resources	• Core Textbooks • Comparative Constitutional Texts • Revenue Allocation Reports • Online Databases (JSTOR, Google Scholar) • Library Reference Materials
Assessment Methods	• Continuous Assessment • Comparative Analysis Essay • Examination • Quiz • Oral Presentation • Practical: mock constitutional conference on restructuring, assessed with a rubric

REFERENCES AND FURTHER READING

Watts, R. L. (2008). *Comparing federal systems (3rd ed.)*. McGill-Queen's University Press.

Elazar, D. J. (1987). *Exploring federalism*. University of Alabama Press.

Riker, W. H. (1964). *Federalism: Origin, operation, significance*. Little, Brown.

POL 522 Theory and Practice of Marxism

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines Marxist political and economic theory in depth, from its classical foundations to its variants and applications, including its influence on African political thought and practice. It begins with Marx and Engels's foundational texts on historical

materialism and class struggle, traces the theory's development through Leninism, Maoism and Western Marxism, and then examines specifically how Marxist analysis has been applied, and contested, in African political economy. It closes by asking students to apply Marxist class analysis directly to one current Nigerian labour dispute or resource-politics controversy. Marxist theory is examined both in its classical form and through its application by African leaders such as Nyerere and Machel, before being tested against the practical record of state-led development projects that drew on it. The course prepares trainees to explain social class, labour and inequality when these appear in Basic 7–9 Social Studies, and to present Marxist ideas fairly alongside other views.

RELEVANCE STATEMENT

Marxist analysis continues to shape how many scholars and activists explain Nigerian inequality, labour relations and resource politics, and a graduate who has studied it rigorously, rather than in passing, is far better placed to engage that body of analysis critically. The course treats Marxism as a serious analytical tradition to be assessed on its merits, not endorsed or dismissed by reflex, and closes by weighing its genuine explanatory strengths against its most persuasive critiques. Terms such as 'class struggle' and 'exploitation' circulate widely, and often loosely, in Nigerian political rhetoric; this course equips graduates to use, or challenge, such language with reference to what Marxist theory actually claims.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the core concepts and method of Marxist theory.
2. Enable students to trace the development of Marxist thought from its classical foundations to later variants.
3. Equip students to analyse the application of Marxist theory to African political economy.
4. Train students to evaluate the practice of Marxism in selected historical and contemporary contexts.
5. Lead students to critique the strengths and limitations of Marxist analysis for understanding contemporary governance.
6. Help students distinguish Marx's original arguments from later Leninist and Maoist adaptations.
7. Support students to apply Marxist class analysis to a contemporary Nigerian labour or resource-politics issue.

LEARNING OUTCOMES

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

1. Explain historical materialism and apply it to a specific historical episode.
2. Compare classical Marxism with one later variant, such as Leninism or Maoism.
3. Apply Marxist class analysis to a specific instance of Nigerian political economy.
4. Critique the practice of Marxism in a chosen historical case.
5. Construct a reasoned assessment of Marxist theory's continuing relevance.
6. Distinguish an original Marxist argument from a later adaptation in a supplied text.
7. Write a class-analysis commentary on a current Nigerian labour dispute and compare it with a non-Marxist reading of the same dispute.

COURSE CONTENT

- **Core Concepts of Marxist Theory:** historical materialism, class struggle and the mode of production
- **Marx and Engels:** foundational texts and their central arguments
- **Later Variants of Marxism:** Leninism, Maoism and Western Marxism
- Marxist Theories of the State and Ideology
- **Application of Marxist Analysis:** African political economy and dependency theory
- Practice of Marxism in Selected Historical Contexts
- **Marxist Analysis Applied to Contemporary:** Nigerian labour and resource politics
- **Major Critiques of Marxist Theory:** from liberal and other traditions
- **Collapse of Soviet-style Marxism:** implications for the theory
- **Critiques of Marxist Theory and:** continuing relevance to contemporary governance analysis
- Gramsci's Concept of Hegemony and Its Application to Political Analysis
- Dependency Theory as an Application of Marxist Categories to the Developing World
- Applying Marxist Class Analysis to a Current Nigerian Labour Dispute or Resource-politics Controversy

CATEGORY	DETAILS
Core Competencies	• Theoretical analysis • Historical-materialist reasoning • Critical evaluation • Adaptability and resilience • Digital and ICT literacy • Cross-cultural communication • Ethical reasoning • Class analysis
Core Values	• Social justice • Critical awareness • Intellectual rigour • Tolerance and open-mindedness • Patriotism and national consciousness • Selfless service • Respect for cultural diversity
Pedagogical Approaches	• Seminar Discussion • Textual Analysis • Structured Debate • Field Trip/Study Visit • Guest Lecture
Learning Resources	• Core Textbooks • Primary Marxist Texts • Library Reference Materials • Newspapers and News Magazines
Assessment Methods	• Continuous Assessment • Critical Essay • Examination • Oral Presentation • Peer Assessment • Practical: analysis of a current Nigerian labour dispute presented in a seminar

REFERENCES AND FURTHER READING

Marx, K., & Engels, F. (1974). *The communist manifesto*. Washington Square Press.

McLellan, D. (2007). *Marxism after Marx (4th ed.)*. Palgrave Macmillan.

Lenin, V. I. (1932). *The state and revolution*. International Publishers. (Original work published 1917)

POL 523 Democratisation Studies

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the theory and comparative study of democratic transitions and consolidation, extending POL 414's African focus to a broader global and theoretical treatment of democratisation. It works through the structural, procedural and agency-based theories of democratic transition, applies them across regions well beyond Africa, and pays particular attention to the recent global pattern of democratic backsliding in states once considered consolidated. It closes by asking students to apply the course's early-warning indicators to assess whether backsliding risk is rising in a country of their choosing. Huntington's three waves of democratisation and the more recent literature on democratic backsliding are tested against Nigeria's own uneven democratic record since 1999, including specific reversals such as the annulment of the June 12, 1993 election. The course deepens the democratic knowledge trainees use when teaching democracy, elections and good governance in Basic 7–9 Civic Education.

RELEVANCE STATEMENT

Understanding why some democratic transitions consolidate while others collapse into hybrid or authoritarian rule requires the theoretical tools this course develops, tools a graduate can apply well beyond the African cases studied earlier in the programme. The course also equips graduates to recognise the early warning signs of democratic backsliding, a skill of direct civic relevance in a global environment where such backsliding is now common even in long-established democracies. Because backsliding concerns, from executive overreach to weakened judicial independence, are actively debated in Nigerian civil society, graduates trained in democratisation theory can assess such concerns with reference to established comparative indicators rather than partisan assertion.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the major theories of democratic transition and consolidation.
2. Enable students to compare democratisation experiences across different world regions.
3. Equip students to evaluate the conditions associated with successful democratic consolidation.
4. Train students to assess the phenomenon of democratic backsliding in recent global experience.
5. Lead students to critique the applicability of Western democratisation theory to non-Western contexts.
6. Help students identify at least three recognised early warning signs of democratic backsliding.
7. Support students to compare a democratisation experience outside Africa with an African case studied earlier in the programme.

LEARNING OUTCOMES

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

1. Apply a named theory of democratic transition to a specific country case.
2. Compare democratisation outcomes in two countries from different regions.
3. Assess the conditions that explain successful consolidation in a chosen case.
4. Critique a specific instance of democratic backsliding and its causes.
5. Construct a reasoned position on the limits of Western democratisation theory.
6. Identify early warning signs of backsliding in a specific, named country case.
7. Present a comparative case study of a non-African and an African democratisation experience using a common set of indicators.

COURSE CONTENT

- **Theories of Democratic Transition:** structural, procedural and agency-based approaches
- Waves of Democratisation in Comparative and Global Perspective
- **Conditions for Democratic Consolidation:** economic, institutional and cultural factors

- Hybrid Regimes and Competitive Authoritarianism
- Democratic Backsliding in Recent Global Experience
- Early Warning Indicators of Democratic Backsliding
- **Role of International Actors:** supporting or undermining democratisation
- **Comparing Democratisation Experiences in Latin America:** Eastern Europe and Asia
- Critiques of Western-centred Democratisation Theory
- **Lessons for Africa's Own Democratisation:** trajectory from other world regions
- Civil Society and Media as Bulwarks Against Democratic Backsliding
- Applying the Course's Early-warning Indicators to Assess Backsliding Risk in a Chosen Country
- Constitutional Term Limits and Their Manipulation in Comparative Perspective

CATEGORY	DETAILS
Core Competencies	• Comparative theoretical analysis • Evidence-based evaluation • Global political literacy • Research and inquiry skills • Effective oral and written communication • Ethical reasoning • Teamwork and collaboration • Assessing democratic transitions
Core Values	• Democratic values • Intellectual openness • Respect for diverse political trajectories • Commitment to professional ethics • Tolerance and open-mindedness • Respect for cultural diversity • Servant leadership

CATEGORY	DETAILS
Pedagogical Approaches	• Comparative Case Study • Seminar Discussion • Structured Debate • Guest Lecture • Role-Play Simulation
Learning Resources	• Core Textbooks • Democracy Index Reports • Media Archive • Newspapers and News Magazines • Documentaries and Video Materials
Assessment Methods	• Continuous Assessment • Comparative Essay • Examination • Peer Assessment • Take-home Assignment • Practical: country democratisation timeline with a written assessment of consolidation

REFERENCES AND FURTHER READING

Huntington, S. P. (1993). *The third wave: Democratization in the late twentieth century*. University of Oklahoma Press.

Levitsky, S., & Way, L. A. (2010). *Competitive authoritarianism: Hybrid regimes after the Cold War*. Cambridge University Press.

O'Donnell, G., & Schmitter, P. C. (1986). *Transitions from authoritarian rule: Tentative conclusions about uncertain democracies*. Johns Hopkins University Press.

POL 524 Public Policy Analysis

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the theory and practice of public policy analysis, covering the policy cycle, analytical tools and the evaluation of policy outcomes, with application to Nigerian

public policy. It follows a policy issue through the full cycle, agenda-setting, formulation, adoption, implementation and evaluation, and pairs each stage with the analytical tools, stakeholder analysis, rational and incremental models, needed to interrogate it, before asking students to produce their own short policy brief on a live Nigerian issue. Students complete the course by producing their own short policy brief on a live Nigerian issue of their choosing, applying the full cycle and toolkit covered in the course. Students apply the policy cycle to a specific, currently contested Nigerian policy, such as the removal of the petrol subsidy or the Student Loan scheme, tracing it from agenda-setting through to its (often incomplete) implementation. Graduates use this course to explain how government policies are made and carried out, such as free basic education or school feeding, when teaching Basic 7–9 Civic Education and Social Studies.

RELEVANCE STATEMENT

Whether the subject is fuel subsidy reform, the Student Loan scheme or state policing, every major Nigerian governance debate is, in form, a public policy question, and this course equips graduates with the analytical tools to evaluate such policies rigorously rather than rhetorically. A well-constructed policy brief is also a genuinely marketable skill: it is close to what public-sector employers, think tanks and development partners actually expect a governance graduate to be able to produce, which makes this course directly relevant to graduates' employability. Because think tanks, development partners and government ministries all hire graduates specifically for policy-analysis skills, the brief produced in this course doubles as a portfolio piece that demonstrates a marketable, immediately usable competence.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the stages of the public policy cycle.
2. Enable students to apply analytical tools and models to a public policy problem.
3. Equip students to evaluate the implementation and outcomes of a specific Nigerian public policy.
4. Train students to assess the role of interest groups and stakeholders in shaping policy choices.
5. Lead students to critique the use of evidence in Nigerian public policymaking.
6. Help students distinguish a rational-model policy analysis from an incremental-model analysis of the same issue.

7. Support students to produce a concise, professionally formatted policy brief on a chosen Nigerian policy issue.

LEARNING OUTCOMES

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

1. Trace a specific Nigerian policy through each stage of the policy cycle.
2. Apply an appropriate policy analysis model to a stated policy problem.
3. Evaluate the outcomes of a specific Nigerian policy against its stated objectives.
4. Assess the influence of a named stakeholder group on a specific policy decision.
5. Produce a short policy brief recommending a course of action on a chosen issue.
6. Apply both a rational and an incremental lens to the same policy issue and compare the results.
7. Format and present a policy brief to a standard suitable for a public-sector or think-tank audience.

COURSE CONTENT

- **Public Policy Cycle:** agenda-setting, formulation, adoption, implementation and evaluation
- **Models and Approaches to Policy Analysis:** rational, incremental and mixed-scanning models
- **Stakeholder Analysis and the Role:** interest groups in policy formulation
- Policy Implementation Challenges in the Nigerian Context
- Monitoring and Evaluation of Public Policy Outcomes
- **Use and Misuse of:** evidence in Nigerian policymaking
- Cost-benefit and Cost-effectiveness Thinking in Policy Evaluation
- **Writing and Presenting a Policy:** brief for a public-sector or think-tank audience
- Case Studies of Major Recent Nigerian Policy Reforms
- **Professional Norms and Formatting:** conventions of policy writing
- Political Feasibility and the Role of Coalition-building in Policy Adoption
- **Comparative Policy Analysis:** Nigeria and Selected Countries Facing Similar Policy Problems
- Agenda-setting Power of the Media and Interest Groups in Nigerian Policymaking
- **Climate Change Policy in Nigeria:** the Climate Change Act 2021 as a case study in policy formulation and implementation

- **School Safety and Learner Well-being Policy in Nigeria:** the National Policy on Safety, Security and Violence-Free Schools

CATEGORY	DETAILS
Core Competencies	• Policy analysis • Evidence-based reasoning • Stakeholder analysis • Leadership and initiative • Adaptability and resilience • Teamwork and collaboration • Policy communication skills
Core Values	• Public interest orientation • Analytical objectivity • Accountability • Civic responsibility • Empathy and compassion • Servant leadership • Respect for the rule of law
Pedagogical Approaches	• Case Study • Policy Brief Writing Workshop • Structured Debate • Role-Play Simulation • Peer Teaching
Learning Resources	• Core Textbooks • Government Policy Documents • Policy Evaluation Reports • Documentaries and Video Materials • E-Learning Platform

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Policy Brief • Examination • Take-home Assignment • Seminar Presentation • Practical: policy brief on a Nigerian education or social policy with recommendations

REFERENCES AND FURTHER READING

Dye, T. R. (2016). *Understanding public policy (15th ed.)*. Pearson.

Anderson, J. E. (2014). *Public policymaking (8th ed.)*. Cengage Learning.

Lindblom, C. E. (1980). *The policy-making process (2nd ed.)*. Prentice-Hall.

POL 525 Contemporary Political Analysis

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course applies political science theory and analytical tools to current political events and developments in Nigeria and the world, developing graduates' capacity for real-time, evidence-based political commentary and analysis. Working from live current-affairs material each week, students practise selecting a relevant theoretical framework, checking the reliability of their sources, and producing a disciplined written or oral analysis, rather than opinion, of an unfolding political event. The course closes with a graded oral defence in which each student presents and answers questions on their analysis of a current event before peers and the lecturer. Students work each week from an actual unfolding story, a fuel-price adjustment, a National Assembly bill or an African Union summit, selecting an appropriate theoretical lens before producing their analysis, so the course is rehearsed live rather than only studied through past examples. The analytical skills built here let trainees help Basic 7–9 learners make sense of current events and tell credible news from misinformation.

RELEVANCE STATEMENT

A graduate teacher is regularly called on, by learners, colleagues and the wider community, to make sense of unfolding political events, and this course builds the disciplined analytical habits needed to do so credibly rather than impressionistically. It also gives graduates practical defences against misinformation and propaganda, which is an increasingly important part of civic literacy in an environment saturated with unverified claims circulating on social media. Because social media now spreads political claims faster than they can be verified, the sourcing discipline this course builds gives graduates a defensible method for separating credible analysis from rumour before repeating either to learners or the wider public.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to apply relevant political science frameworks to analyse current political events.
2. Enable students to evaluate competing interpretations of a contemporary political development.
3. Equip students to assess the reliability of sources used in political commentary and analysis.
4. Train students to construct evidence-based political analysis in written and oral form.
5. Lead students to critique the quality of political commentary in the Nigerian and international media.
6. Help students distinguish credible reporting from misinformation or propaganda in a stated current-affairs example.
7. Support students to select an appropriate theoretical framework for a specific unfolding political event.

LEARNING OUTCOMES

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

1. Write an 800-word analysis of a current political event using a named theoretical framework.
2. Compare two competing interpretations of the same political development and assess their merits.
3. Rate the reliability of three sources cited in a political commentary using a stated checklist.

4. Produce a well-reasoned written analysis of a current political issue.
5. Critique a specific piece of political commentary for its use of evidence and argument.
6. Identify at least one indicator of misinformation or propaganda in a supplied current-affairs example.
7. Justify the choice of theoretical framework applied to a specific current event.

COURSE CONTENT

- Frameworks for Analysing Contemporary Political Events
- **Distinguishing Analysis From Opinion:** propaganda and misinformation in political commentary
- Evaluating Sources and Evidence in Real-time Political Analysis
- Analysis of Current Nigerian Political Developments
- Analysis of Current Global and Regional Political Developments
- **Recognising Indicators of Misinformation and:** propaganda in political commentary
- **Fact-checking Practices for Political Claims:** circulating on social media
- Writing and Presenting Political Commentary and Analysis
- Oral Presentation and Defence of a Political Analysis
- **Role and Responsibility of:** informed citizen in political discourse
- Framing Effects and Bias in Political Commentary and News Coverage
- Distinguishing Correlation From Causation When Interpreting Unfolding Political Events
- Building and Maintaining a Personal Portfolio of Published Political Commentary
- **Artificial Intelligence and Political Communication:** algorithms, deepfakes and automated disinformation during elections

CATEGORY	DETAILS
Core Competencies	• Applied theoretical analysis • Source evaluation • Analytical writing • Problem-solving competence • Reflective and lifelong learning skills • Policy communication skills • Public speaking and debate skills • Current-affairs analysis
Core Values	• Intellectual honesty • Objectivity • Civic responsibility • Empathy and compassion • Accountability • Respect for the rule of law • Diligence and hard work
Pedagogical Approaches	• Seminar Discussion • Current Affairs Analysis • Structured Debate • Peer Teaching • Brainstorming Session
Learning Resources	• Core Textbooks • Current Affairs and Media Archive • E-Learning Platform • Government Gazettes
Assessment Methods	• Continuous Assessment • Analytical Commentary • Examination • Seminar Presentation • Class Test • Practical: fact-check report on a viral political claim, presented as a Basic 9 media literacy activity

REFERENCES AND FURTHER READING

Heywood, A. (2019). *Politics (5th ed.)*. Red Globe Press.

Manning, P. (2000). *News and news sources: A critical introduction*. Sage.

Dahl, R. A. (1961). *Who governs*? Democracy and power in an American city. Yale University Press.

POL 526 Globalisation and the World Capitalist System

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course exposes students to the literature on globalisation and the genesis of the integration of Third World countries into the global capitalist system, and examines the impacts of globalisation on developing societies. It moves from the conceptual and historical foundations of globalisation, through its political, cultural and economic dimensions, to the specific mechanisms, liberalisation, structural adjustment, the IMF and the World Bank, through which developing economies have been drawn into the global system. It closes by asking students to trace how liberalisation and structural adjustment specifically reshaped one named African economy's trajectory. Structural adjustment programmes in Nigeria and Ghana during the 1980s and 1990s, and their long-documented social costs, are used as the concrete historical case through which globalisation's abstract claims about liberalisation are tested. Basic 7–9 Social Studies treats globalisation, trade and interdependence; this course gives trainees African cases to make those lessons concrete.

RELEVANCE STATEMENT

To produce graduates with extensive knowledge of economic relations among nations, committed to providing solutions to African economic challenges caused by the exploitation of Africa's resources by the West, this course carries POL 513's political-economy analysis into the global arena. It gives graduates a historically grounded way to evaluate claims about globalisation, whether celebratory or condemnatory, that circulate widely in Nigerian public debate, by testing those claims against the documented record of how liberalisation has actually affected specific African economies. With Nigeria's continuing engagement with the IMF and World Bank a recurring news topic, graduates equipped with this historical grounding can evaluate current loan conditions and reform demands against the documented record of how similar conditions played out in the past.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to define globalisation as a concept and theory.
2. Enable students to assess the impacts of globalisation on developing economies.
3. Equip students to discuss the different types of globalisation.
4. Train students to discuss the economic interests of global capitalists.
5. Lead students to identify the institutions and agents of the capitalist system, such as the IMF and the World Bank, and their roles in capitalist development.
6. Help students distinguish the political, cultural and economic dimensions of globalisation from one another.
7. Support students to evaluate a specific claim about globalisation's effect on Africa against documented evidence.

LEARNING OUTCOMES

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

1. Explain globalisation from political, cultural and economic standpoints.
2. Comprehend globalisation historically as a process of incorporating Third World countries into the world capitalist system.
3. Identify the relationship between globalisation and modernisation.
4. Understand issues related to liberalisation and their impact on national policies.
5. Relate globalisation to issues of politics, class, local identities and civilisation.
6. Produce a case study that separates the political, cultural and economic effects of globalisation on a named Nigerian community or industry.
7. Test a specific claim about globalisation's impact on a named African economy against evidence.

COURSE CONTENT

- **Globalisation:** conceptual and theoretical foundations
- **Globalisation:** political, cultural and economic dimensions
- **Globalisation Then and Now:** process and history of incorporating Third World countries into the world capitalist system
- Globalisation and Modernisation
- Liberalisation of National Policies and Its Consequences

- **Role of the IMF:** World Bank and structural adjustment in African economies
- **Globalisation and Politics:** class, local identities and civilisation
- **Evaluating Competing Claims About Globalisation's:** effect on developing economies
- **Case Studies of Globalisation's Impact:** selected African economies
- **Impact of Globalisation on:** economies of developing countries
- Multinational Corporations and Their Political Influence in Developing Economies
- Tracing How Liberalisation and Structural Adjustment Reshaped One Named African Economy's Trajectory
- Alternative and Reformist Proposals for a More Equitable Global Economic Order
- **The Global Climate Regime and Africa:** climate finance, loss and damage, and Africa's negotiating positions
- **Globalisation and Global Citizenship:** rights and responsibilities of citizens in an interconnected world, linked to SDG 4.7

CATEGORY	DETAILS
Core Competencies	• Global political economy analysis • Institutional evaluation • Comparative reasoning • Problem-solving competence • Reflective and lifelong learning skills • Report writing skills • Numeracy and statistical literacy • Global value chain analysis
Core Values	• Economic justice • Critical awareness • Solidarity with developing economies • Patriotism and national consciousness • Respect for diversity • Discipline • Perseverance

CATEGORY	DETAILS
Pedagogical Approaches	• Lecture-Discussion • Case Study • Structured Debate • Video/Documentary Analysis • Online Discussion Forum
Learning Resources	• Core Textbooks • IMF and World Bank Reports • Media Archive • Online Databases (JSTOR, Google Scholar) • Library Reference Materials
Assessment Methods	• Continuous Assessment • Analytical Essay • Examination • Quiz • Oral Presentation • Practical: product-tracing project showing how a common item reaches Nigerian markets

REFERENCES AND FURTHER READING

Stiglitz, J. E. (2002). *Globalization and its discontents*. W. W. Norton.

Held, D., McGrew, A., Goldblatt, D., & Perraton, J. (1999). *Global transformations: Politics, economics and culture*. Polity Press.

Wallerstein, I. (1974). *The modern world-system I: Capitalist agriculture and the origins of the European world-economy in the sixteenth century*. Academic Press.

POL 527 International Law and Organisation

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory (Core Course) | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 0

COURSE OVERVIEW

This course examines the nature, sources and objectives of international law, alongside the structure, functions and processes of major international organisations, extending NCE POL 322's introductory treatment of international organisations into a fuller legal and

institutional study. It moves from the sources and core principles of international law, through the mechanisms available for dispute settlement, to the structure and performance of the major international organisations, the UN, AU and ECOWAS, that operationalise those legal principles in practice. It closes by asking students to assess how effectively one named international organisation has actually enforced international law in a specific recent case. The International Court of Justice's handling of maritime boundary disputes and the International Criminal Court's engagement with African states are examined as concrete tests of how much authority international law actually carries against sovereign resistance. The course gives trainees the legal basis for Basic 7–9 Social Studies lessons on treaties, international cooperation and the work of the UN.

RELEVANCE STATEMENT

Nigeria's disputes over maritime boundaries, its engagement with the International Criminal Court, and its participation in UN and AU peacekeeping all turn on principles of international law and organisation that this course equips graduates to evaluate critically. The course is deliberately unsentimental about international law's limits: alongside its principles and institutions, it examines directly why international law is so often unenforceable against powerful states, so that graduates come away with a realistic, not idealised, understanding of global governance. Nigeria's own maritime boundary dispute with Cameroon over the Bakassi Peninsula, ultimately settled through the ICJ, gives graduates a direct national case study for evaluating how international law functions in practice rather than only in theory.

COURSE OBJECTIVES

The objectives of the course are for the lecturer to:

1. Guide students to explain the nature and objectives of international law.
2. Enable students to trace the development of international law.
3. Equip students to identify the core principles of international law.
4. Train students to highlight the procedures involved in international adjudication and dispute settlement.
5. Lead students to explain the limitations of international law in international politics.
6. Help students discuss the institutions and processes of various international organisations.
7. Support students to assess the prospects and limitations of international organisations as important actors in the international system.

LEARNING OUTCOMES

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

1. Explain the sources and core principles of international law with concrete examples.
2. Assess a specific case of international adjudication or dispute settlement.
3. Critique the limitations of international law in a specific instance of international politics.
4. Evaluate the structure and effectiveness of a named international organisation, such as the UN, AU or ECOWAS.
5. Assess the prospects and limitations of international organisations in addressing a chosen global challenge.
6. Explain why international law failed or succeeded in enforcement in a specific documented case.
7. Compare the effectiveness of two named international organisations on a stated dimension.

COURSE CONTENT

- Nature, Sources and Objectives of International Law
- Historical Development and Codification of International Law
- **Core Principles of International Law:** sovereignty, non-intervention, treaty obligation and state responsibility
- **International Adjudication and Mechanisms for Dispute Settlement:** including the International Court of Justice
- **Limitations of International Law in International Politics:** including problems of enforcement against powerful states
- Legal Personality and Treaty-making Powers of International Organisations
- **Nigeria's Engagement with International Law and Organisations:** including maritime boundary disputes
- **International Criminal Court and:** questions of selectivity in international justice
- **Comparative Effectiveness of International Organisations on Peace:** trade and human rights
- Human Rights Treaty Bodies and Nigeria's Reporting Obligations Under Ratified Treaties
- Law of the Sea and Its Relevance to Nigeria's Maritime Boundary Disputes
- Diplomatic and Consular Law and the Immunities Attached to Diplomatic Missions

- Assessing How Effectively One Named International Organisation Has Enforced International Law in a Specific Recent Case
- **International Environmental Law:** the UN Framework Convention on Climate Change and the Paris Agreement

CATEGORY	DETAILS
Core Competencies	• Legal-institutional analysis • Global governance evaluation • Evidence-based argumentation • Effective oral and written communication • Collaborative and teamwork skills • Numeracy and statistical literacy • Media and information literacy • Treaty interpretation
Core Values	• Respect for international law • Cooperation and multilateralism • Peace • Empathy and compassion • Accountability • Perseverance • Humility
Pedagogical Approaches	• Case Study • Structured Debate • Institutional Analysis • Online Discussion Forum • Think-Pair-Share
Learning Resources	• Core Textbooks • UN and AU Policy Documents • International Court Judgements • Library Reference Materials • Newspapers and News Magazines

CATEGORY	DETAILS
Assessment Methods	• Continuous Assessment • Institutional Evaluation Exercise • Examination • Oral Presentation • Peer Assessment • Practical: moot court exercise on a hypothetical dispute between states

REFERENCES AND FURTHER READING

Cogan, J. K., Hurd, I., & Johnstone, I. (Eds.). (2016). *The Oxford handbook of international organizations*. Oxford University Press.

Shaw, M. N. (2021). *International law (9th ed.)*. Cambridge University Press.

Brownlie, I. (2008). *Principles of public international law (7th ed.)*. Oxford University Press.

PROGRAMME 6 OF 6

Social Studies and Civic Education

Section a

Introduction

The Social Studies Curriculum for teacher preparation provides a strong, unified foundation for the dual-mandate three-year and two-year programmes, preparing skilled teachers who can positively shape Nigeria's education system. It is built around helping future teachers nurture responsible citizens by equipping them with the knowledge, skills, values, and mindsets needed for learners to thrive in a rich, multicultural society, while aligning the traditional Social Studies focus with the evolving transformation of the subject into "Social and Citizenship Studies". In this dual structure, both programme routes share the same core vision of producing well-grounded, ethical, and reflective professionals who understand how people relate to their social, physical, economic, and political worlds, and who can guide students to engage thoughtfully with these realities

Central to the curriculum are key courses such as Foundations of Social Studies, Man and His Social Environment, and Citizenship Education, which are complemented by teaching practice and project work to create well-rounded graduates committed to lifelong growth and unity in diverse classrooms. The standards emphasise hands-on inquiry, problem-solving approaches, and the integration of digital tools in teaching, while championing peace, environmental sustainability, cultural understanding, and genuine democratic engagement across both the three-year and two-year pathways. By promoting lighter load and stronger minds, the curriculum humanises teacher preparation, ensuring that every prospective Social Studies teacher in training regardless is supported to grow as a caring, competent, and socially conscious professional who can make a real difference in schools and communities.

Philosophy of Social Studies Programme

The central purpose for the institution of Social Studies as a core subject at the basic education level 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. Given the context outlined above, the Nigeria Certificate

in Education (NCE) and undergraduate Social Studies curriculum is carefully crafted with a solid philosophical underpinning, relevant content, and proven teaching methods. It prepares a dedicated group of teachers who are strong in both academic knowledge and professional skills, while fostering the key values and mindsets they need to take on this important role. Social Studies focuses on human beings and the many complex relationships they build within their immediate environment and the wider world. This curriculum is designed to help learners acquire essential knowledge, develop desirable values, and build the skills needed to investigate, analyse, and explain these interrelationships, alongside the pedagogical abilities required to teach them effectively.

Regulations

Admission Requirements

General Admission Requirements

a) A Senior Secondary School Certificate SSCE or GCE 'O' Level from WAEC/NECO/NABTEB with a minimum of Four (4) credits including English language and other 3 in any of the subjects like Social Studies, Civic Education, History, Geography, Economics, Government, Islamic Religious Knowledge, Christian Religious Knowledge at not more than two sittings.

b) A Grade II Teacher's Certificate (TC II) with credit or merit in four subjects, three of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language is required.

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

d. Colleges have the latitude to administer tests or interviews for selection of their candidates

Education Courses – 22 credits

Teaching Practice – 6 credits

General Studies Courses – 12 credits.

Social Studies Compulsory Courses – 32 credits, Elective courses - 8. Credit units

Total Credit Units Required for Graduation: 80

Facilities

i. **Space and classrooms** – At least three (3) large classrooms.

ii. **Social Studies Workshop/Resource Room** with a sitting capacity for at least 50 students.

iii. **Staff Offices** – Each Senior Staff should have a comfortably furnished office to himself/herself. There should also be an office for support staff (Secretary, Clerks) with relevant equipment e.g. Computers, printers, photocopiers, scanners etc.

iv. **Digital Laboratory**- with a sitting capacity for at least 50 students.

v. **Books in the library**. There must be enough and current books (hard and e-resources) to cover all the areas of the subject in the ratio of one student to ten books.

vi. **Equipment and other resources** such as projectors, film strips; slides, video machine; cameras, AI tools and software, Interactive Boards, TV set, world Globe and materials such as atlases, wall maps, textbooks, journals, painting materials, magazines, newspapers and computer sets should be provided.

vii. **Special needs** – Functional weather stations in institutions where Geography is not offered.

viii. NERDC National Curriculum for Social and Citizenship Studies for Basic Education (40 copies)

Personnel

Academic Staff

A minimum of eight (08) academic staff.

Minimum qualification for lecturers shall be Master Degree. However, first-degree second-class lower holders can be employed into training position.

All teachers/lecturers should hold a minimum teaching qualification of NCE/PDE and be registered with Teachers Registration Council of Nigeria (TRCN).

Administrative/Support Staff

a) One department Secretary and one computer operator/clerical officer

b) One Workshop Attendant

c) Two cleaners/messengers

d) Two ICT Technicians

National Goals of Education Nigeria

General Goals of Education

i) Development of the individual into a morally sound, patriotic and effective citizen ii). Total integration of the individual into the immediate community, the Nigerian society and the world iii). Provision of equal access to qualitative educational opportunities for all citizens at all levels of education within and outside the formal school system iv). Incubation of national consciousness, values and national unity; and v). Development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society

ii) Ensure the quality of education delivery at all levels ii). Promote functional education for skill acquisition, job creation and poverty reduction iii). Ensure periodic review, effectiveness and relevance of the curriculum at all levels to meet the needs of society and the world of work;

iii) Collaborate with development partners, the private sector, non-governmental organisations and local communities to support and fund education; and Promote information technology capability at all levels v). Promote information technology capability at all levels

Objectives of the Programme

The programme is designed to achieve the following:

a. Produce professionally and academically competent Social Studies teachers for the Basic Education level.

b. Prepare teachers who will inculcate in their learners 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. Prepare teachers for effective application of digital technology to instructional delivery and assessment.

d. Provide teachers with supervised, practice-based classroom experience through Teaching Practice, sufficient to demonstrate competence in planning, delivering and evaluating Social Studies lessons in real school settings.

e. Develop teachers who possess a deep understanding of Nigeria's social, cultural, economic, and political systems to enable them to guide learners toward responsible citizenship and national development.

f. Equip teachers with the ability to promote peace, unity, and mutual respect among learners through the teaching of core civic values and conflict resolution skills.

g. Foster in teachers the capacity to integrate environmental and sustainability education into Social Studies lessons, encouraging learners to value and protect their environment.

h. Nurture teachers who demonstrate strong ethical standards, professional discipline, and commitment to lifelong learning as role models within their schools and communities.

i. Demonstrate, through supervised Teaching Practice and an independent project/case study, the ability to apply Social Studies content knowledge and pedagogy in an actual classroom and to conduct basic classroom-based inquiry

General Learning Outcomes for the Programme

a. Equip teachers with the knowledge and skills necessary to develop in their learners a foundation for active participation in democratic processes.

b. Expose teachers to the various aspects of primary civic responsibilities, social justice, environment and sustainability, entrepreneurship development, and life skills for social and healthy living needed for engaging in civic activities to bring about positive change in the community.

c. Provide teachers with the requisite skills, competencies, intellectual and moral formation essential for effective professional engagement and post-training employability.

d. Promote cultural awareness and appreciation by introducing teachers to Nigeria's diverse cultures, traditions, and customs to enhance intercultural understanding.

e. Encourage teachers to nurture critical thinking, problem-solving, and reflective inquiry among learners, enabling them to understand social issues and contribute meaningfully to society.

f. Help teachers develop the knowledge and attitude needed for facilitating a structured peer-conflict resolution exercises, promoting peace, managing conflict, and fostering national unity and social harmony in a diverse society.

g. Build teachers for designing and delivering digitally supported Social Studies lessons and using modern teaching methods effectively to support active, inclusive, and participatory learning experiences.

h. Design, administer and interpret a range of assessment instruments – including continuous assessment, project-based assessment and standardised tests – to evaluate learners' attainment in Social Studies.

i. Promote teachers' understanding of gender equality, human rights, and inclusive education to ensure fairness and respect for diversity in the classroom and the wider community.

j. Apply basic research methods and statistical techniques to investigate and improve teaching and learning in Social Studies classrooms.

k. Equip teachers with entrepreneurial knowledge and skills that they can both model and teach to learners as part of Social Studies instruction.

l. Design, administer and interpret a range of assessment instruments, including continuous assessment, project-based assessment and standardised tests, to evaluate learners' attainment in Social Studies.

Relevance Statement

Social Studies occupies a central place in the realisation of Nigeria's national goals of education by fostering morally sound, patriotic, and socially responsible citizens who can participate meaningfully in their immediate community, the Nigerian society, and the wider world. The dual mandate of the College of Education system necessitates the offering of Social Studies programmes at both the NCE and undergraduate levels. It equips prospective teachers with the knowledge, values, attitudes, and practical skills required for responsible citizenship, national unity, cultural awareness, environmental sustainability, and functional living.

At the NCE level, the programme equips students with the pedagogical competence required to teach Social Studies effectively at the Basic Education level through learner-centred methods, supervised teaching practice, and the integration of digital technology. At the undergraduate level, it goes to build on this foundation by deepening theoretical understanding, research capacity, and professional competence, while also preparing graduates for broader roles in education, curriculum development, policy implementation, and community engagement. In both cases, Social Studies remains essential for promoting

peace, conflict resolution, democratic values, social justice, entrepreneurship, and responsible citizenship in line with Nigeria's educational aspirations.

CATEGORY	DETAILS
Core Competencies	• Creativity • Communication • Critical thinking • Collaboration • Innovation • Reflective thinking • Self-development • Leadership • Digital literacy Lifelong learning • Time management • Self-awareness
Core Values	• Honesty & Integrity • Inclusion & • Team spirit & Perseverance • Service & Flexibility • Tolerance & Transparency • Humility & Honour
Pedagogical Approaches	• Learner-centred Approach • Collaborative/Cooperative Learning • Inquiry-based learning • Experiential learning • Blended learning • Discussion & dialogue • Project-based learning • UDL & SEL-based teaching • Reflective practices • Edutainment – Stories, drama, folk tales, songs, media clips and games u

CATEGORY	DETAILS
Learning Resources	• **Core textbooks & reference materials** • **Digital & online learning platforms** – Educational websites, online maps, documentary videos, open data portals and learning management systems • **Government & policy documents** • **Classroom & practical instructional materials** – Charts, posters, maps, newspapers, local artefacts, models and infographics • **Community-based resources** – Community leaders, NGOs, government agencies, cultural centres and local sites • **UDL & SEL-oriented resources** – Differentiated worksheets, visual aids, assistive tools and materials
Assessment Methods	• **Continuous assessment-** Regular classwork, participation scores, short written tasks and reflection exercises • **Formative assessment** – Quizzes, concept maps, oral questioning and feedback sessions • **Performance-based assessment** – Evaluation of role plays, debates, poster presentations, community mapping and advocacy campaigns. • **Project work** • **Digital assessment** – Online quizzes, submissions through LMS, e-portfolios and digital presentations • **Summative assessment**

NCE Course Distribution (100–300 Level)

NCE 100 Level: First Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
EDU 111	Introduction to Teaching and Historical Foundations of Education	C	2	30	30
EDU 112	Educational Psychology	C	2	30	
GSE 111	General English 1	C	1	15	15
GSE 112	Introduction to Library Studies	C	1	15	15
GSE 113	Family Life, Human Trafficking & Emerging Issues	C	1	15	15
SOS 111	Foundations of Social Studies and Civic Education	C	2	30	-
SOS 112	Man and His Social Environment	C	2	30	-
SOS 113	Man and His Physical Environment	C	2	15	-
SOS 114	Governance and Human Society	C	2	30	-
SOS 115	Nationalism and Patriotism	E	1	15	-
SOS 116	Theories of Nation Building	E	1	15	-
SOS 117	Gender Studies and Social Studies	E	2	30	-
SOS 118	Sexuality Education and Adolescent Health	E	1	15	
Total			**18**		

NB: *Students are to choose 3 units of elective courses in addition to all the compulsory courses*

NCE 100 Level: Second Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
EDU 121	Principles and Methods of Teaching in Basic Education	C	2	30	60
EDU 122	Sociological and Philosophical Foundations of Education	C	2	30	60

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
GSE 121	English Proficiency for Teachers	C	1	15	15
GSE 122	Digital Literacy & AI for Educators	C	1	15	15
GSE 123	Media and Information Literacy	C	1	15	15
SOS 121	Introduction to NERDC National Curriculum for Social and Citizenship Studies	C	2	30	30
SOS 122	Nigeria as a Nation	C	2	30	-
SOS 123	Man and His Economic Activities	C	1	15	-
SOS 124	Artificial Intelligence and Its Application in Social Studies	C	1	15	30
SOS 125	Peace Education and Conflict Resolution	E	2	30	-
SOS 126	Social Institutions	E	2	30	-
Total			**15**		

NB: *Students are to choose only one elective course in addition to all the compulsory course*

NCE 200 Level: First Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
EDU 211	Classroom Management	C	1	15	15
EDU 212	Curriculum and Curriculum Delivery	C	2	30	30
EDU 213	Micro Teaching I: (Theory and Practice)	C	2	30	60
GSE 211	General English II	C	1	15	15
GSE 212	Introduction to Foundational Literacy	C	1	15	15
GSE 213	Media and Information Literacy II	C	1	15	15
SOS 211	Nigerian Political Life	C	1	15	-
SOS 212	Research Methods and Statistics in Social Studies	C	1	30	-
SOS 213	Entrepreneurship in Social Studies	C	1	15	15
SOS 214	Field Trip	C	2	-	30
SOS 215	Methods and Instruction for Social Studies	C	1	15	30

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
SOS 216	ICT Application for Social Studies	C	2	30	30
SOS 217	Comparative Social Studies Curricula	E	2	15	-
SOS 218	Human Rights and Social Justice	E	1	15	-
SOS 219	Consumer Education and Financial Literacy	E	2	30	30
SOS 231	Values Education and Moral Instruction	E	1	15	-
Total			**19**		

NB: *Students are to choose three units of elective courses in addition to all the compulsory course*

NCE 200 Level: Second Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
EDU 221	Research Methods, Measurement and Evaluation	C	2	30	60
EDU 222	Educational Administration, Planning and Supervision	C	1	15	15
EDU 223	Introduction to Educational Technology	C	1	15	15
EDU 224	Micro Teaching: II (Practicum)	C	2	30	30
GSE 221	Introduction to Foundational Numeracy	C	1	15	15
GSE 222	Entrepreneurship and Green Skills	C	1	15	15
SOS 221	Citizenship Education	C	2	30	-
SOS 222	Social Services and Social Change in Nigeria	C	2	15	-
SOS 223	Population and Family Life Education	C	2	30	-
Total			**14**		

NCE 300 Level: First Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
EDU 311	Teaching Practice	C	6	-	90
Total			**6**		

NCE 300 Level: Second Semester

Course Code	Course Title	Status	Credit Units	Lecture Hours	Practical Hours
EDU 321	Research Project	C	2		30
EDU 322	Theory and Practice of Guidance and Counselling	C	1	15	15
GSE 321	Global Citizenship Education and Political Economy	C	1	15	15
SOS 321	Issues and Problems of National Development and Modernisation	C	1	30	-
SOS 322	Law-Related and Security Education	C	1	30	-
SOS 323	Resource Room/Workshop	C	2	30	-
Total			**8**		

NCE Course Descriptions (100–300 Level)

SOS 111 Foundations of Social Studies and Civic Education

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course introduces students to the foundations, development, scope, and significance of Social Studies and Citizenship Education. It examines the philosophical, historical, cultural, disciplinary, and curricular bases of both fields, with particular attention to their development in the United States, Britain, Africa, and Nigeria.

The course explores the interdisciplinary nature of Social Studies and its relationship with subjects such as History, Geography, Sociology, Political Science, and Economics. It also examines curriculum integration, interrelationships in learning, concepts, values, and generalisations as essential tools for developing learners' critical thinking, problem-solving, and civic reasoning abilities.

The Citizenship Education component focuses on civic knowledge, democratic participation, moral responsibility, national identity, respect for diversity, human rights, the rule of law, social justice, patriotism, and sustainable national development. The course is designed to prepare prospective teachers to promote informed, responsible, active, and socially conscious citizenship in Nigeria's plural and democratic society.

RELEVANCE STATEMENT

Understanding social and civic systems is essential for effective citizenship, yet many lack the grounding to navigate them critically; this course addresses that gap by exposing prospective teachers to the foundations, history, and philosophy of Social Studies and Citizenship Education. As Nigeria continues to face challenges of national cohesion and democratic consolidation, teachers need a solid grasp of these fields to effectively transmit civic knowledge and democratic values to learners. By exploring links between Social Studies and disciplines such as History, Geography, Sociology, Political Science, and Economics, students gain the tools to integrate knowledge meaningfully rather than teach subjects in isolation. The course's focus on citizenship, human rights, and sustainable development further prepares future educators to nurture informed, responsible citizens,

making it essential both for effective classroom practice and for nation building through education.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the meaning, nature, scope, and distinctive characteristics of Social Studies and Citizenship Education.
2. Examine the historical development of Social Studies and Citizenship Education in the United States, Britain, Africa, and Nigeria.
3. Analyse the philosophical foundations and educational purposes of Social Studies and Citizenship Education within the Nigerian education system.
4. Explain the interdisciplinary and integrative relationships between Social Studies, Citizenship Education, the social sciences, and other relevant subjects.
5. Differentiate between concepts, values, and generalisations, and explain their significance in the teaching and learning of Social Studies.
6. Discuss the contribution of Citizenship Education to national identity, democratic participation, social justice, respect for diversity, and sustainable national development.

LEARNING OUTCOMES

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

1. Construct clear definitions of Social Studies and Citizenship Education and illustrate their application to everyday social and civic situations.
2. Arrange major developments in the history of Social Studies and Citizenship Education in the United States, Britain, Africa, and Nigeria in their proper sequence.
3. Critically assess selected philosophical ideas and demonstrate how they influence the aims, content, and teaching approaches of the two fields.
4. Design an integrated learning activity that connects Social Studies and Citizenship Education with at least two social science disciplines.
5. Classify selected classroom examples as concepts, values, or generalisations and justify each classification.
6. Apply principles of citizenship education to propose practical solutions to contemporary issues involving governance, human rights, environmental responsibility, community development, and national cohesion.

COURSE CONTENT

- Definition of Social Studies and Citizenship Education
- Nature of Social Studies
- Scope of Social Studies and Citizenship Education
- Origin of Social Studies in the United States of America
- Development of Social Studies in Britain
- Historical development of Social Studies in Africa and Nigeria
- Philosophical foundations of Social Studies in relation to the National Policy on Education
- Theory of interrelationships in learning
- Aims and objectives of Social Studies and Citizenship Education
- Meaning of curriculum integration
- Concept of curriculum integration in Social Studies and Citizenship Education
- Relationship between Social Studies and the social sciences, including Geography, Sociology, Political Science, History, Economics, and other relevant subjects
- Interdisciplinary relationships among Social Studies, Citizenship Education, and the social sciences
- Definition of concepts and generalisations
- Differences between concepts and generalisations
- Importance of concepts and generalisations in the teaching and learning of Social Studies
- Application of Citizenship Education in contemporary society
- Relevance of Citizenship Education to national identity, democratic participation, human rights, social justice, environmental responsibility, and sustainable national development

CATEGORY	DETAILS
Core Competencies	• Curriculum integration • Problem-solving • Historical interpretation • Inference drawing • Integration

CATEGORY	DETAILS
Core Values	• Participation • Appreciation • Civic Responsibility • Respect for human dignity • Environmental responsibility
Pedagogical Approaches	• Case Studies • Inquiry-Based Learning • Discussion Method • Simulations • Dramatic Representation/Role-Playing
Learning Resources	• Relevant Textbooks • Online Resources • Journal Articles from Social Studies professional associations at national and international levels
Assessment Methods	• Group assessment • Quizzes • Peer Review • Observation Checklists • Essays.

REFERENCES AND FURTHER READING

Schul, James E. (2023). *Historical and Contemporary Foundations of Social Studies Education:*

Unpacking Implications for Civic Education and Contemporary Life. Taylor Francis,

Aneke, H. C. – Foundation of Social Studies (Chuka/Chukka Educational Publishers, Nsukka)

Bulya, T. I. & Nongo, V. (2013) – *Foundations of Social Studies Education J. O. Peculiar Publishing Home, Warri*

Lawal, M. B. & Oyeleye, A. S. (2003). *Foundations and Principles of Social Studies Education*. A-Triad Associates.

National Open University of Nigeria (NOUN). PED 130: *Introduction to Social Studies* (Courseware), PDF available online). Abuja: NOUN Online resources from www.ncss.org

SOS 112 Man and His Social Environment

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

Environment is critical in determining how individual behaves as a member of society. Specifically, social environment determines how individual behaves in the society. This is because man is a product of his family and his society. This idea of man as a social being and why he lives in groups is the focus of this course. Therefore, the course is designed to provide basic education teachers with comprehensive knowledge of the dynamic relationship between human beings and social environment in which they live. The course also explores how individuals are shaped by and in turn shape their social environment through interactions with key social institutions such as the family, education, religion, economy and government. Emphasis is placed on the process of socialisation, cultural transmission, and value formation which guide human behaviour and promote social cohesion, identity, and responsible citizenship within society.

Also, the course critically examines the impact of environmental, technological, and socio-economic changes on human life and societal development, within the Nigerian context. Students are introduced to contemporary social issues such as population growth, urbanisation, unemployment, poverty, crime, and environmental degradation, and are encouraged to analyse their causes, consequences, and possible solutions.

RELEVANCE STATEMENT

This course helps future teachers see how deeply connected people are to the world around them. It explores the ways our families, communities, and wider society shape who we are and how we live together. By studying these relationships, learners gain the knowledge and values that promote understanding, cooperation, and sustainable living within society.

In today's fast-changing Nigeria marked by social, economic, and technological shifts – the course prepares teachers to recognise and thoughtfully respond to the challenges facing individuals and communities. It encourages them to guide their learners towards responsible citizenship, social inclusion, and active participation in building a better, fairer society.

COURSE OBJECTIVES

The objectives of this course are:

1. Explain the concepts of environment and social environment.
2. Describe types of man's social environment
3. Demonstrate an understanding of the concept of man as a social being and the role of the social environment in shaping human behaviour.
4. Examine the interaction between individuals and their various social institutions such as the family, education, religion, economy, and government.
5. Analyse the processes of socialisation, cultural transmission, and value formation as foundations of societal cohesion and responsible citizenship.
6. Explore how environmental, technological, and socio-economic changes influence human life and social development, particularly in the Nigerian context.
7. Develop critical awareness of contemporary social problems such as poverty, unemployment, urbanisation, crime, and environmental degradation and suggest practical solutions to these issues.

LEARNING OUTCOMES

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

1. Explain the meaning of environment and social environment.
2. Explain the concept of man as a social being.
3. Describe how the social environment influences individual behaviour and development.
4. Identify and discuss the major social institutions and explain their roles in shaping individual and societal life.
5. Describe key agents and processes of socialisation.
6. Discuss how socio-economic factors shape social development in Nigeria.
7. Identify and analyse the causes and consequences of social problems affecting Nigerian society.

COURSE CONTENT

- Meaning of environment
- Meaning and scope of social environment
- The nature of man as a social being
- Relationship between individual and society
- The family and its roles in socialisation
- Agents of socialisation: family, school, peer group, mass media, religion

- The concept and causes of social change
- Impact of technological advancement on social life
- Contemporary social problems in Nigeria and their causes and effects: population growth and demographic challenges, poverty, unemployment and inequality, crime, corruption and moral decay, environmental degradation and sustainable development
- Role of government and civil society in addressing social problems

CATEGORY	DETAILS
Core Competencies	• Critical Thinking Analysis • Problem-Solving • Social Awareness • Citizenship & Civic Engagement • Communication Skills
Core Values	• Social Responsibility • Respect for Diversity • Environmental Stewardship • Equity • Honesty
Pedagogical Approaches	• Case Studies • Discussion Method • Storytelling • Simulations • Dramatic Representation/Role-Playing, and • Gamification with Embed videos
Learning Resources	• Open Education Resources • Text books
Assessment Methods	• Group assessment • Quizzes • Essays.

REFERENCES AND FURTHER READING

Nwankiti, O. C. (1981). *Man & his Environment*. Longman Nigeria.

Nzemeke, A. D., & Erhagbe, E. O. (2002). *Nigerian Peoples and Culture* (2nd ed.). University of Benin Press.

Ogunbameru, K. A. and. Rotimi, Wale (2006) *Man and His Social Environment: A Textbook of Sociology Cardinal Crest/Spectrum Books*

Zastrow, C., & Kirst-Ashman, K. K. (2016). *Understanding Human Behaviour and the Social Environment (10th ed.). Cengage Learning.*

SOS 113 Man and His Physical Environment

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course introduces NCE students to the fundamental geographical concepts that explain the relationship between humans and the physical environment. It explores how man has interacted with, adapted to, and transformed the natural world over time. By examining the Earth's major physical components like landforms, climate, vegetation, soils, and water bodies, students will develop an understanding of how these features shape human settlement, economic activity, and cultural development across different regions of the world.

Through inductive learning and field-based observation, students will construct key concepts about the spatial distribution of people and resources, as well as the dynamic processes that link the natural and human environments. The course also highlights the evolution of both simple and complex cultures as responses to environmental opportunities and constraints.

Ultimately, this course builds awareness of humanity's dependence on the physical environment and the far-reaching consequences of human actions on ecological balance. It provides a conceptual and practical foundation for engaging with today's critical environmental challenges such as land degradation, climate change, and sustainable resource management within both local and global contexts.

RELEVANCE STATEMENT

The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and

places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural research, such as land, water, on human population. They study the causes, patterns and effects of human settlement and migration, learn about the roles of different kinds of population centres in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human environmental relationships.

COURSE OBJECTIVES

The Course Objectives Are

1. Build foundational knowledge of physical features like landforms, climate, vegetation, and soils, and how they appear worldwide.
2. Explore how humans have adapted to and changed their surroundings through history and different cultures.
3. Encourage hands-on, observation-based learning to help students draw their own conclusions about people and places.
4. Learn how to adapt to environmental changes.
5. Raise awareness of our deep connection to nature and the real-world effects of our choices on the planet.
6. Show an understanding of the physical environment of man and its impact on humans.

LEARNING OUTCOMES

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

1. Name and explain key physical elements and how they affect where people live, both globally and in Nigeria.
2. Break down real examples of how environments shaped cultures, using maps and step-by-step reasoning.
3. Assess problems like erosion or pollution caused by humans and suggest simple ways to tackle them.
4. Connect these ideas to everyday Nigerian life, preparing to explain them clearly to younger pupils.
5. Learn to live peacefully with others by understanding shared environment and needs.
6. Developing the capacity to address environmental and societal problems

COURSE CONTENT

- Meaning and characteristics and component of man's environment
- The intermingling spheres of the earth as the home of man
- The natural environment and effects on man
- Man's effects on the natural or physical environment
- The effects of resources minerals and rocks
- The relief features soils atmosphere weather and climate vegetation and water bodies
- The influence of physical environment on man's activities and vice-versa
- The impact/problems of man's activities on the environment
- **Pollution global warming:** meaning nature or forms and associated problems
- **Natural resources conservation and preservation:** meaning nature and measures or strategies

CATEGORY	DETAILS
Core Competencies	• Environmental literacy • Inquiry • Critical thinking • Problem-solving skills • Curriculum integration • Instructional planning and delivery
Core Values	• Environmental stewardship • Sustainability • Respect for diversity • Civic responsibility • Appreciation of local environment
Pedagogical Approaches	• Field trips • Outdoor learning • Practical and inquiry-based techniques • Discussion method • Demonstration • Group work • Experiential learning through incorporation of videos, globes, and role-plays etc.

CATEGORY	DETAILS
Learning Resources	• Tools • Satellite imageries • Some digital tools.
Assessment Methods	• Quizzes • Map sketches • Group reports on field trips • Soil sampling

REFERENCES AND FURTHER READING

Oyediran, O. & Faniran, A. (2020). *Man's Physical Environment.*

Gregory, K. J. (2010). *Man and Environmental Processes: A Physical Geography Perspectives.*

SOS 114 Governance and Human Society

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course studies governance as a process of decision-making, leadership, accountability, participation, and regulation within human society. It links institutions, power relations, citizenship, and public responsibility to social order and development.

RELEVANCE STATEMENT

Governance in Human Society" holds strong relevance for the NCE Social Studies programme because it extends the existing focus on Nigerian Political Life and Citizenship Education into a broader, comparative examination of how societies organise authority, make decisions, and manage collective affairs. The course would help pre-service teachers understand governance not merely as a set of national institutions but as a universal social process spanning traditional, modern, local, and global systems, which strengthens their ability to teach citizenship, civic responsibility, and social institutions with greater depth and context. Given Nigeria's ongoing challenges with local governance, community leadership structures, and civic participation, such a course equips future teachers to connect classroom instruction to real governance issues students encounter in their communities.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the concept of governance and society;
2. Identify institutions of governance;
3. Discuss principles of participation and accountability;
4. Examine leadership and followership in society;
5. Analyse governance challenges in developing societies;
6. Relate good governance to peace and development;
7. Promote active citizenship.

LEARNING OUTCOMES

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

1. Define governance and related concepts;
2. Describe structures and agents of governance;
3. Explain the relationship between governance and social development;
4. Identify features of good governance;
5. Discuss citizens' rights and obligations;
6. Analyse governance problems and their effects;
7. Propose civic actions that strengthen social institutions.

COURSE CONTENT

- Meaning and scope of governance
- Concept of human society
- Power authority and legitimacy
- Leadership and followership
- Institutions of governance
- Rule of law and constitutionalism
- Democracy and popular participation
- Accountability and transparency
- Citizenship rights and responsibilities
- Public policy and service delivery
- Governance and social justice

- Corruption and abuse of office
- Civil society and pressure groups
- Media and public opinion in governance
- Governance and sustainable development
- Local governance and community participation
- Challenges of governance in contemporary society
- Strategies for promoting good governance

CATEGORY	DETAILS
Core Competencies	• Civic analysis • Public reasoning • Participation skills • Ethical judgement • Advocacy skills
Core Values	• Accountability • Justice • Patriotism • Responsibility • Respect for law
Pedagogical Approaches	• Lecture-discussion. • Debate • Case study • Simulation of civic processes. • Community-based inquiry. • Problem-solving tasks.
Learning Resources	• Governance and civics textbooks. • Nigerian Constitution and public policy documents. • Reports on governance and development. • Newspaper editorials and civic education resources

CATEGORY	DETAILS
Assessment Methods	• Essay • Class test • Debate score. • Group presentation. • Case study reports • Final examination

REFERENCES AND FURTHER READING

Alonge, F. K. (2005*). Principles and Practice Of Governing Men: Nigeria and the World in Perspective. University Press Nigeria.*

Bello-Imam, I. B. (Ed.). (1997*). Governance In Nigeria: Economy, Politics and Society in the*

Adjustment Years, 1985–1995. Stirling-Horden Publishers.

Oyovbaire, S. (Ed.). (2008). *Governance and Politics in Nigeria: The IBB and OBJ Years.*

Spectrum Books.

SOS 115 Nationalism and Patriotism

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** -

COURSE OVERVIEW

National and Patriotism is a one-semester NCE course designed to develop students' knowledge of Nigeria as a nation, the historical struggles that produced independence, the evolution of nationalism, and the meaning and practice of patriotism in contemporary Nigeria. The course explores concepts of nation, state, nationalism, national identity, national integration, and patriotic values, and examines how they play out in politics, economy, culture, and everyday life. It also equips students, as future classroom teachers, with practical strategies for promoting national values, unity in diversity, and commitment to the common good among basic education learners.

RELEVANCE STATEMENT

Nationalism and patriotism are vital for fostering unity, stability and development in Nigeria, A strong belief in the tenets of nationalism and patriotism will engender the

readiness to fully participate in all efforts aimed at combating tribalism and encouraging collect responsibility towards nation-building. They drive civic duty, peace – building and economic progress, while encouraging citizens to overcome ethnic divisions for a strong and more prosperous nation.

COURSE OBJECTIVES

The Course Objectives Are

1. Understand basic concepts of nationhood, nationalism and patriotism
2. Trace the historical development of nationalism and patriotism in Nigeria
3. Analyse contemporary challenges to patriotism and national integration in Nigeria
4. Demonstrate practical ways of expressing patriotism in everyday life.
5. Integrate national and patriotic values into classroom practice
6. Appreciate Nigeria's diversity and its role in nation-building

LEARNING OUTCOMES

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

1. Define nation, state, nationalism, national identity, national integration and patriotism in clear and simple terms.
2. Distinguish between nationalism and patriotism and explain how they relate to nation-building in Nigeria.
3. Describe key indicators of national identity in Nigeria (symbols, institutions, shared experiences, constitutional principles).
4. Outline major phases in the evolution of Nigeria as a political unit (pre-colonial polities, colonial rule, amalgamation, independence, post-independence).
5. Identify key nationalist leaders, organisations and movements that struggled for independence and national unity.
6. Explain how historical events such as independence, the civil war, and constitutional changes have shaped Nigerian nationalism and patriotism.
7. Identify major challenges to nation-building.
8. Suggest realistic strategies for strengthening national cohesion and patriotic attitude.

COURSE CONTENT

- Concepts of nation state and nation-state
- Nationalism: meaning types and evolution

- Patriotism: definitions forms and expressions
- National identity and its elements
- Historical foundations of Nigeria as a nation
- **Nationalism in colonial Nigeria:** 1920s-1960
- **Independence republic and nation-building:** 1960–1966
- **Civil war and reconstruction of Nigerian patriotism:** 1967–1970
- **Military rule and the creation of states:** 1970–1999
- **Fourth republic: democracy and national unity:** 1999-present
- Nigerian national values and ethics
- Citizenship rights duties and national responsibilities
- Challenges to patriotism and national integration
- Strategies for strengthening patriotism and national unity

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CATEGORY	DETAILS
Core Competencies	• Historical literacy • Civic engagement • Advocacy • Sense of responsibility • Critical thinking
Core Values	• Respect for national symbols and institutions • Appreciation of belonging to a common • Selflessness, and volunteerism • Sense of shared destiny across differences • Respect for diversity
Pedagogical Approaches	• Guided discussion • Use of biographies of nationalist leaders, community heroes, and ordinary patriots to illustrate abstract concepts • Case studies • Role-play • Dramatisation • Use of media and ICT.

CATEGORY	DETAILS
Learning Resources	• Articles on patriotism, nationalism and citizenship education in Nigeria • Short civic and national values videos (e.g. clips on national symbols, elections, anti-corruption campaigns, unity in diversity). • Social Studies and Civic Education texts • History of Nigeria texts focusing on nationalist movements and the evolution of the Nigerian state. • 1999 Constitution of the Federal Republic of Nigeria (as amended)
Assessment Methods	• Quizzes • Group projects and presentations • Reflective essays • Classroom participation and observation

REFERENCES AND FURTHER READING

Anderson, B. (2006). *Imagined Communities: Reflections on the Origin and Spread Of Nationalism* (Rev. ed.). Verso. (Original work published 1983)

Gellner, E. (2008). *Nations and Nationalism* (2nd ed.). Cornell University Press.

Smith, A. D. (2010). *Nationalism: Theory, Ideology, History* (2nd ed.). Polity Press.

Falola, T., & Aderinto, S. (2011). *Nigeria, Nationalism, and Writing History*. University of Rochester Press.

SOS 116 Theories of Nation Building

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course examines major theories, processes, and historical experiences of nation building, with emphasis on identity formation, integration, citizenship, leadership, institutions, and development. It helps learners understand how societies seek unity amid diversity.

RELEVANCE STATEMENT

The course is relevant to the NCE Social Studies programme because it deepens the theoretical grounding behind existing courses such as Nigeria as a Nation and Nigerian

Political Life, moving students beyond descriptive content into an analytical understanding of how nations form, consolidate, and sustain unity amid ethnic, religious, and regional diversity. This is especially pertinent for Nigeria, where challenges of national integration, federalism, and identity politics remain central to civic life, giving trainee teachers the conceptual tools to explain these dynamics to learners rather than simply narrate historical events.

COURSE OBJECTIVES

The course objectives are:

1. Explain the concept of nation and nation building;
2. Discuss theoretical perspectives on nation formation;
3. Examine factors promoting or hindering national integration;
4. Analyse the roles of institutions and leadership in nation building;
5. Relate citizenship education to national development;
6. Discuss challenges of plural societies;
7. Propose strategies for inclusive nation building.

LEARNING OUTCOMES

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

1. Define nation, state, nationalism, and nation building;
2. Compare theories of nation building;
3. Explain historical and contemporary nation-building processes;
4. Analyse unity and diversity issues in society;
5. Discuss the role of education in national cohesion;
6. Identify barriers to national integration;
7. Recommend civic and policy responses.

COURSE CONTENT

- Meaning of nation state and nation building
- Concepts of nationalism and national identity
- Historical roots of nation formation
- Major theories of nation building
- Primordial modernist and constructivist perspectives
- Citizenship and national loyalty

- Leadership in nation building
- Role of education in national integration
- Language culture and national identity
- Ethnicity and pluralism
- Religion and social cohesion
- Economic development and nation building
- Conflict exclusion and marginalisation
- Federalism decentralisation and inclusion
- Globalisation and nationhood
- Strategies for sustainable nation building

CATEGORY	DETAILS
Core Competencies	• Theoretical reasoning. • Civic analysis. • Policy reflection. • Diversity management. • Peace-oriented thinking.
Core Values	• Unity • Patriotism • Inclusiveness • Respect for diversity • National commitment
Pedagogical Approaches	• Lecture method • Seminar • Discussion. • Historical case study. • Debate. • Collaborative inquiry.

CATEGORY	DETAILS
Learning Resources	• Texts on nationalism and nation building. • Political sociology and civic education resources • Historical studies on state formation. • Public policy and integration reports • Relevant scholarly journal articles.
Assessment Methods	• Essays • Seminar presentation • Group discussion report • Position paper • Continuous assessment • Final examination

REFERENCES AND FURTHER READING

Falola, T. (2021). *Understanding Modern Nigeria: Ethnicity, Democracy, and Development*. Cambridge University Press.

https://doi.org/10.1017/9781108936866

Ibrahim, J., & Egwu, S. (Eds.). (2021). *Federalism and the Search for National*

Cohesion in Nigeria. Centre for Democracy and Development (CDD).

Malešević, S. (2019). *Grounded nationalisms: A Sociological Analysis*. Cambridge University Press. https://doi.org/10.1017/9781108589451

Mylonas, H., & Tudor, M. (2023). *Varieties of Nationalism: Communities, Narratives,*

Identities. Cambridge University Press. https://doi.org/10.1017/9781108972925

Osaghae, E. E. (2022). The challenges of nation-building in Nigeria and the state-building alternative. *Ethnopolitics*, *23*(1), 20–33.

https://doi.org/10.1080/17449057.2022.2106093

Wimmer, A. (2018). *Nation Building: Why Some Countries Come Together While Others Fall Apart*. Princeton University Press.

https://doi.org/10.1515/9781400888894

SOS 117 Gender Studies and Social Studies

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course explores gender concepts, relations, roles, inequalities, and representations within society and links them to Social Studies education. It equips learners to analyse gender issues critically and integrate gender-responsive practices into teaching and community engagement.

RELEVANCE STATEMENT

The course is relevant to the NCE programme because it addresses a dimension of social organisation gender roles, relations, and inequality, that is only implicitly touched on in existing courses like Social Institutions and Population and Family Life Education, without receiving dedicated analytical attention. Equipping trainee teachers with structured knowledge of gender dynamics allows them to teach social studies content in ways that are inclusive and sensitive to disparities in access to education, economic opportunity, and civic participation between men and women in Nigerian society.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain basic concepts in gender studies;
2. Distinguish sex from gender;
3. Examine gender roles and stereotypes;
4. Analyse gender inequality in social institutions;
5. Discuss gender and education, work, power, and participation;
6. Integrate gender perspectives into Social Studies lessons;
7. Promote equity and inclusion in teaching practice.

LEARNING OUTCOMES

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

1. Define major gender concepts;
2. Identify gender-based socialisation patterns;
3. Discuss the impact of stereotypes and discrimination;

4. Analyse gender issues in school and society;
5. Apply gender-sensitive teaching practices;
6. Design inclusive classroom activities;
7. Advocate for fairness and equal opportunity.

COURSE CONTENT

- Introduction to gender studies
- Meaning of sex and gender
- Gender socialisation
- Gender roles and identity
- Stereotypes and cultural expectations
- Gender and family life
- Gender and education
- Gender and economic participation
- Gender and political representation
- Gender-based discrimination
- Gender power and decision-making
- Gender mainstreaming in education
- Gender-responsive pedagogy
- Gender-based violence awareness
- Inclusion equity and social justice

CATEGORY	DETAILS
Core Competencies	• Inclusion planning. • Critical social interpretation. • Rights awareness. • Gender sensitivity • Advocacy.
Core Values	• Equity. • Respect. • Inclusion. • Justice. • Human dignity.

CATEGORY	DETAILS
Pedagogical Approaches	• Case studies. • Group discussion. • Role-play. • Problem-based learning. • Lecture method.
Learning Resources	• Introductory gender studies texts. • Gender and education resources • Human rights and social inclusion materials. • Policy documents on equity and inclusion. • Peer-reviewed articles on gender and society.
Assessment Methods	• Short essays. • Position papers. • Group presentation. • Case analysis. • Quiz/test. • Project report. • Final examination

REFERENCES AND FURTHER READING

Cornwall, A. (Ed.). (2005). *Readings in Gender in Africa*. Indiana University Press.

Oyěwùmí, O. (Ed.). (2005). *African Gender Studies: A Reader*. Palgrave Macmillan.

Renzetti, C. M., Curran, D. J., & Maier, S. L. (2014). *Women, Men, And Society* (6th ed.). Pearson.

Soetan, F., & Akanji, B. (Eds.). (2019). *Through the Gender Lens: A Century of Social and*

Political Development in Nigeria. Lexington Books.

SOS 118 Sexuality Education and Adolescent Health

LEVEL 100 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course provides a developmentally appropriate understanding of sexuality education, adolescent growth, reproductive health, personal safety, and responsible decision-making. It prepares learners to address adolescent health issues with sensitivity, accuracy, and educational relevance.

RELEVANCE STATEMENT

The course is relevant to the NCE Social Studies programme because it builds directly on existing content in Population and Family Life Education, giving trainee teachers focused knowledge on adolescent development, reproductive health, and responsible decision-making that they can pass on to secondary school learners. Given the significant youth population in Nigeria and the social challenges linked to teenage pregnancy, early marriage, and limited health literacy, this course strengthens teachers' capacity to handle sensitive topics accurately and responsibly within the classroom.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain concepts related to sexuality education and adolescent health;
2. Discuss physical, emotional, and social changes in adolescence;
3. Identify major adolescent health concerns;
4. Promote healthy relationships and responsible choices;
5. Discuss personal safety and protection issues;
6. Address myths and misinformation using factual teaching;
7. Apply appropriate teaching methods for sensitive topics.

LEARNING OUTCOMES

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

1. Define sexuality education and adolescent health;
2. Explain stages and features of adolescent development;
3. Discuss reproductive health and hygiene issues;

4. Analyse peer influence and risk behaviour;
5. Identify strategies for abuse prevention and self-protection;
6. Prepare suitable lesson activities for adolescent learners;
7. Communicate health information responsibly.

COURSE CONTENT

- Meaning and scope of sexuality education
- Meaning and dimensions of adolescent health
- Growth and development during adolescence
- Puberty and body changes
- Emotional and psychosocial development
- Self-concept and identity formation
- Friendship peer pressure and relationships
- Reproductive health education
- Menstrual hygiene and body care
- Personal safety and abuse prevention
- Consent boundaries and respect
- Myths and misconceptions about sexuality
- Risk behaviour and decision-making
- Substance abuse and adolescent vulnerability
- School family and community support systems
- Teaching sensitive topics responsibly
- Guidance and referral for adolescent concerns
- Value-based sexuality education approaches

CATEGORY	DETAILS
Core Competencies	• Health communication skills • Adolescent support awareness. • Risk education. • Personal safety education. • Value-based teaching

CATEGORY	DETAILS
Core Values	• Self-respect. • Respect for others. • Self-control. • Empathy. • Confidentiality
Pedagogical Approaches	• Guided discussion. • Question box technique. • Case scenario analysis. • Value clarification. • Health talk. • Role-play. • Cooperative learning.
Learning Resources	• Adolescent health education texts. • School health programme materials. • Guidance and counselling resources. • Age-appropriate sexuality education manuals. • Peer-reviewed public health literature.
Assessment Methods	• Written assignments • Scenario analysis. • Class tests. • Group presentations. • Health education project. • Final examination.

REFERENCES AND FURTHER READING

Action Health Incorporated. (2003). *Guidelines for Comprehensive Sexuality Education In Nigeria*. Action Health Incorporated.

Ademuwagun, Z. A., Ajala, J. A., Oke, E. A., Moronkola, O. A., & Jegede, A. S. (Eds.). (2002).

Health Education and Health Promotion. Royal People Nigeria Ltd.

Nigerian Educational Research and Development Council. (2003). *National Family Life and*

HIV Education (FLHE) Curriculum for Colleges Of Education. NERDC Press.

UNESCO. (2018). *International technical guidance on sexuality education: An evidence-informed approach* (Rev. ed.). United Nations Educational, Scientific and Cultural

Organization. https://doi.org/10.54675/UQDA2683

SOS 121 Introduction to the NERDC National Curriculum for Social and Citizenship Studies

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

The course introduces students to the NERDC National Curriculum of Social and Citizenship Studies for Basic Education. The focus of this course is to provide an overview of the current thinking and focus of the curriculum which now provide learners with essential knowledge and skills related to citizenship, society, and the world around them. The curriculum emphasises civic responsibility, critical thinking, understanding of peace, security and societal issues, and global awareness among learners.

The course also prescribes the major methods and techniques and appropriate instructional materials and resources for Social Studies instruction. Importantly, it provides students opportunities to put into practice, knowledge and skills acquired in this course. Pedagogies that promote effective utilisation of digital technology tools for instructional delivery are also prescribed.

RELEVANCE STATEMENT

The course is designed to equip preservice teachers with the knowledge, skills, and competencies required to effectively implement the Social and Citizenship Studies curriculum at the Basic Education level. It aims to develop teachers' capacity to apply

appropriate instructional strategies and techniques that enhance learners' understanding of the crucial role Social and Citizenship Studies play in fostering civic awareness and active participation in national life. Ultimately, the course seeks to prepare preservice teachers to deliver the curriculum with greater professionalism and confidence.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the differences between curriculum, syllabus, scheme of work, and lesson plan.
2. Create a workable scheme of work that fits the NERDC Social and Citizenship Studies curriculum.
3. Expose teachers to teaching methods that work well for Social and Citizenship Studies classes.
4. Prepare teachers to acquire the skills for picking and using teaching materials that match the NERDC curriculum content.
5. Develop in teachers the skills for using digital tools in lessons to teach about civic duty and global issues.
6. Plan activities that build critical thinking, peace, and awareness of social problems.
7. Guide teachers in preparing lesson plans that help students take part in civic life and national activities.

LEARNING OUTCOMES

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

1. Distinguish between a curriculum, syllabus, scheme of work and a lesson plan.
2. Demonstrate the practical ability to develop teachable schemes of work.
3. Describe the various teaching methods available for effective instructional delivery in Social and Citizenship Studies at the Basic Education level.
4. Identify instructional resource materials required for effective delivery of the contents of the NERDC Curriculum.
5. Prepare and implement a teachable lesson plan based on the NERDC curriculum guide.
6. Use the knowledge and skills acquired from the course to participate in a micro-teaching class.

COURSE CONTENT

- The unique features of the curriculum
- Philosophy goals and learning outcomes of the curriculum
- The focal areas of the curriculum
- General objectives of the curriculum
- Organisation and structure of the curriculum
- Key competencies and values to be promoted
- Differences between method strategy and techniques
- Recommended teaching methodologies strategies and techniques
- Teaching and learning resources
- Assessment and evaluation guides
- Ai tools for effective teaching of the curriculum contents
- And micro teaching

CATEGORY	DETAILS
Core Competencies	• Critical thinking • Instructional design for schemes of work and lesson plans Digital tools utilisation • Resource curation • Mastery of subject matter • Planning and participation
Core Values	• Civic responsibility • Commitment to professional teaching standards and learner-cantered practice. • Professional ethics • Commitment • Research-oriented
Pedagogical Approaches	• Inquiry-based learning • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching flipped classroom technique • Development of projects • Problem-solving and simulation.

CATEGORY	DETAILS
Learning Resources	• National Curriculum for Social and Civic Studies for Basic Education. • Schemes of work and lesson plan templates aligned with the subject. • Projector • Online resources
Assessment Methods	• Assessment of micro teaching • Practicum report writing • Quizzes, Use of observation checklists.

REFERENCES AND FURTHER READING

Nigerian Educational Research and Development Council. (2006). *National Family Life and HIV*

Education: Teachers Guide in Basic Science and Technology. NERDC & UNICEF.

Oyěwùmí, O. (Ed.). (2005*). African Gender Studies: A Reader*. Palgrave Macmillan.

Renzetti, C. M., Curran, D. J., & Maier, S. L. (2014). *Women, Men, and Society* (6th ed.). Pearson.

Soetan, F., & Akanji, B. (Eds.). (2019). *Through The Gender Lens: A Century of Social and Political Development in Nigeria. Lexington Books.*

UNESCO, UNAIDS, UNFPA, UNICEF, UN Women, & WHO. (2018). *International Technical*

Guidance on Sexuality Education: An Evidence-Informed Approach (Rev. ed.). UNESCO.

SOS 122 Nigeria as a Nation

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

Nigeria is home to over 250 ethnic groups, some of which include Hausa, Yoruba, Igbo, Ijaw, Kanuri, and Tiv. Each group has its own unique language, culture, and traditions, contributing to the country's rich cultural tapestry. The Hausa/Fulani are predominantly found in the north, the Yoruba in the southwest, and the Igbo in the southeast, with other groups spread across the country with a population of over 200 million. Nigeria as a nation forms a foundational theme within the NERDC Social and Citizenship Studies curriculum

for Basic Education, emphasising national identity, history, and civic roles. This course equips preservice teachers to foster patriotism and understanding of the country's structure among learners.

RELEVANCE STATEMENT

Understanding Nigeria's ethnic groups and population is crucial for grasping the country's social dynamics, cultural richness, and development challenges. This knowledge helps in appreciating the nation's diversity and addressing issues like regional tensions, resource allocation, and national unity.

COURSE OBJECTIVES

The objectives of the course are:

1. Demonstrate an understanding of Nigeria's cultural diversity and its impact on the society.
2. Explore pre-colonial societies, colonial rule, independence, and post-independence challenges.
3. Analyse the country's ethnic diversity and cultural richness.
4. Examine Nigeria's economic, social, and political challenges and issues like corruption, inequality, insecurity, and how they affect development.
5. Develop critical thinking on national issues and potential solutions.
6. Show an appreciation of Nigeria's role in African and global affairs.

LEARNING OUTCOMES

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

1. Identify and describe the main features of Nigeria's cultural diversity and explain how these shape social relationships and national identity.
2. Discuss key stages in Nigeria's historical development, including pre-colonial societies, colonial rule, independence, and post-independence experiences.
3. Compare and evaluate the various ethnic groups that make up Nigeria and their contributions to the country's rich cultural heritage.
4. Analyse the impact of major economic, social, and political challenges such as corruption, inequality, and insecurity on national development.
5. Apply critical thinking to examine contemporary national issues and suggest possible solutions.
6. Assess Nigeria's role and influence within Africa and in wider global affairs.

COURSE CONTENT

- Meaning of nation and nature of a state
- Definition of nationalism and characteristics and qualities of nationalist
- **Pre-colonial people and inhabitants of pre-colonial Nigeria:** state and stateless societies
- **The colonial system:** direct and indirect rule
- The ethnic and cultural people of post-independence Nigeria
- Nigeria as a geo-political entity
- Population of Nigeria: size and distribution
- National integration: concept and forms
- **Efforts at national integration:** national symbols new capital city constitutions nysc unity schools federal highway
- **Problems of national integration:** emphasis on Nigeria
- Contemporary national issues and possible solutions
- Nigeria's role and influence within Africa and the world affairs

CATEGORY	DETAILS
Core Competencies	• Critical thinking • Cultural awareness • Problem -solving • Communication • Analytical skills
Core Values	• Promoting national unity in diversity • Tolerance • Critical inquiry • Responsibility • Global citizenship
Pedagogical Approaches	• Demonstration • Inquiry-based learning • Discussion method • Flipped classroom technique • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching)

CATEGORY	DETAILS
Learning Resources	• Online Resources • National Open University of Nigeria (NOUN) or Nigerian Institute of International Affairs (NIIA) publications • Case Studies: Nigeria's development plans, cultural festivals, or economic policies
Assessment Methods	• Assessment of micro teaching • Report writing • Quizzes • Observation checklists.

REFERENCES AND FURTHER READING

Crowder, M. (1978). *The Story of Nigeria* (4th ed., rev.). Faber and Faber.

Falola, T., Mahadi, A., Uhomoibhi, M., & Anyanwu, U. (1991). *History of Nigeria* (Vols. 1–3).

Longman Nigeria.

Ikime, O. (Ed.). (1980). *Groundwork of Nigerian history*. Heinemann Educational Books.

Coleman, J. S. (1971). *Nigeria: Background to nationalism*. University of California Press.

SOS 123 Man and His Economic Activities

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** -

COURSE OVERVIEW

Man and His Economic Activities is a foundational course that examines the everyday ways people create, share, and use resources in their lives and communities. It looks closely at economic activities like producing goods, buying and selling, saving, and spending, set against Nigeria's real-world context from bustling markets to oil-rich regions while also drawing lessons from around the globe. It allows the students explore how personal choices, family needs, and bigger forces like government policies or global trade shape whether societies thrive or struggle, building practical skills to make sense of it all. The course tackles timely issues such as rising prices, job shortages, growing inequality, sustainable farming, and how everyday people can adapt to changes like digital money or

climate shifts. It prepares students for roles in trade, farming cooperatives, local government, or NGOs, while encouraging habits of fairness, thrift, and forward-thinking that strengthen Nigeria and beyond.

RELEVANCE STATEMENT

This course equips students with foundational economic knowledge and critical thinking skills to understand Nigeria's economic challenges and opportunities. By examining economic activities, systems, and policies, students develop informed perspectives to contribute to sustainable economic development and informed decision-making in their personal and professional lives.

COURSE OBJECTIVES

The objectives of the course are:

1. Examine how people use resources to meet needs and improve living standards.
2. Trace the development from subsistence economies to complex industrial and digital economies.
3. Identify and classify various types of economic activities
4. Analyse factors influencing location and distribution of economic activities
5. Apply economic principles to real-world scenarios
6. Promote awareness of responsible and sustainable economic practices
7. Foster appreciation for cultural and regional diversity in economic organisation**.** understanding how traditions, beliefs, and social values shape economic life.
8. Analyse Nigeria's economic systems, structure, and challenges
9. Evaluate economic activities (production, distribution, consumption) and their impacts on society.
10. Develop critical thinking and problem-solving skills to address economic issues and inform policy decisions.

LEARNING OUTCOMES

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

1. Explain the interrelationship between man, environment, and economic activity.
2. Describe the different types and stages of economic development across societies.
3. Distinguish between primary, secondary, tertiary, and quaternary industries using relevant examples.

4. Demonstrate understanding of how geography, technology, and policy determine economic patterns.
5. Analyse and interpret simple economic and geographic data related to production, trade, and consumption.
6. Evaluate the impacts of industrialisation, globalisation, and environmental change on communities.
7. Develop proposals or case studies showing sustainable approaches to resource use and economic planning.
8. Discuss ethical considerations in economic decision-making, including labour, consumer, and environmental issues.
9. Collaborate effectively in group discussions or projects addressing local or global economic challenges.
10. Communicate economic ideas clearly through written, oral, or visual presentations.

COURSE CONTENT

- **Man's basic economic problems:** scarcity and choice opportunity cost and decision-making
- Factors of production
- Man's reactions to supply and demand of goods and services
- Production systems
- Sources of government revenue in Nigeria
- **Economic problems:** inflation: causes and effects unemployment: types and solutions poverty and poverty alleviation programmes in Nigeria
- Economic systems
- Role of money and banking
- Economic growth and development
- International trade and globalisation
- Government economic policies
- Current economic issues in Nigeria

CATEGORY	DETAILS
Core Competencies	• Critical thinking • Problem-solving • Decision-making • Digital literacy • Collaboration and teamwork
Core Values	• Prudence • Honesty • Accountability • Planning • Transparency
Pedagogical Approaches	• Inquiry approach • Field trip • Discussion method • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching simulation and role play
Learning Resources	• Social Studies and introductory economics textbooks • Charts, diagrams, and posters showing factors of production, production systems, and economic cycles. • Maps of Nigeria showing agricultural belts, industrial locations, trade routes, mineral areas, and transport networks. • Statistical tables • Newspaper reports • Budget extracts and government publications on revenue, employment, inflation, and poverty issues • Audio-visual materials • Community resource persons such as traders, farmers, entre-preneurs, cooperative officers, tax officers, and local government officials.

CATEGORY	DETAILS
Assessment Methods	• Written tests Quizzes • Essay questions • Assignments • Project or fieldwork reports • Group presentations Seminars • Observation schedules and participation records. • End-of-semester examination

REFERENCES AND FURTHER READING

Conkling, E. C., & Yeates, M. H. (1976). *Man's economic environment*. McGraw-Hill.

Falola, T., & Paddock, A. (Eds.). (2011). *Environment and economics in Nigeria*. Routledge.

Kelikume, I., Nwani, S. E., & Ozegbe, A. E. (2024). *The Structure Of Nigeria's Economy: A Modern Approach. Pan-Atlantic University Press.*

Aigbokhan, B., Edo, S., & Fajingbesi, A. (Eds.). (2019). *Managing the Nigerian economy in the twenty- first century: Essays in honour of Professor Mike Idiahi Obadan*. Ugbowo Minder Publishing.

SOS 124 Artificial Intelligence and Its Application in Social Studies

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

The course introduces students to the key ideas, tools, and ethical questions shaping how AI transforms teaching, learning, and civic life. It explores how intelligent systems can be used to support inquiry, data analysis, and understanding of social, political, and economic issues. Students will gain a working knowledge of core AI concepts such as algorithms, data, and predictive model and examine how these differ from human intelligence. Through hands-on use of AI-supported tools like chatbots, mapping systems, and analytics dashboards, participants will learn how digital technologies are reshaping social studies education and the study of modern society.

Taking Nigeria's fast-changing digital context as a point of reference, the course also encourages critical reflection on the application of AI to local challenges such as inclusion, governance, and equitable access to resources. Learners will analyse case studies where AI

helps explain complex issues like misinformation, cultural diversity, or electoral participation and will design classroom activities or mini projects that integrate AI responsibly. By combining technical understanding with civic awareness, the course prepares future educators and social thinkers to use AI ethically and innovatively in advancing democratic values, cultural understanding, and sustainable development.

RELEVANCE STATEMENT

In Nigeria today, a course like "Artificial Intelligence and its Application to Social Studies" makes real sense because it helps teachers, students, and leaders use smart tech to tackle homegrown issues think managing our ethnic mix, keeping elections honest, sharing resources fairly across states, or teaching kids about citizenship without fake news getting in the way.

With the country racing into a digital world, jobless youth, and new rules pushing tech into schools, this course connects practical AI tricks, like digging into our colonial past with data, predicting conflicts in places like the Niger Delta, or tailoring lessons for kids speaking different languages to the heart of social studies: building smart citizens who respect our cultures and join in democracy. It also gets people thinking hard about using this tech the right way in a place like ours, where not everyone has equal access and biases can sneak in, so we create fair fixes that match our big goals for better education and a stronger future by 2050, while watching out for traps like too much spying or losing our traditions.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain foundational concepts of artificial intelligence and distinguish them from human intelligence.
2. Describe major applications of AI in Social Studies education (e.g. personalization, simulations, data-driven inquiry).
3. Analyse how AI systems influence social, political, economic, and cultural structures locally and globally.
4. Use selected AI tools to support inquiry, data analysis, and problem-solving in Social Studies topics.
5. Evaluate ethical, legal, and civic implications of AI, including bias, privacy, surveillance, and inequality.

6. Design a Social Studies learning activity or mini project that meaningfully integrates AI tools or concepts.
7. Critically reflect on the role of AI in democratic citizenship, participation, and future work in society.

LEARNING OUTCOMES

By the end o of the course, students should be able to:

1. Demonstrate knowledge of key AI terminology, methods (e.g. machine learning), and limitations in non-technical language.
2. Apply AI-supported tools (chatbots, mapping tools, recommender systems, analytics dashboards) to investigate Social Studies questions and issues.
3. Interpret and critique AI-generated information, visualisations, and simulations used in historical, civic, or geographical contexts.
4. Collaborate in groups to conduct a small inquiry project that uses AI for data collection, analysis, or presentation in Social Studies.
5. Communicate balanced arguments, in writing and orally, about benefits and risks of AI for education and society.
6. Propose guidelines for responsible, ethical, and inclusive classroom use of AI in Social Studies.

COURSE CONTENT

- Definition of some artificial intelligence-related concepts e.g. AI machine learning and other concepts in accessible terms
- Objectives of Social Studies and why AI matters for these objectives
- Examples of AI and connect them to social cultural and political life
- Brief history of AI
- Core ai concepts for Social Studies how AI systems classify predict and recommend in some specific areas
- Limitations of AI classroom uses of AI personalised and adaptive learning and its benefits in Social Studies and Citizenship Education
- Use of AI-supported tools to find summarise and visualise data in inquiry projects
- AI-enhanced simulations and serious games for historical events civic decision-making and global issues
- AI tools as effective prompts for Social Studies and Citizenship Education questions
- AI inquiry and data analysis in social studies

- Conduct a mini-project using AI to investigate a chosen social problem

CATEGORY	DETAILS
Core Competencies	• Skills in AI foundations • Ethical reasoning, to social contexts. • Analytic skills • Application of AI for social pattern recognition • Skills for AI integration in Social Studies Planning
Core Values	• Democratic and civic participation • Privacy • Protection • Critical consciousness • Ethical responsibility and integrity • Equity and social justice
Pedagogical Approaches	• Simulations • Critical inquiry • Chatbots for discussions. • Blend project-based learning with AI simulations. • Use of AI for global peer feedback. • Inquiry-based learning • Group work • Flipped classroom technique
Learning Resources	• Free tools like AI chat interfaces • Multimedia platforms for case studies on AI in governance. • Videos and podcasts on real applications. • AI-powered platforms for adaptive lessons. • Virtual tutors and Other online resources
Assessment Methods	• Adaptive AI grading. • Rubrics generated by AI • Projects • Mix AI-assisted quizzes • Peer-reviewed projects on AI ethics in society • Portfolios showing critical reflections.

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Artificial Intelligence in Social Studies education. *Contemporary Issues in Technology and Teacher Education*, *25(4).*

Serrano, S. M. (2026). Critical generative AI literacy for social studies educators. *Journal of Geography*,

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SOS 125 Peace Education and Conflict Resolution

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course focuses on the concepts, causes, forms, and consequences of conflict as well as the principles and strategies of peace education and conflict resolution. It equips learners with practical tools for dialogue, mediation, tolerance, and non-violent problem solving.

RELEVANCE STATEMENT

A course in Peace and Conflict Resolution is highly relevant to Social Studies teacher education because Nigeria's heterogeneous and often tension-prone society requires citizens who can understand the roots of conflict and practice non-violent ways of addressing disagreements. Research on Social Studies in Nigeria consistently highlights its potential as a tool for peacebuilding and conflict resolution when curricula and pedagogy deliberately foreground concepts such as dialogue, empathy, cooperation, and justice.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the meaning of peace, conflict, and conflict resolution;
2. Identify causes and forms of conflict;
3. Discuss the effects of conflict on individuals and society;
4. Analyse peace education as a tool for preventing conflict;
5. Apply dialogue, negotiation, and mediation skills;
6. Promote tolerance and coexistence in diverse settings;
7. Integrate peace education into Social Studies teaching.

LEARNING OUTCOMES

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

1. Define key concepts in peace and conflict studies;
2. Distinguish among levels and forms of conflict;
3. Analyse conflict situations critically;
4. Use simple conflict resolution strategies;
5. Design peace-oriented classroom activities;
6. Demonstrate non-violent communication;
7. Support cooperative human relations.

COURSE CONTENT

- Meaning and dimensions of peace
- Meaning and nature of conflict
- Types and levels of conflict
- Causes of interpersonal conflict
- Causes of group and social conflict
- Effects of conflict on society
- Conflict analysis tools
- Peace education: concepts and goals
- Culture of peace and tolerance
- Dialogue and active listening
- Negotiation skills

- Mediation and third-party intervention
- Non-violent communication
- Early warning and conflict prevention
- Reconciliation and healing
- Peacebuilding in schools and communities
- Infusing peace education into Social Studies lessons

CATEGORY	DETAILS
Core Competencies	• Conflict analysis. • Mediation basics. • Tolerance building. • Prevention planning. • Cooperative problem solving.
Core Values	• Tolerance. • Respect. • Patience. • Forgiveness. • Cooperation.
Pedagogical Approaches	• Role-play. • Simulation. • Case study. • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching community peace project.
Learning Resources	• Peace education textbooks. • Conflict resolution manuals. • Human relations and civic education texts. • UNESCO and school peace resources. • Journal articles on mediation and coexistence.

CATEGORY	DETAILS
Assessment Methods	• Conflict case analysis. • Practical mediation exercise. • Reflective essay. • Group project. • Class test. • Oral presentation. • Final examination.

REFERENCES AND FURTHER READING

Carter, C. C., & Dhungana, R. K. (Eds.). (2023). *Educating for peace through countering violence: Strategies in curriculum and instruction*. Routledge.

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Mac Ginty, R. (Ed.). (2024). *Routledge handbook of peacebuilding* (2nd ed.). Routledge.

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Ramsbotham, O., Woodhouse, T., Miall, H., & Toros, H. (2024). *Contemporary conflict resolution* (5th ed.). Polity Press.

SOS 126 Social Institutions

LEVEL 100 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

Social Institutions is a one-credit elective course in the NCE Social Studies curriculum, tailored for Nigerian teacher trainees. It deals with the structures, functions, and real-world challenges of key social institutions like family, religion, education, economy, politics, and health which are all viewed through a Nigerian lens. It equips future teachers with insights to address institutional issues through education, aligning with NCCE minimum standards for junior secondary preparation. Students learn to propose practical solutions to problems such as corruption, inequality, and conflicts affecting the institutions.

RELEVANCE STATEMENT

A course on Social Institutions is central to Social Studies teacher education because it helps trainee teachers understand how key structures such as the family, religion, economy, education, and government organise social life and shape behaviour in Nigerian society. By analysing the functions and interrelationships of these institutions, future teachers can explain everyday social experiences to learners in a systematic way and show how institutional strengths or weaknesses affect issues like governance, social stability, and development.

COURSE OBJECTIVES

The objectives of the course are:

1. Expose students to the meaning, scope, and significance of social institutions as frameworks for social organisation in Nigeria.
2. Guide students in exploring the interdependence and functions of key social institutions such as family, religion, education, economy, politics, and health within Nigerian society.
3. Engage students in analysing prevailing issues and dysfunctions within Nigerian social institutions using case studies and current examples.
4. Encourage critical reflection on the roles and responsibilities of citizens and teachers in addressing institutional weaknesses.
5. Develop students' abilities to identify and discuss ethical, cultural, and civic dimensions of social institutions.
6. Stimulate participatory learning through group discussions, debates, and community-based activities addressing institutional concerns.
7. Integrate national values and civic education perspectives in teaching about institutions and their roles in national development.
8. Proffer solutions to institutional challenges and analyse their role in national development.

LEARNING OUTCOMES

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

1. Define social institutions and identify major types (family, religion, education, economy, politics, health) with Nigerian examples.
2. Analyse structures and functions of institutions, relating them to societal stability and change.

3. Evaluate problems like corruption, access disparities, and religious/political tensions, proposing context-specific solutions.
4. Appraise religion's role in society, including morality, politics, conflict, and tolerance in diverse Nigeria.
5. Design community projects addressing institutional failures, such as youth unemployment or gender inequality.
6. Exhibit critical thinking on how institutions influence personal and national development.
7. Design and implement projects aimed at solving some specific institutional challenges in the society.

CATEGORY	DETAILS
Core Competencies	• Critical analysis • Problem-solving • Research and data interpretation • Critical thinking • Sof skills application
Core Values	• Integrity Tolerance • Conflict Resolution • Social Justice • Equity • Patriotism.
Pedagogical Approaches	• Inquiry-based learning. • Field trip • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching role-play • Concept mapping.
Learning Resources	• National Orientation Agency (NOA) resources on institutions. • YouTube videos on Nigerian family structures and governance. • Textbooks like *Social Institutions in Nigeria* by local authors • 1999 Nigerian Constitution

CATEGORY	DETAILS
Assessment Methods	• Essays • Field report • Group projects

REFERENCES AND FURTHER READING

Berger, P. L., & Luckmann, T. (1966). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Anchor Books.

Giddens, A., & Sutton, P. W. (2021). *Sociology* (9th ed.). Polity Press.

Korgen, K. O. (Ed.). (2017). The Cambridge Handbook of sociology*: Volume 1*, Core Areas in Sociology and the Development of the Discipline. Cambridge University Press.

https://doi.org/10.1017/9781316418376

Scott, W. R. (2014). *Institutions and organizations: Ideas, Interests, and Identities (4th ed.)*. SAGE Publications.

SOS 211 Nigerian Political Life

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course provides a comprehensive analysis of the evolution of Nigeria's political system from the colonial period to the present. It highlights the historical foundations upon which modern governance in Nigeria is built. It also explores the effects of British colonial administration, the emergence of nationalist movements, and the constitutional milestones that paved the way for independence. Particular attention is given to the development of political institutions, the role of traditional authorities, and the formation of political parties as key drivers of political participation and representation in the early stages of nation-building. This course aims at exposing students to the concepts of the Nigerian political life in relation to the general provisions of the Nigerian Constitution.

In addition, the course addresses contemporary socio-political challenges facing Nigeria in the context of globalisation and sustainable development. Topics such as good governance, accountability, rule of law, human rights, security, and civic engagement are explored to equip students with analytical and practical perspectives on current political realities. Through case studies, debates, and applied learning activities, students are encouraged to

develop critical thinking skills and responsible citizenship, enabling them to meaningfully engage with Nigeria's political processes and contribute to the promotion of democratic values and national development.

RELEVANCE STATEMENT

Understanding Nigeria's political history is fundamental for comprehending its contemporary governance, civic issues, and development challenges. This course is essential for basic education teachers of Social Studies and for any citizen seeking to understand the roots of national unity and political dynamics.

COURSE OBJECTIVES

The Course Objectives Are

1. Examine the historical evolution of Nigeria's political system from the colonial period to the present.
2. Analyse the emergence of nationalist movements and their role in Nigeria's struggle for independence.
3. Explore the development and functions of Nigeria's political institutions and traditional authorities.
4. Explain the general provisions and principles of the Nigerian Constitution as they relate to political life and governance.
5. Demonstrate an awareness of political developments and issues in Nigeria and an understanding of the Nigerian constitution
6. Critically engage with contemporary socio-political challenges in Nigeria, including governance, security, and civic participation.
7. Cultivate analytical and civic skills for effective and responsible participation in Nigeria's democratic processes.

LEARNING OUTCOMES

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

1. Describe key phases in Nigeria's political evolution from colonialism to independence and post-independence governance.
2. Identify major constitutional developments and their impact on nation-building.
3. Discuss the objectives and strategies of major nationalist leaders and movements.
4. Evaluate how nationalist activities shaped Nigeria's political identity and quest for self-governance.

5. Explain the roles of political institutions such as the executive, legislature, and judiciary within Nigeria's governance framework.
6. Analyse the continuing influence of traditional institutions in contemporary political life.
7. Identify and discuss key governance and development challenges facing Nigeria in the 21st century.
8. Exhibit the ability to participate in informed civic discourse and democratic processes

COURSE CONTENT

- **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
- 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
- **Military Rule in Nigeria:** periods of military intervention in Nigerian politics from 1966, reasons for military intervention in Nigeria and problems of military administrations in Nigeria
- Electoral Education- campaign, voting, voter education, voter apathy, electoral process etc

CATEGORY	DETAILS
Core Competencies	• Historical Analysis • Political Critique • Contextual Understanding • Critical Thinking • Digital Citizenship

CATEGORY	DETAILS
Core Values	• Informed Citizenship • Encouraging analytical debate • Civic Responsibility. • Tolerance. • Patriotism.
Pedagogical Approaches	• Group projects. • Discussion. • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching blended teaching and Learning. • Lecture Method
Learning Resources	• Online resources • Reference materials on history of Nigeria. • Videos and audio tapes of political activities in Nigeria.
Assessment Methods	• Continuous assessment • Quizzes • Group reports • Data analysis tasks. • Mini projects • Essays

REFERENCES AND FURTHER READING

Ajayi, R., & Fashagba, J. Y. (Eds.). (2020). *Nigerian Politics*. Springer. https://doi.org/10.1007/978-3-030-50509-7

LeVan, A. C., & Ukata, P. (Eds.). (2018). *The Oxford handbook of Nigerian politics*. Oxford University

Press. https://doi.org/10.1093/oxfordhb/9780198804307.001.0001

Osaghae, E. E. (2021). *Crippled giant: Nigeria since independence* (2nd ed.). Indiana University Press.

Page, M. T. (2018). *Nigeria: What everyone needs to know*. Oxford University Press.

https://doi.org/10.1093/wentk/9780190654085.001.0001

SOS 212 Research Methods and Statistics in Social Studies

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

The course aims at exposing students to principles of research and statistical methods for effective research work in Social Studies. Research Methods and Statistics in Social Studies is a key course that teaches how to study human behaviour and societies in a structured and evidence-based way.

The course discusses the process of planning solid research through crafting smart questions, picking the right people to study (through sampling), and choosing methods like surveys, interviews, or experiments for conducting research. The course also focuses on the use of Statistics as way of bringing numbers to life. The course prepares Social Studies students to acquire the skills necessary for carrying out data analysis, evaluating policies, tracking cultural shifts, or understanding schools and governance.

RELEVANCE STATEMENT

A course in Research Methods and Statistics in Social Studies is important because it trains future teachers to investigate social and educational problems systematically and to interpret data about learners, communities, and school programmes in an informed way. With basic skills in research design, data collection, and statistical analysis, Social Studies teachers can evaluate the effectiveness of their teaching, contribute to curriculum improvement, and participate credibly in education research and policy discussions that affect their classrooms.

COURSE OBJECTIVES

The course objectives are:

1. Introduce students to the fundamental principles of research design and methodological approaches in Social Studies.
2. Equip students with the skills to formulate research questions and hypotheses relevant to social phenomena.
3. Develop students' understanding of data collection techniques such as surveys, interviews, observations, and experiments.
4. Teach students how to apply statistical tools and interpret quantitative data in analysing social issues.

5. Prepare students to acquire the skills for making evidence-based conclusions to support educational and policy decisions in Social Studies.

LEARNING OUTCOMES

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

1. Explain key concepts and processes in social science research and statistics.
2. Design a simple research project, including formulation of research questions and hypotheses.
3. Select appropriate sampling methods and research instruments for gathering social data.
4. Apply descriptive and inferential statistical techniques to analyse social and educational data.
5. Interpret research findings and present results in clear and logical formats.
6. Evaluate social policies or programmes using empirical research evidence.
7. Demonstrate ethical awareness and responsibility in conducting social research.

COURSE CONTENT

- Concept and content of research
- Types of research
- Purpose/objectives of research
- Stating research problem
- Stating Research questions and Hypothèses
- Review of relevant literature
- **Research methodology:** Research Design; Choice of population; Sample and sampling techniques
- Data collection techniques: Observation
- Interview
- Questionnaire etc
- Organisation and Meaning
- **Types and Uses of Statistics:** descriptive; Parametric and non-parametric
- Presentation of data and statistical representation
- Inferential statistics: Measures of central tendency
- Measures of variability

- Appendices References and reference style

CATEGORY	DETAILS
Core Competencies	• Data gathering skills • Data collation skills • Analysis and interpretation skills • Evaluation skills • Report writing.
Core Values	• Integrity in data handling • Avoiding fabrication or bias • Respect for participants through informed consent and confidentiality • Objectivity and evidence-based reasoning • Commitment
Pedagogical Approaches	• Problem-based learning and inquiry • Hands-on data collection exercises • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching discussion • Blended Learning for statistics visualisation and practice.
Learning Resources	• Online resources e.g. NOUN courseware on research methods. • Reference materials on research methods and statistical analysis • Statistical software
Assessment Methods	• Continuous assessment • Quizzes • Group report • Data analysis tasks. • Practical exams (research proposals statistical computations field reports final • Examination (theory and practical)

REFERENCES AND FURTHER READING

Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (6th ed.)*. Pearson.

Nworgu, B. G. (2015). *Educational Research: Basic Issues and Methodology (3rd ed.)*. University Trust Publishers.

Ofo, J. E. (2020). *Research Methods and Statistics in Education and Social Sciences (2nd ed.)*. Joja Educational Research and Publishers.

Privitera, G. J. (2022). *Essential Statistics for the Behavioural Sciences (3rd ed.)*. SAGE Publications.

SOS 213 Entrepreneurship in Social Studies

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 15

COURSE OVERVIEW

Entrepreneurship in Social Studies helps NCE students build real entrepreneurial skills right within their social studies lessons. It focuses on self-reliance, fresh ideas, and active citizenship, all tailored to everyday life in Nigeria, while matching NCCE guidelines through hands-on ways for future teachers to spark economic growth via social sciences**.**

This course gets Social Studies students started with key entrepreneurial ideas, skills, and real practices tied to social, economic, and cultural settings. This leads them into how starting ventures can tackle big issues like joblessness and poverty, drawing from Nigerian examples such as local shops or community projects. It lays a strong base for students to launch their own work while preparing them to weave these concepts into lessons for their learners.

RELEVANCE STATEMENT

The course is relevant to the NCE programme because it extends existing economic content, such as Man and His Economic Activities, into practical skills training that trainee teachers can pass on to learners for self-reliance and livelihood creation. Given high youth unemployment in Nigeria, equipping future Social Studies teachers to integrate entrepreneurial thinking into their lessons helps students connect classroom learning to real economic opportunities within their communities.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain core concepts of entrepreneurship and their role in Social Studies.
2. Analyse entrepreneurial opportunities in social and economic contexts.
3. Explain theories of entrepreneurship
4. Develop skills for starting and managing ventures.
5. Outline enterprise formation stages
6. Discuss sources of business finance
7. Analyse contemporary issues in entrepreneurship
8. Promote ethical and sustainable entrepreneurship.

LEARNING OUTCOMES

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

1. Define entrepreneurship and explain its relevance to Nigerian society.
2. Identify and describe the different types of entrepreneurships.
3. Evaluate business ideas using Social Studies tools like market analysis and cultural factors.
4. Prepare basic business plans, assess risks, and apply financial literacy to social issues.
5. Design ventures addressing community problems, emphasising sustainability and civic values.
6. Analyse entrepreneurship's role in wealth creation

COURSE CONTENT

- Meaning and scope of entrepreneurship
- Types of entrepreneurships
- Characteristics of entrepreneurs
- Theories of entrepreneurship
- Enterprise formation stages
- Idea generation and planning
- Sources of business finance
- Partnerships and networking
- Business planning and startup

- Projects on sustainable ventures
- **Contemporary issues in entrepreneurship:** tech; e-commerce

CATEGORY	DETAILS
Core Competencies	• Entrepreneurial thinking • Innovation • Business planning • Networking • Digital skills
Core Values	• Creativity • Accountability • Risk-taking • Self-reliance • Commitment
Pedagogical Approaches	• Hands-on activities • Projects • Demonstration • Modelling • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching)
Learning Resources	• Entrepreneurship textbooks) • Online resources: NDE, SMEDAN, entrepreneurship portals • Case studies of Nigerian entrepreneurs • Business plan template.
Assessment Methods	• Exhibition • Oral defence • Competitions • Peer assessment

REFERENCES AND FURTHER READING

Agboola, F. W., & Ogundele, O. J. K. (2020). *Entrepreneurship Development and Social Change in Nigeria*. University of Lagos Press.

Bornstein, D. (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas (Updated ed.)*. Oxford University Press.

Dees, J. G., Emerson, J., & Economy, P. (Eds.). (2002). *Strategic Tools for Social Entrepreneurs:*

Enhancing the Performance of your Enterprising Nonprofit. John Wiley & Sons.

Ogunnaike, O. O., & Kehinde, O. J. (2022). *Social Entrepreneurship and Sustainable Community*

Development in Africa. Marvellous Mike Publishers.

SOS 214 Field Trip

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** - | **PRACTICAL HOURS** 30

COURSE OVERVIEW

The Field Trip course in Social Studies is designed to deepen NCE students' understanding of society through direct engagement with real-life environments and communities. By visiting locations such as markets, museums, government offices, historical sites, cultural centres, and community projects, students are able to observe how social, economic, political, and cultural activities function within society. This experiential approach reinforces classroom learning and makes key concepts such as culture, citizenship, governance, and social values more practical and relevant.

The course further aims to equip students with essential professional and pedagogical skills including observation, inquiry, communication, teamwork, critical thinking, and reporting. These competencies prepare future Social Studies teachers to effectively plan, conduct, and guide field-based learning experiences.

The course's ultimate goal is to promote civic responsibility, cultural appreciation, and national unity by encouraging students to relate academic knowledge to real social contexts. Field trips serve as a vital teaching method in Social Studies, fostering active learning, social awareness, and a deeper understanding of Nigeria's diverse communities.

RELEVANCE STATEMENT

Field trips play a vital role in Social Studies for NCE students, connecting classroom theory to real-life experiences and helping them truly grasp how Nigerian society works. Visiting places like bustling markets, historic landmarks, government offices, and cultural hubs lets students dive into everyday culture, citizenship, governance, and social duties, leading to better motivation, memory, and results than textbooks alone. This hands-on approach builds active citizens who value diversity and unity, perfectly matching Nigeria's teacher training goals.

COURSE OBJECTIVES

The objectives of the course are:

1. Relate classroom learning to real life by observing how social, cultural, economic, and political activities take place in the community.
2. Develop a better understanding of society through direct contact with people, institutions, and environments studied in Social Studies.
3. Improve observation and inquiry skills by asking questions, collecting information, and recording findings during field trip visits.
4. Promote civic awareness and responsible citizenship by visiting places such as government offices, courts, and community projects.
5. Appreciate Nigerian culture and heritage through visits to historical sites, museums, and traditional institutions.
6. Develop positive social values and attitudes such as respect for diversity, cooperation, tolerance, and national unity.
7. Acquire practical teaching skills for planning, organising, and conducting field trips as a teaching method in Social Studies.
8. Encourage critical thinking and problem-solving by reflecting on social issues observed during field trips.
9. Strengthen communication and teamwork skills through group activities, discussions, and report writing.
10. Use the environment as a learning resource to make Social Studies teaching more meaningful and learner centred.

LEARNING OUTCOMES

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

1. Identify and describe at least five social, economic, or cultural features of the visited community or institution.
2. Explain three ways citizens contribute to community development.
3. Demonstrate appropriate civic attitudes as observed and rated using a behaviour checklist.
4. Compare classroom-taught concepts with real- life observations.
5. Work in groups to produce a simple report or poster that accurately presents key findings from the field trip.
6. State some challenges facing the community or institution visited and suggest possible solutions, assessed through oral presentation.
7. Demonstrate improved inquiry skills by asking relevant questions related to social studies concepts during the visit, recorded by the course facilitator.

COURSE CONTENT

- **Introduction to Social Studies Field Trip:** meaning and purpose of field trips
- **Objectives of Social Studies field trips:** educational objectives; social and civic objectives; cultural and moral objectives; national development objectives
- Planning and organisation of field trips
- **Social Studies concepts to be observed during the field trip:** community structure and organisation; leadership and governance; economic activities and occupations; cultural practices and values; social problems and community responses
- **Data collection methods during field trip:** observation techniques; interviewing community members; note-taking and sketching; use of checklists and questionnaires
- **Post-field trip activities:** group discussions and reflections; report writing and presentations; linking field experiences to Social Studies concepts; evaluation of learning outcomes
- **Assessment and evaluation:** field trip reports; reflective journals; group presentations; participation and attitude assessment
- **Challenges and limitations of field trips:** financial constraints; time management issues; safety concerns; environmental and social challenges
- Importance of field trips in Social Studies education

CATEGORY	DETAILS
Core Competencies	• Observation • Inquiry Interviewing skills • Critical thinking • Teamwork Communication • Reporting
Core Values	• Civic responsibility • Respect for diversity • Cultural appreciation • Ethical interaction with communities • Commitment to national unity
Pedagogical Approaches	• Inquiry-Based Learning • Group work • Problem-solving • Scaffolding • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching)
Learning Resources	• Practical guides for field trips • Online resources- videos and documentaries • Report of past field trips
Assessment Methods	• Formative Assessment • Pre-trip checklists/guides • Observation checklists • Field notes/sketches. • Summative Assessment Group Presentation/Poster

REFERENCES AND FURTHER READING

Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development (2nd ed.)*. Pearson Education.

Louv, R. (2008). *Last Child in the Woods: Saving our Children from Nature-Deficit Disorder (Updated ed.)*. Algonquin Books.

Mezieobi, K. A., Fubara, V. R., & Mezieobi, S. A. (2015). *Social Studies in Nigeria:*

Teaching Methods, Resources and Evaluation. Acadapeak Publishers.

Ogunniyi, M. B. (2012). *Teaching Social Studies and Environmental Education: Principles,*

Outdoor Resources, and Field Investigations. University of Ibadan Press.

SOS 215 Methods and Instruction for Social Studies

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course examines the methods, strategies, and professional practices required for effective teaching of Social Studies in formal learning environments. It focuses on lesson planning, classroom communication, learner engagement, instructional delivery, and reflective teaching.

RELEVANCE STATEMENT

Methods and Instruction in Social Studies is relevant to the NCE programme because it provides trainee teachers with the pedagogical strategies and classroom techniques needed to effectively deliver Social Studies content covered elsewhere in the curriculum, such as citizenship, political life, and social institutions. Strong grounding in teaching methods ensures that subject knowledge translates into meaningful learning experiences, directly supporting the practical demands of the compulsory Teaching Practice component of the programme.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the nature and goals of Social Studies teaching;
2. Differentiate teaching methods used in Social Studies;
3. Prepare instructional lesson plans for effective classroom delivery;

4. Use learner-centred strategies appropriately;
5. Organise classroom activities for inquiry and discussion;
6. Assess learners using suitable classroom procedures.

LEARNING OUTCOMES

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

1. Discuss major methods of teaching Social Studies;
2. Write scheme of work, lesson plan, and lesson note;
3. Conduct classroom teaching using selected methods;
4. Facilitate discussion, role-play, and problem-solving sessions;
5. Manage time and classroom interaction effectively;
6. Apply formative and summative assessment methods;
7. Reflect on and improve their teaching performance.

COURSE CONTENT

- Meaning
- Scope
- And objectives of social studies teaching
- Nature and characteristics of social studies instruction
- Teacher’s roles in social studies classrooms
- Learner characteristics and classroom implications
- Lesson planning in social studies
- Scheme of work and lesson note preparation
- Discussion method
- Inquiry and discovery approaches
- Problem-solving method
- Project method
- Role-play
- Simulation
- And dramatisation
- Cooperative learning and group work
- Questioning techniques and classroom interaction

- Blended teaching approaches
- Use of instructional materials in teaching
- Classroom management in social studies
- Assessment and evaluation in classroom instruction
- Reflective teaching and micro-teaching practice

CATEGORY	DETAILS
Core Competencies	• Lesson planning • Classroom communication • Facilitation and questioning • Classroom management. • Assessment literacy
Core Values	• Professional ethics • Respect for learners • Open-mindedness • Dedication • Accountability
Pedagogical Approaches	• Interactive lecture • Demonstration teaching • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching role-play • Cooperative learning
Learning Resources	• Social Studies pedagogy texts • General methods of teaching textbooks • NCE teaching practice handbook. • National Social and Civic Studies Curriculum for Basic Education • Classroom assessment guides

CATEGORY	DETAILS
Assessment Methods	• Lesson plan assignments • Teaching demonstrations • Micro-teaching assessment • Written quizzes and tests • Peer assessment. • Reflective journal • Final examination

REFERENCES AND FURTHER READING

Chapin, J. R. (2015). *Elementary and Middle School Social Studies: An Interdisciplinary, Multicultural Approach (8th ed.)*. Pearson.

Edinyang, S. D., & Mezieobi, K. C. (2020). *Instructional Strategies and Evaluation in Social*

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Mezieobi, K. A., Fubara, V. R., & Mezieobi, S. A. (2015). *Social Studies in Nigeria:*

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Parker, W. C., & Beck, T. A. (2020). *Teaching Social Studies in Elementary and Middle*

Schools: Inquiry, Citizenship, and Literacy (16th ed.). Routledge.

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SOS 216 ICT Application for Social Studies

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

This course introduces learners to the use of information and communication technology tools in the teaching, learning, assessment, and management of Social Studies education. It emphasises practical digital skills for classroom planning, content presentation, information sourcing, collaboration, and learner engagement.

RELEVANCE STATEMENT

As Nigerian classrooms increasingly incorporate digital tools, trainee teachers need practical competence in using ICT resources to plan lessons, present content, and engage students studying topics such as citizenship and social institutions. This course closes a

gap in the current curriculum by building the technical and pedagogical skills required to blend Social Studies instruction with computer-based and multimedia resources.

COURSE OBJECTIVES

The objectives of the course are:

1. Explain the concept and scope of ICT in education;
2. Identify digital tools relevant to Social Studies teaching;
3. Use ICT for lesson preparation and classroom delivery;
4. Source, organise, and present digital information responsibly;
5. Design ICT-supported learning activities;
6. Apply basic digital assessment techniques;
7. Demonstrate ethical and safe technology use.

LEARNING OUTCOMES

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

1. Describe key ICT tools for Social Studies instruction;
2. Create digital lesson resources and presentations;
3. Search and evaluate online learning resources;
4. Use multimedia to illustrate social issues and civic concepts;
5. Support learner collaboration with digital tools;
6. Prepare simple digital tests or assignments;
7. Observe digital citizenship and data ethics

COURSE CONTENT

- Meaning and scope of ict in education
- Components of ict systems
- Relevance of ict to social studies
- Basic computer operations for teachers
- Word processing for lesson preparation
- Presentation software for classroom teaching
- Spreadsheets for records and simple analysis
- Internet search and information evaluation
- Digital citizenship and online safety

- Multimedia resources for social studies
- Educational videos, maps, and virtual resources
- Communication tools for collaborative learning
- Learning management and classroom support tools
- Ict for assessment and feedback
- Mobile technologies in teaching and learning
- Challenges of ict integration in schools
- Ethical issues in technology use
- Designing ict-supported social studies lessons

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CATEGORY	DETAILS
Core Competencies	• Basic digital literacy • Multimedia lesson design • Technology integration • Digital communication • Safe and ethical ICT use
Core Values	• Accuracy • Innovation • Self-directed learning • Respect for digital ethics • Adaptability
Pedagogical Approaches	• Hands-on practical sessions • Demonstration • Project-based learning • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching blended teaching and learning
Learning Resources	• Introductory ICT in education textbooks • Educational technology manuals • Open educational resources and digital repositories • User guides for common productivity tools • National digital literacy and school ICT policy documents

CATEGORY	DETAILS
Assessment Methods	• Practical computer tasks • Digital portfolio • Lesson presentation • Written test • Online assignment • Group ICT project • Semester examination

REFERENCES AND FURTHER READING

Abimbade, A., & Oloyede, E. O. (2020). *Information and Communication Technology in Education:*

Integration, Practice, and Teacher Development. University of Ibadan Press.

Koehler, M. J., Mishra, P., & Cain, W. (2017). *What is Technological Pedagogical Content Knowledge*

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SOS 217 Comparative Social Studies Curriculum

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course explores the concept, design, organisation, implementation, and comparison of Social Studies curricula across places, periods, and educational systems. It enables learners to evaluate curriculum patterns, reform trends, and contextual influences on Social Studies education.

RELEVANCE STATEMENT

This course is meant to broaden trainee teachers' perspective by examining how Social Studies is designed and delivered in other national contexts, rather than limiting their exposure to the Nigerian curriculum alone. Through this comparative analysis, prospective teachers gain the ability to critically assess the local curriculum's strengths and gaps and identify practices from other systems that could enhance content delivery, pedagogy, or assessment within Nigerian classrooms.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the meaning and components of curriculum;
2. Discuss the development of Social Studies curriculum;
3. Compare curriculum models and patterns;
4. Analyse local and foreign Social Studies curricula;
5. Identify factors influencing curriculum change;
6. Evaluate implementation issues in curriculum delivery;
7. Suggest improvements for relevant curriculum practice.

LEARNING OUTCOMES

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

1. Define curriculum and comparative curriculum studies;
2. Trace the evolution of Social Studies curriculum;
3. Compare aims, content, methods, and evaluation patterns;
4. Analyse curriculum documents critically;
5. Identify strengths and gaps in existing Social Studies programmes;
6. Relate curriculum issues to national needs;
7. Propose context-sensitive curriculum innovations.

COURSE CONTENT

- Meaning and concepts of curriculum
- Nature and scope of social studies curriculum
- Historical development of social studies curriculum
- Curriculum foundations: philosophical

- Psychological
- And sociological
- Curriculum content selection and organisation
- Curriculum models and design patterns
- Comparative curriculum studies: meaning and methods
- Nigerian social studies curriculum at basic and teacher education levels
- Comparative study of selected african social studies curricula
- Comparative study of selected non-african social studies curricula
- Curriculum implementation challenges
- Hidden curriculum and values transmission
- Curriculum evaluation in social studies
- Contemporary issues in social studies curriculum

CATEGORY	DETAILS
Core Competencies	• Curriculum analysis • Comparative thinking • Policy interpretation • Critical evaluation • Content organisation
Core Values	• Intellectual curiosity • Objectivity • Respect for diversity • National consciousness • Commitment to improvement
Pedagogical Approaches	• Lecture-discussion • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching seminar method • Comparative case study • Group presentation

CATEGORY	DETAILS
Learning Resources	• Curriculum studies textbooks • Social Studies curriculum development texts • National curriculum for Social and Citizenship Education • Comparative education resources • Relevant journal articles on curriculum reform
Assessment Methods	• Curriculum review assignments • Comparative analysis papers • Seminar presentation. • Class test • Group project • Term paper • End-of-semester examination

REFERENCES AND FURTHER READING

Nanthawong, N. (2024). *A comparative analysis of social studies curricula for enhancing global citizenship: A case study of New York State, the United States, and Thailand.*

Higher Education Studies, *14*(3), 13–27. https://doi.org/10.5539/hes.v14n3p13

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Nigerian Educational Research and Development Council. (2023). *Junior Secondary School (JSS 1–3) Basic Education Curriculum.*

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United Nations Educational, Scientific and Cultural Organization. (2024). *Global Citizenship*

Education in a Digital Age: Teacher Guidelines. UNESCO.

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SOS 218 Human Rights and Social Studies

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** -

COURSE OVERVIEW

The course 'Human Rights and Social Justice offers a comprehensive investigation into the theoretical foundations, historical evolution, legal frameworks, and contemporary global and national dynamics surrounding human rights, equity, social justice, and democratic citizenship. Given the multifaceted socio-political, ethnic, and economic realities of contemporary Nigeria, the course serves as a critical pedagogical tool for equipping pre-service teachers with the intellectual grounding, moral consciousness, and action-oriented skills necessary to advocate for human dignity, gender equity, child rights, rule of law, and inclusive governance.

Through an interdisciplinary lens incorporating social studies, civic education, legal philosophy, and sociology of education, the course examines international human rights instruments (such as the Universal Declaration of Human Rights and the African Charter on Human and Peoples' Rights) alongside domestic legal statutes, notably the 1999 Constitution of the Federal Republic of Nigeria (as amended) and the Child Rights Act. Furthermore, the course critically analyses institutional mechanisms for rights enforcement, structural inequalities, vulnerability, and practical strategies for mainstreaming human rights education (HRE) and social justice principles into primary and junior secondary school curricula.

RELEVANCE STATEMENT

In a developing and pluralistic nation like Nigeria, basic education functions not merely as an avenue for cognitive literacy, but as the primary incubator for democratic values, peacebuilding, and nation-building. Teachers stand at the epicentre of this transformative process. The relevance of this course in the NCE curriculum therefore rests on the provision avenues for addressing **the** persistent challenges related to fundamental human rights violations, gender-based violence, child abuse, communal conflicts, marginalisation of vulnerable groups, and weak institutional accountability. It creates opportunities for teachers in to acquire robust human rights literacy needed to protect learners, recognise rights abuses, and cultivate rights-respecting school environments.

COURSE OBJECTIVES

The Course Objectives Are

1. Examine the core concepts, theories, historical developments, and philosophical foundations of human rights and social justice.
2. Analyse international, regional, and national legal frameworks that safeguard fundamental human rights and promote social justice.
3. Critique major institutional mechanisms, governmental bodies, and civil society organisations tasked with human rights enforcement and advocacy in Nigeria.
4. Identify and analyse systemic socio-economic, political, and cultural barriers to social justice, including gender disparity, child labour, discrimination, and corruption.
5. Formulate action-oriented school and community advocacy initiatives that foster inclusive, rights-respecting, and socially just learning environments.

LEARNING OUTCOMES

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

1. Define human rights.
2. Identify and describe other types of rights.
3. Define social justice
4. Differentiate clearly between fundamental human rights, civil/political rights, economic/social/cultural rights, and collective/environmental rights.
5. Describe common human rights issues in Nigeria.
6. Evaluate the operational efficiency and the challenges of human rights agencies in Nigeria Demonstrate an empathetic, non-discriminatory, and rights-affirming attitude toward vulnerable populations, including children, persons living with disabilities
7. Establish the relationship between human rights and social justice.
8. Execute a simulated mock trial, human rights tribunal, or participatory community advocacy project addressing real-world socio-legal rights issues in Nigeria.

COURSE CONTENT

- Meaning
- Scope
- And principles of human rights
- Historical evolution of human rights

- Meaning
- Dimensions
- And theories of social justice
- International instruments: udhr
- Iccpr
- Icescr
- Un convention on the rights of the child (uncrc)
- Cedaw
- Regional instruments: african charter on human and peoples' rights (achpr)
- National legal frameworks
- Domestic legislation of human right
- Role of statutory human rights bodies in nigeria
- Role of the judiciary and law enforcement agencies in human rights protection
- Gender
- Equity
- And inclusion
- Vulnerable groups and human rights
- Socio-economic rights & environmental justice
- Integrating human rights education (hre) into primary and junior secondary school social studies & civic education curricula
- Organisation of simulated mock human rights tribunals and moot court sessions
- Planning and executing campus/community-based human rights awareness campaigns

CATEGORY	DETAILS
Core Competencies	• Critical Civic Literacy • Ability to analyse national and international legal instruments • Mastery in designing, implementing, and assessing rights-based learning units • Advocacy & Social Communication • Digital & Media Literacy in Human Rights

CATEGORY	DETAILS
Core Values	• Human dignity & • Respect • Equity & • Social Justice • Rule of Law. • Empathy & Social Compassion • Active Citizenship
Pedagogical Approaches	• Interactive & Participatory Discussion • Case Study Analysis & Problem-Based Learning • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching fieldwork & Experiential Visits • Project-Based Learning (PBL guest Speaker Engagement)
Learning Resources	• Statutory & Legal Publications • e.g. The 1999 • Constitution of the Federal • Republic of nigeria (as amended); Universal • Declaration of Human Rights (UDHR, 1948); African • Charter on Human and Peoples' Rights • (1981); Child • Rights Act (2003); VAPPA (2015). • Digital & • Online Open Educational Resources (OER):. • Multimedia & Audiovisual Aids- Documentaries • On human rights movements • Educational video clips on child • Rights and civic duties, podcast • Institutional • Reports: Annual Human Rights Reports from Amnesty • International, Human Rights Watch, NHRC Nigeria, and Law Reform Commissions. • National Basic • Education • Curriculum for Social and Citizenship Education

CATEGORY	DETAILS
Assessment Methods	• Written essay and objective test • Group presentation • Practical Project / Mock Tribunal • Micro-Teaching & Instructional Media • End-of-Semester Examination

REFERENCES AND FURTHER READING

Nweke, C. C. (2020). *Human Rights, Social Justice and the Nigerian State: Philosophical and Socio-*

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Higher Education. Springer. https://doi.org/10.1007/978-3-030-27198-5

SOS 219 Consumer Education and Financial Literacy

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Elective | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

Consumer education and financial literacy are already recognised in Nigeria as important areas for learner preparation and national development. This course introduces student-teachers to the principles, practices, and educational applications of consumer education and financial literacy within the Nigerian context. It develops understanding of personal finance, responsible consumption, savings behaviour, budgeting, financial planning, digital payments, consumer rights, fraud awareness, and informed decision-making, while also preparing future teachers to embed these ideas in school and community learning.

RELEVANCE STATEMENT

The course is relevant because Nigeria's financial literacy agenda is tied to consumer protection, financial inclusion, and national economic participation. The CBN's National Financial Literacy Framework identifies young people as a major target group and stresses that financially literate citizens are better equipped to make sound choices, use financial services responsibly, and contribute to economic development.

The course is also relevant to teacher education because financial education has been infused into school curricula through collaboration between the CBN and NERDC, with explicit preparation of teachers for implementation. An NCE-level course therefore strengthens the capacity of future teachers to translate policy goals into classroom practice, especially within Social Studies, Civic Education, and related school subjects.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the concepts of consumer education, financial literacy, and financial capability in relation to citizenship and everyday life;
2. Describe the link between consumer education, consumer protection, and financial inclusion in Nigeria;
3. Identify basic personal finance concepts such as needs, wants, income, expenditure, savings, credit, insurance, and investment;
4. Develop and interpret simple personal and household budgets;
5. Demonstrate informed decision-making in the choice and use of goods, services, and financial products;
6. Explain consumer rights, consumer responsibilities, and complaint procedures in financial and non-financial transactions;
7. Identify common deceptive practices, scams, and fraud risks affecting consumers;
8. Use appropriate classroom approaches for teaching consumer and financial literacy concepts in schools;
9. Integrate ethical, value-based, and context-sensitive consumer education into lesson delivery;
10. Promote responsible financial behaviour, record keeping, and future planning among learners.

LEARNING OUTCOMES

On successful completion of the course, students should be able to:

1. Define and distinguish consumer education, financial literacy, and financial capability;
2. Discuss the rationale for financial literacy in an evolving market environment;
3. Prepare a basic income-and-expenditure plan for an individual or household;
4. Compare saving, spending, borrowing, and investment options at a foundational level;
5. Identify rights and obligations of consumers in financial transactions;
6. Explain how poor financial choices can affect individuals, families, and communities;
7. Recognise warning signs of scams, exploitative practices, and misinformation;
8. Design simple school-based learning activities on consumer awareness and financial responsibility;
9. Apply participatory teaching methods suitable for values-oriented financial education;
10. Demonstrate responsible attitudes toward money management, consumption, and economic decision-making.

COURSE CONTENT

- Meaning
- Scope
- And importance of consumer education
- Meaning
- Scope
- And importance of financial literacy
- Consumer education
- Consumer protection
- And financial inclusion in nigeria
- The nigerian financial literacy agenda and national development
- Consumer needs
- Wants
- Choice
- And decision-making
- Personal income

- Sources of money
- And responsible earning
- Spending patterns and wise consumption
- Budgeting: principles
- Steps
- And simple household budgeting
- Saving culture and goal setting
- Formal and informal saving channels
- Banking basics and use of financial services
- Digital finance
- Mobile payments
- And electronic transactions
- Borrowing
- Credit
- Debt
- And responsible repayment
- Basic ideas of insurance
- Risk protection
- And financial security
- Basic investment awareness and future planning
- Consumer rights and consumer responsibilities
- Product information
- Quality
- Labelling
- And price comparison
- Advertising
- Persuasion
- And informed consumer judgement
- Fraud
- Scams
- Cyber risks

- And unsafe financial practices
- Complaint channels
- Redress
- And dispute resolution for consumers
- Record keeping in personal and family finance
- Financial habits
- Self-discipline
- And delayed gratification
- School-based and community-based consumer education activities

CATEGORY	DETAILS
Core Competencies	• Make informed consumer decisions. • Manage simple personal and household financial plans • Interpret basic financial information and messages critically. • Identify consumer risks and protective actions. • Apply budgeting, saving, and record-keeping skills.
Core Values	• Prudence • Honesty • Self-Discipline • Accountability • Contentment
Pedagogical Approaches	• Interactive Lecture • Guided Discussion • Budgeting Exercises • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching simulation of Household and School-Based Financial Planning Scenarios

CATEGORY	DETAILS
Learning Resources	• Practical Worksheet • Central Bank of Nigeria. National Financial Literacy Framework. • Central Bank of Nigeria. Financial Literacy, Consumer Protection and Financial Inclusion information pages and public awareness materials. • Nigerian Educational Research and Development Council National curriculum for basic Education • Consumer education textbooks used in teacher education, business education, home economics, economics, and Social Studies programmes.
Assessment Methods	• Written Tests and Quizzes • Budgeting Assignments • Case Analysis on Consumer Choice and Financial Risk • Group Presentations • Project Work on Community or School Consumer Education • End-of-Semester Examination

REFERENCES AND FURTHER READING

Adewale, S. B., & Babatunde, K. A. (2020). *Consumer Protection Laws, Practices and Market Realities in Nigeria*. University of Lagos Press.

Apergis, N. (Ed.). (2022). *Encyclopedia of Monetary Policy, Financial Markets and Banking*. Elsevier.

https://doi.org/10.1016/B978-0-12-817812-6.00015-4

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Economic Literacy in Nigeria. Covenant University Press.

SOS 231 Values Education and Moral Instruction

LEVEL 200 Level | **SEMESTER** First Semester | **CREDIT UNITS** 1 | **STATUS** Elective | **LECTURE HOURS** 15 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course examines the foundations, purposes and practices of values education and moral instruction in schools and communities. It explores personal, interpersonal, social, civic, national and global values and considers moral development, ethical reasoning, character formation, human dignity, rights, responsibilities, peace, justice, inclusion and responsible citizenship. Students analyse moral issues in everyday life and education and learn to design teaching and learning activities that help students reflect on values, make responsible decisions, respect diversity, resolve conflict peacefully and contribute positively to their communities and nation.

RELEVANCE STATEMENT

Values Education and Moral Instruction is relevant because schools play an important role in helping students develop character, ethical judgement, civic responsibility and the capacity to live peacefully with others. The course prepares teachers and education professionals to guide learners in examining values such as honesty, integrity, discipline, respect, empathy, justice, tolerance, cooperation and national consciousness. It supports Nigerian curriculum priorities in Social Studies, Civic Education and National Values, where the cultivation of societal, moral and interpersonal values is an explicit purpose. It also aligns with contemporary education for peace, human rights, global citizenship and sustainable development.

COURSE OBJECTIVES

The course objectives are:

1. Explain the concepts, scope, purposes and sources of values education and moral instruction
2. Examine moral development, ethical reasoning, character formation and the influences of family, school, community, culture, religion, media and peers
3. Analyse personal, social, civic, national and global values in relation to rights, responsibilities, justice, peace, inclusion and sustainable living
4. Apply ethical reasoning to moral issues and dilemmas affecting learners, schools, communities and society

5. Design learner centred values education activities, resources and assessment tasks that promote reflection, responsible decision making and positive behaviour
6. Demonstrate professional dispositions for modelling integrity, empathy, fairness, respect for diversity and responsible citizenship

LEARNING OUTCOMES

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

1. Explain the concepts, scope, purposes and sources of values education and moral instruction.
2. Describe major perspectives on moral development, ethical reasoning and character formation and identify influences on learner values.
3. Analyse personal, social, civic, national and global values in relation to rights, responsibilities, justice, peace, inclusion and sustainable living.
4. Apply ethical reasoning to selected moral issues and dilemmas affecting learners, schools, communities and society.
5. Design learner centred values education activities, resources and assessment tasks that promote reflection, responsible decision making and positive behaviour.
6. Demonstrate professional dispositions that model integrity, empathy, fairness, respect for diversity and responsible citizenship.

COURSE CONTENT

- Meaning
- Scope
- Purposes and sources of values education and moral instruction
- Concepts of values
- Morals
- Ethics
- Virtues
- Character and moral agency
- Types of values including personal
- Interpersonal
- Family
- Social
- Cultural

- Religious
- Civic
- National
- Democratic
- Environmental and global values
- Moral development
- Ethical reasoning and character formation
- Influences on values development including family
- School
- Peer groups
- Culture
- Religion
- Community
- Media and digital environments
- Core values including honesty
- Integrity
- Discipline
- Courage
- Empathy
- Respect
- Responsibility
- Hard work
- Cooperation
- Tolerance
- Fairness
- Justice and national consciousness
- Human dignity
- Human rights
- Duties
- Responsibilities
- Equality

- Inclusion and non-discrimination
- Peace education
- Dialogue
- Conflict prevention
- Peaceful conflict resolution and reconciliation
- Citizenship
- Democracy
- Rule of law
- Public accountability
- Community service and national unity
- Values and sustainable living including environmental stewardship
- Responsible consumption and care for future generations
- Moral issues in schools including bullying
- Examination malpractice
- Substance misuse
- Corruption
- Violence
- Cyberbullying
- Misinformation
- Hate speech and discrimination
- Ethical decision making models and analysis of moral dilemmas
- Values education curriculum and classroom approaches including storytelling
- Dialogue
- Role play
- Case study
- Debate
- Values clarification
- Cooperative learning
- Service learning and reflective writing
- Development and use of print
- Community

- Audiovisual and digital resources
- Assessment of knowledge
- Values
- Attitudes
- Skills and behaviour
- Teacher identity
- Professional ethics
- Role modelling
- Family partnership and community collaboration in moral instruction

CATEGORY	DETAILS
Core Competencies	• Values and moral concepts analysis • Ethical reasoning • Intercultural understanding and inclusion • Peace and rights literacy • Personal reflection and civic action
Core Values	• Respect for diversity • Fairness and accountability • Justice • Empathy, and Care • Responsible citizenship
Pedagogical Approaches	• Concept mapping • Moral dilemma analysis • Case study • Structured debate • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching)
Learning Resources	• News reports and human rights materials • Peace education resources and civic education materials • Local stories and biographies • Community resource persons • Multimedia clips

CATEGORY	DETAILS
Assessment Methods	• Short test • Concept map • Analytical essay • Debate rubric • Group report

REFERENCES AND FURTHER READING

Fayemi, J. A., & Adediran, A. A. (2024). Impact of character education in promoting moral values among students of secondary schools in Ogun State. *Journal of Education Review, 15*(1).

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SOS 221 Citizenship Education

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

Citizenship Education introduces students to the principles of democracy, Nigerian constitutional framework, federalism, citizenship types, rights and obligations, and national policies. Delivered over one semester, it emphasises civic engagement through interactive sessions on governance structures and ethical responsibilities. The course aligns with Nigeria's NCE minimum standards to produce teachers who are aware of national values and democratic processes.

RELEVANCE STATEMENT

This course is vital for NCE students' training as educators, promoting national unity, ethical leadership, and compliance with Nigeria's democratic ethos. It addresses civic challenges like ethnic tensions and governance issues, preparing teachers to instil patriotism and rule of law in learners.

COURSE OBJECTIVES

The Course Objectives Are

1. To build foundational civic knowledge into practical application for the students.
2. To familiarise students with the Nigerian Constitution, its historical evolution, sources, types, and principles of supremacy and rule of law.
3. To explain the federal system of government in Nigeria, including its adoption, structures, inter-tier relationships, and revenue allocation mechanisms.
4. To elucidate the concepts of citizenship, modes of acquisition, types, benefits, and associated rights and obligations.
5. To analyse fundamental human rights, citizen duties, and government responsibilities as enshrined in the 1999 Constitution.
6. To develop critical awareness of national unity, diversity management, and civic participation in democratic processes.
7. To cultivate values of patriotism, tolerance, and ethical governance through real-world civic scenarios.

LEARNING OUTCOMES

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

1. Accurately describe the Nigerian Constitution's sources
2. Critically evaluate Nigeria's federalism by comparing
3. Differentiate citizenship types.
4. Explain acquisition processes under Chapter III of the 1999 Constitution.
5. Debate the merits/demerits of dual citizenship.
6. Apply knowledge of Chapter IV rights (e.g. right to life, fair hearing) and obligations (e.g. tax payment, defence duty) by resolving hypothetical civic disputes.
7. Demonstrate civic engagement skills by designing a community project addressing national unity challenges like ethnic conflicts or electoral integrity.
8. Exhibit core values of citizenship through role-plays or debates.

COURSE CONTENT

- Definition and types of constitution
- The Nigerian constitution and its historical development
- **Federal system:** federation vs; confederation; adoption bases; evolution; three tiers' relationships; revenue formula
- **Rights and obligations:** citizen duties; government responsibilities
- Human rights
- Definition of nigerian citizenship
- Types of nigerian citizenship
- Acquisition modes
- Withdrawal
- Merits/demerits of acquisition of nigerian citizenship by naturalisation
- **Fundamental objectives and directives:** state policy principles; policies on education; economy; media; culture; ethics

CATEGORY	DETAILS
Core Competencies	• Critical analysis of governance • Ethical decision-making • Civic participation • Digital citizenship • Responsible citizenship
Core Values	• Patriotism • Rule of law adherence • Tolerance • National unity • Respect for diversity
Pedagogical Approaches	• Discussion • Group projects. • Interactive learning using • Relevant YouTube videos for real-world examples • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching role-play.
Learning Resources	• YouTube videos: Nigerian Constitution supremacy • (Https://www.youtube.com/watch?v=V7SLYPAoyic), Federalism evolution • (Https://www.youtube.com/watch?v=TPKRUIewT5s),Rights videos(https://www.youtube.com/watch?v=KV3dOJZ_7e4).[2] • National Basic Education Curriculum for Social and Citizenship Education
Assessment Methods	• Quizzes • Assignments • Participation in discussions/projects • Self-assessments

REFERENCES AND FURTHER READING

Iringe-koko, T. M., & Adedunmola, A. D. (2024). The role of youths in shaping Nigeria's politics and economic future. *International Journal of Research in Education and Sustainable Development, 4(10), 1–14. https://www.openjournals.ijaar.org/index.php/ijresd/article/view/789*

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United Nations Educational, Scientific and Cultural Organization. (2023). *Recommendation on education for peace and human rights, international understanding, cooperation, fundamental freedoms, global citizenship and sustainable development*. UNESCO.

United Nations Educational, Scientific and Cultural Organization. (2023). *Digital Citizenship in Asia-*

Pacific: Translating Competencies for Teacher Innovation and Student Resilience. UNESCO.

SOS 222 Social Services and Social Change

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course introduces NCE students to the nature, purposes and organisation of social services and their role in promoting social change in Nigeria. It examines key social service sectors (education, health, housing, welfare, justice, community development, youth and women services) and how they respond to social problems such as poverty, inequality, marginalisation, violence and exclusion. Students explore how individuals, communities, civil society and the state interact to deliver social services and drive progressive social transformation. The course emphasises the responsibilities of teachers as change agents who can mobilise communities, use school as a hub for social action and support vulnerable learners and families. It adopts a practical, problem-solving approach using local case studies and community-based activities.

RELEVANCE STATEMENT

The NCE Social Studies curriculum seeks to prepare teachers who can promote rational adjustment to physical and social environments and develop social and civic responsibility in learners. Understanding social services and social change will therefore equip them to

interpret and respond to real-life community issues affecting learners' wellbeing and participation in school. Furthermore, Nigeria faces persistent challenges of unemployment, insecurity, gender-based violence, child abuse, poor access to health and education, and growing inequalities; social services and informed citizens are central to addressing these. The course aligns with national and global priorities on citizenship education, human rights, inclusion, Sustainable Development Goals, and community development, strengthening students' capacity to function as reflective practitioners and community leaders.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain core concepts and theoretical perspectives on social services, welfare and social change in the Nigerian and global context.
2. Analyse the structure, functions and interrelationships of key social service institutions in Nigeria.
3. Facilitate students' understanding of social problems and the role of social services and citizens in addressing them.
4. Develop students' skills for community engagement, advocacy, and collaboration with social service providers.
5. Model ethical, inclusive and rights-based approaches to working with vulnerable individuals and groups.
6. Integrate social services and social change issues into basic education teaching and school activities.

LEARNING OUTCOMES

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

1. Explain core concepts and theoretical perspectives on social services, welfare and social change in the Nigerian and global context.
2. Define social services, social welfare, social policy and social change, and distinguish between them using local examples.
3. Describe major theories of social change and relate them to historical and contemporary changes in Nigerian society.
4. Analyse the structure, functions and interrelationships of key social service institutions in Nigeria.

5. Identify major social service sectors in Nigeria (education, health, housing, justice, social welfare, community development, youth and sports, women affairs) and outline their mandates.
6. Describe selected social problems (poverty, child labour, substance abuse, gender-based violence, human trafficking, environmental degradation) and the social services that respond to them.
7. Analyse causes and consequences of a chosen social problem in their local community and propose feasible interventions.
8. Prepare and present a simple advocacy or awareness-raising plan on a relevant social issue (e.g. school dropout, early marriage, drug abuse).
9. Explain key principles of human rights, social justice, gender equality, child

COURSE CONTENT

- Meaning and scope of social services, social welfare, social policy, social change, development and underdevelopment
- **Historical evolution of social services and welfare in Nigeria:** pre colonial, colonial, post independence, contemporary reforms
- **Theories of social change:** modernisation, dependency, conflict, functionalist, social movement, feminist perspectives
- **Social service sectors and institutions in Nigeria:** Education, Health Services, Housing and Urban Services, Social Welfare and Protection, Justice and Security Services, Community Development and Youth Services
- Social problems and social change
- Community engagement and advocacy
- Teachers as social change agents
- Reflection and project presentations

CATEGORY	DETAILS
Core Competencies	• Ability to analyse social issues • Awareness of the structure and functioning of key social service institutions • Community mapping • Problem analysis skills. • Communication

CATEGORY	DETAILS
Core Values	• Commitment to social justice, equity, inclusion, gender sensitivity and respect for human rights • Empathy and respect for vulnerable and marginalised individuals and groups • Sense of responsibility, integrity, accountability and community service • Appreciation of cultural diversity • Peaceful conflict resolution
Pedagogical Approaches	• Guided discussion • Case studies • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching role-play • Interviews and observation techniques • .
Learning Resources	• National Open University of Nigeria (NOUN) course materials on Social Change and Development (e.g. DES 221 Social Change and Development). • Social Work and Community Development course outlines and notes • Relevant Nigerian policy documents and websites such as Universal Basic Education Commission • Introductory texts in Social Studies education in Nigeria that cover social institutions, social problems, citizenship and community development. • National Basic Education Curriculum for Social Studies and Citizenship Education
Assessment Methods	• Essays • Report Presentation • Group Project • Debate • Quizzes

REFERENCES AND FURTHER READING

Aina, O. I., & Odejide, A. (2020). *Social Policy, Social Services Delivery and National Development in Nigeria*. University Of Ibadan Press.

Midgley, J. (2014). *Social Development: Theory and Practice*. SAGE Publications.

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Sanda, A. O. (2018). *Sociology of Development and Social Change in Nigeria (Rev*. ed.). Fact Finders International.

SOS 223 Population and Family Life Education

LEVEL 200 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

Population and Family Life Education is an interdisciplinary course designed to equip basic education teachers, with foundational knowledge and practical understanding of population dynamics and family systems within socio-cultural, economic, and political contexts. The course explores key concepts such as population growth, distribution, migration, fertility, mortality, and demographic transition, and examines how these factors influence national development, environmental sustainability, and social well-being. Basic education teachers are introduced to the structure, functions, and changing patterns of the family, as well as the role of family life education in promoting responsible parenthood, healthy relationships, and informed decision-making.

It also emphasises contemporary population issues such as reproductive health, family planning, gender equity, child welfare, urbanisation, and population policies at national and global levels. Through theoretical and practical engagement, basic education teachers develop analytical skills to assess population challenges and family-related problems and propose sustainable solutions.

RELEVANCE STATEMENT

Population and Family Life Education is highly relevant in addressing critical social and developmental challenges facing modern societies, particularly in developing countries. The course promotes responsible parenthood, awareness of population trends and family

structures and their implications for education, health, employment, housing, and environmental sustainability. It empowers learners with knowledge and values needed to make informed personal and professional decisions, foster healthy family relationships, and support responsible reproductive behaviour. By developing population-conscious citizens, the course contributes to sustainable national development, social stability, and improved quality of life at both community and national levels.

COURSE OBJECTIVES

The objectives of the course are:

1. Define and differentiate core concepts (e.g. population, demography, fertility rate, demographic transition, family systems) in population and family life education.
2. Critically examine the interrelationships between population dynamics (growth, structure) and key sectors of socio-economic development (education, health, economy).
3. Trace the evolution of family structures and functions and analyse the drivers of change in contemporary societies.
4. Analyse quantitative demographic data (fertility, mortality, migration) to understand their composite impact on national population growth and resource planning.
5. Critically assess the contributions of family planning, reproductive health services, and rights-based approaches to sustainable population management.
6. Diagnose specific socio-economic challenges arising from population processes like rapid urbanisation, youth unemployment, and population ageing.
7. Analyse gender roles and their impact on power dynamics, decision-making, and well-being within families and the wider society.
8. Design age-appropriate instructional strategies and community engagement activities to integrate population education principles in professional practice.
9. Critically review national population policies and global development agendas and their implications.

LEARNING OUTCOMES

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

1. Explain key concepts related to population and family life education.
2. Discuss the different theories of population and population growth.
3. Describe population change and analyse population trends in Nigeria and their effects on social and economic development.

4. Describe the structure, functions, and changing patterns of the family in contemporary society.
5. Assess the impact of fertility, mortality, and migration on national growth and planning.
6. Evaluate the role of family planning and reproductive health in population management.
7. Identify major population challenges such as urbanisation, unemployment, and ageing.
8. Demonstrate understanding of gender roles and their influence on family and society.
9. Apply population education principles in school and community settings.
10. Interpret population policies and development programmes at national and international levels.
11. Propose practical solutions to population and family-related social problems.

COURSE CONTENT

- Key concepts like population
- Population size
- Distribution
- Density
- And composition
- Theories of population growth
- Malthusian
- Demographic transition
- Optimum population
- Sources of demographic data
- Census
- Vital registration
- Surveys
- Components of population change
- Population structure and dynamics
- The family as a social institution
- Definitions
- Types

- And functions
- Changing family patterns
- Marriage
- Divorce
- And emerging family forms
- Gender roles
- Division of labour
- And decision-making in families
- Contemporary issues
- Urbanisation
- Youth bulge
- Ageing
- And poverty
- Population
- Resources
- And environmental sustainability
- Family planning
- Concepts
- Methods
- Unmet need
- And service delivery
- Comprehensive sexuality education and life skills
- Nigeria population policy and programmes

CATEGORY	DETAILS
Core Competencies	• Analysis and interpretation of population data • Communication • Critical thinking • Leadership skills • Problem-solving skills

CATEGORY	DETAILS
Core Values	• Respect for human dignity and life • Gender equity and social justice • Responsible parenthood • Civic responsibility • Cooperation and teamwork
Pedagogical Approaches	• Discussion • Case Study Analysis • Role-Play • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching use of Guest Speakers
Learning Resources	• **Online & Multimedia Resources:** • UN Population Division (data.un.org): For datasets and interactive tools. • Population Reference Bureau (prb.org): For fact sheets, articles, and training materials. • Gapminder (gapminder.org): For dynamic data visualization tools on development trends. • National Basic Education Curriculum for Social Studies and Citizenship Education
Assessment Methods	• Quizzes • Short reaction papers • Integrated Group Project • Presentations • Essays

REFERENCES AND FURTHER READING

Bhende, A.A. & Kanitkar, T. (2011). *Principles of Population Studies*. Himalaya Publishing House.

Castles, S., de Haas, H., & Miller, M.J. (2014). *The Age of Migration: International Population*

Movements in the Modern World. Palgrave Macmillan.

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SOS 321 Issues and Problems of National Development and Modernisation

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course examines the concept of national development and modernisation, focusing on the economic, political, social, and environmental challenges facing developing countries, with special reference to Nigeria. It introduces students to key development theories and analyses contemporary issues such as poverty, unemployment, corruption, insecurity, technological dependency, urbanisation, and environmental degradation. The course encourages critical thinking and problem-solving for sustainable and inclusive national development.

RELEVANCE STATEMENT

This course is crucial for understanding the complex processes shaping Nigeria's socio-economic and political transformation within the broader context of global modernisation. By examining key theories and issues of national development such as poverty, corruption, technological dependency, and environmental challenges it equips students with the analytical and practical skills needed to assess national policies and propose sustainable solutions. The course fosters civic responsibility, critical thinking, and informed participation in nation-building, preparing students to contribute meaningfully to Nigeria's developmental agenda.

COURSE OBJECTIVES

The objectives of the course are:

1. Explain the concepts of national development and modernisation.
2. Identify major theories of development and modernisation.
3. Analyse key economic, political, and social problems affecting national development.
4. Examine the impact of modernisation on culture and society.
5. Evaluate government policies and development programmes in Nigeria.
6. Propose sustainable solutions to development challenges.

LEARNING OUTCOMES

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

1. Define development and modernisation and relate them to national progress.
2. Discuss major issues affecting development in Nigeria.
3. Apply development theories to real-life national problems.
4. Analyse the relationship between modernisation and cultural change.
5. Suggest practical strategies for inclusive and sustainable development.
6. Demonstrate acts of civic responsibility and national consciousness.

COURSE CONTENT

- Concepts of development and national development
- **Dimensions of national development:** economic development; political development; social development; legal development; educational development; technology and health
- Concept and characteristics of economic growth and development
- Differences between economic growth and economic development
- Characteristics of developed and less developed countries
- Meaning of modernisation
- The relationship between modernisation and national development
- Effects of modernisation on the nigerian economy and society
- **Problems or obstacles to national development in nigeria:** poor data base; corruption; poor plan implementation; external manipulations and illiteracy
- Concept and strategies of attaining of self-reliance

CATEGORY	DETAILS
Core Competencies	• Analytical and critical thinking skills • Policy evaluation and problem-solving skills • Research and data interpretation skills • Communication and presentation skills • Civic engagement and leadership skills
Core Values	• Patriotism • Social justice and equity • Integrity and accountability • Respect for diversity and inclusion • Commitment to sustainable development
Pedagogical Approaches	• Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching guided discussion • Case studies • Group research projects • Use of multimedia and documentaries
Learning Resources	• Online/Digital • Books (PDFs, eBooks, Free Access) • National Basic Education Curriculum for Social Studies and Citizenship Education
Assessment Methods	• Short tests and quizzes) • Individual assignments and essays • Group projects and presentations • Mid-semester examination • End-of-semester examination

REFERENCES AND FURTHER READING

Ringim, Musa Saleh (2025). *Issues and Problems of National Development and Modernisation, Ph.D., Fcai, and Kabir Bara'u*

Mezieobi, Ken A. and Ejiogu, Cynthia I. (2018). *National Development and*

Modernisation: Issues and Problems. Priscilla Omama Publishers.

Nwanyanwu, O. J and Olayinka, Sola (1999) *Issues and Problems of Development in*

Nigeria in the 21st Century. Visual Resources.

Àkànle, Ọláyínká and Nkpe, David O. (2021). *Corruption and Development in Nigeria Routledge, .*

SOS 322 Law-Related and Security Education

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 1 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course introduces students to the basic concepts, institutions, and processes of law, human rights, and security within the Nigerian constitutional and socio-political context. It focuses on how legal rules, civic duties, and security education can promote peace, order, protection of life and property, and sustainable national development in a democratic society. The course seeks to describe the element of laws, rules, regulations ordinances, edicts, decrees, norms and moves as it affect the modern society.

This course also looks at the sources of the Nigeria law for the purpose of making the learner have an insight into who is responsible for promulgating and executing the laws of the society. It provides opportunity for students to explore everyday legal issues affecting schools, families, and communities, and examine contemporary security challenges such as violent conflict, terrorism, banditry, cultism, cybercrime, drug abuse, and gender-based violence, with emphasis on non-violent conflict resolution and responsible citizenship. The course prepares future basic education teachers to integrate security consciousness and law-related topics into Social Studies, Civic Education, and related subjects in line with national and global recommendations on education for peace, human rights, and the rule of law.

RELEVANCE STATEMENT

In Nigeria today, where threats like kidnapping and violence disrupt lives, property, and children's schooling, especially for the most vulnerable, this course on Law-related and

Security Education gives students the basics they need to be law abiding and more security conscious. It builds their know-how on laws, human rights, and staying safe, turning them into teachers who live by the rules, spread peace, and shield pupils inside and outside the classroom.

The course lines up with what Nigeria and the world expect from education. That is, growing a love for peace, democracy, fair laws, and human dignity. It backs fresh pushes to revamp curricula and teacher training to tackle insecurity head-on through citizenship education and peace lessons, while matching NCCE's work to better prepare teachers for today's priorities and global shifts.

COURSE OBJECTIVES

The Course Objectives Are

1. Develop a basic understanding of some legal concepts and institutions.
2. Explain fundamental human rights and civic duties.
3. Analyse security challenges in Nigeria and their causes.
4. Develop security consciousness and preventive behaviours
5. Demonstrate professional ethics and responsibility in security-sensitive contexts.
6. Apply basic legal and security knowledge to real-life situations.

LEARNING OUTCOMES

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

1. Explain key concepts such as law, constitution, rule of law, rights, duties, crime, and justice in simple terms suitable for basic education learners.
2. Identify major legal and security institutions in Nigeria (e.g. courts, police, legislature, human rights bodies, traditional institutions) and describe their basic functions.
3. List core fundamental rights recognised in Nigerian and international human rights instruments, such as rights to life, dignity, education, and freedom from discrimination.
4. Identify major internal security threats (insurgency, banditry, kidnapping, cultism, communal clashes, school violence) and outline their root causes in social, economic, political, and cultural factors.
5. Demonstrate security-conscious behaviours in school and community settings, such as vigilance, information management, safe use of technology, and adherence to safety procedures.

6. Identify appropriate channels for reporting crime, rights violations, or security threats (school authorities, community leaders, police, child-protection and human rights agencies).

COURSE CONTENT

- The Nigerian constitution and its provision
- The process of law making in Nigeria
- Litigations
- Criminal and civil cases
- Administration of justice
- The function of the police
- Courts and law and prisons services
- The role of the judiciary in the implementation of laws
- Concept of security and insecurity
- Sources of danger and insecurity
- Nigerian security agencies and their duties
- Elements of criminal behaviour
- Common crimes
- Causes and effects
- Reporting common crimes
- Citizens' responsibilities in common crimes reporting
- Emergency management
- Common crimes and associated punishments
- Crimes and national security

CATEGORY	DETAILS
Core Competencies	• Legal literacy • Security awareness and risk management • Conflict Prevention and peacebuilding • Critical and reflective thinking • Communication and advocacy skills

CATEGORY	DETAILS
Core Values	• Respect for Human rights and dignity • Rule of Law Peace and non-violence • Patriotism and civic responsibility • Discipline and law abidance • Cooperation and social harmony
Pedagogical Approaches	• Role-play • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching case studies • Discussion • Use of guest speakers
Learning Resources	• National Human Rights Commission (NHRC) Materials. • Universal Declaration of Human Rights (UDHR) Simplified Versions. • Downloaded videos from the National Human Rights Commission • Newspaper cuttings/Magazines on security issues in Nigeria • National Basic Education Curriculum for Social Studies and Citizenship Education
Assessment Methods	• Quizzes • Peer reviews Journals, and portfolios for tracking security-conscious behaviours.

REFERENCES AND FURTHER READING

Alemika, E. E. O. (2018). *Policing and Security Governance in Nigeria*. Cleen Foundation.

Arbetman, L. P., & O'Brien, E. L. (2010). *Street Law: A Course in Practical Law (8th ed.)*.

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SOS 323 Resource Room / Workshop (Social Studies Education)

LEVEL 300 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course introduces Social Studies basic education teachers to the organisation, management, and effective utilisation of a Social Studies Resource Room and Workshop. It focuses on the development, selection, improvisation, and maintenance of instructional materials that support the teaching and learning of Social Studies concepts such as citizenship, culture, governance, environment, conflict resolution, national development, and global awareness.

The course emphasises hands-on production of teaching aids, use of maps, charts, models, digital and print media, and locally sourced materials to enhance classroom delivery. Students are trained to create learner-centred, inquiry-based, and community-oriented instructional resources that promote critical thinking, values education, and responsible citizenship.

RELEVANCE STATEMENT

The Resource Room/Workshop (Social Studies) course is relevant in equipping future Social Studies teachers with practical skills for managing and utilising instructional resources that enhance effective civic, cultural, and social education in Nigerian schools. It supports national goals of citizenship education, national integration, peace building, sustainable development, and democratic values by promoting creative, participatory, and values-driven teaching practices. The course also aligns with teacher professional standards and quality assurance in instructional delivery.

COURSE OBJECTIVES

The course objectives are::

1. Explain the concept and functions of a Social Studies resource room and workshop.
2. Identify and utilise appropriate instructional materials for teaching Social Studies.
3. Design and produce low-cost and improvised teaching aids.
4. Apply effective storage, maintenance, and safety practices in the resource room.
5. Organise and manage Social Studies instructional resources.
6. Integrate community resources and field materials into teaching.
7. Assess the effectiveness of instructional materials in achieving learning outcomes.

8. Develop digital and multimedia resources for Social Studies instruction.
9. Promote values education, citizenship, and social responsibility through resource use.

LEARNING OUTCOMES

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

1. Describe the structure and functions of a Social Studies resource room/workshop.
2. Demonstrate the use of maps, charts, models, and multimedia materials in teaching.
3. Design and produce low-cost and improvised Social Studies teaching aids.
4. Apply proper storage, maintenance, and safety procedures for instructional resources.
5. Organise and manage learning materials for effective classroom use.
6. Integrate community and field resources into lesson delivery.
7. Evaluate the effectiveness of instructional materials on student learning.
8. Promote values, citizenship, and critical thinking through instructional resources.

COURSE CONTENT

- Introduction to social studies resource rooms and workshops
- Types and classification of social studies instructional materials
- Maps
- Charts
- Globes
- And visual aids in social studies teaching
- Development and improvisation of low-cost teaching aids
- Use of digital
- Audio-visual
- And multimedia resources
- Organisation
- Storage
- And maintenance of resource room materials
- Community resources and field-based instructional materials
- Safety
- Ethics
- And professional practices in resource management

- Assessment of learning using instructional resources
- Practical workshops
- Demonstrations
- And resource exhibitions

CATEGORY	DETAILS
Core Competencies	
Core Values	• Citizenship • Social responsibility • Creativity • Professional integrity • Collaboration Resourcefulness
Pedagogical Approaches	• Demonstrations Hands-on workshops • Project-based learning • Cooperative learning Inquiry-based instruction • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching field visits and community-based learning
Learning Resources	• Audio-Visual Equipment • Television Set • Interactive Smart Board • National Basic Education Curriculum for Social Studies and Citizenship Education • Charts and Maps
Assessment Methods	• Practical demonstrations • Teaching aid production portfolio • Project work • Class presentations • Peer assessment • Practical resource development and demonstration

REFERENCES AND FURTHER READING

Adeyemi, M. B. & Adeyinka, A. A. (2014). *Teaching Social Studies in Nigerian Schools.* Ibadan: University Press PLC.

Mezieobi, K. A. (2012). *Social Studies Education in Nigeria: Teaching Methods and* Curriculum Development Owerri: Whyte & Whyte Publishers.

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Degree Programme (400–500 Level)

Section B

Ed Social Studies and Civic Education

Programme Overview

The B.Ed. Social Studies and Civic Education Core Curriculum and Minimum Academic Standards (CCMAS) is the curriculum used in all Nigerian universities to train pre-service Social Studies and Civic Education teachers. The CCMAS comprises 60 units of core courses in the cognate department, contributing to a total of 120 units for UTME entrants and 90 units for Direct Entry (DE) students to qualify for graduation. The remaining units are drawn from Faculty courses, General Studies (GST), and other teaching subject requirements.

Programme Philosophy

The philosophy of this programme is centred on promoting the study of Social Studies, Civic Education, and related subjects as academic disciplines, in response to the urgent need for qualified teachers to support the effective implementation of the National Policy on Education at the post-primary school level. It also seeks to develop pre-service teachers' competence to become active, responsible citizens. Through the study of history, politics, and human behaviour, students are expected to understand their societal roles, uphold democratic values, and apply knowledge and skills to address real-world community problems.

Programme Objectives

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

a. Expose the students to the various aspects of Education, Social Studies, civic education and the respective cognate subjects relevant to their preparation as post-primary school teachers;
b. Provide learning experiences which will enable students to be able to teach national values and civic education in Nigerian post-primary schools;
c. Produce students who are conversant with their physical, political and social environment, human activities and their interrelations;

d. Equip students with necessary skills, competencies, intellectual and moral training for a career as teachers; and
e. Prepare the graduates to assume responsibilities and leadership roles in ministries, education agencies and private education establishments

Employability Skills

a. Career as classroom teacher for Social Studies and Civic Education;
b. Establish and run a private school;
c. Conflict resolution consultant; and
d. Social worker.

21st Century Skills

The 21st century skills to be acquired by the graduates include:

a. Problem solving skills;
b. Conflict resolution skills
c. Team work;
d. Cooperation and collaboration;
e. Interpersonal communication
f. Civic responsibility
g. Global awareness; and
h. Creativity and innovation.

Unique Features of the Programme

Uniqueness of the programme include:

a. Being a compound programme capable of producing teachers for both civic education and social studies
b. Developing global awareness and participation
c. Developing value-oriented tools aimed at fostering national unity, moral discipline and strong democratic participation; and
d. Inculcation of democratic and civic values for National integration.

Admission and Graduation Requirements

Admission Requirements

Direct Entry Admission for the 2 Year Dual Mandate Programme

Candidates must possess, in addition to the O'Level requirements – National Certificate in Education (NCE) certificate and must have graduated with the required CGPA for the BA programme as approved by the NUC and NCCE.

Graduation Requirements

To qualify for the award of B.A. degree, a prospective candidate should:

1. Complete and pass a minimum of academic credit units as agreed upon by the NUC and NCCE.
2. Satisfy all academic requirements as stipulated by the NUC and NCCE.
3. Attain the minimum Cumulative Grade Point Average (CGPA) of 70 units or as prescribed by the Senate of the awarding institution in accordance with NUC and NCCE regulations under the Dual Mandate Programme.

Global Course Structure

Degree Course Distribution (400–500 Level)

Degree 400 Level: First Semester

Course Code	Course Title	Credit unit	Status	Lecture Hours	Practical Hours
GSE 412	Peace and Conflict Resolution	2	C	30	
ESS 411	Politics, Power and Government in Nigeria	2	C	30	-
ESS 412	Population and Economic Development in Nigeria	2	C	30	-
ESS 415	Emerging Social Issues as Priorities and Contents in Civic and Social Studies Education	2	C	30	-
ESS 416	Introduction to Democracy	2	C	30	-
ESS 417	History of World Democracy	2	C	30	-
ESS 418	Citizenship and Human Rights Education	2	R	30	-
ESS 419	Marriage and Kingship	2	R	30	
ESS 420	Social Entrepreneurship	2	C	30	
Total Credits		**18**			

Degree 400 Level: Second Semester

Course Code	Course Title	Credit unit	Status	Lecture Hours	Practical Hours
EDU 402	Educational Measurements, Tests, Research Methods and Statistics	3	C	45	
ENT 412	Venture Creation	2	C	30	30
ESS 421	Social Studies and Civic Education and Theories of Nation Building	2	C	30	
ESS 422	Teaching Methods in Civic and Social Studies Education	2	C	30	
ESS 423	Creating and Managing Resource Room for Civic and Social Studies Education	2	C	30	-
ESS 424	Global Citizenship	2	C	30	-
ESS 425	Financial Literacy, Institutions and Education Financing	3	C	30	45

Course Code	Course Title	Credit unit	Status	Lecture Hours	Practical Hours
ESS 426	Environmental Change and Environmental Education	3	C	45	30
ESS 427	Social Life and Party Politics in Nigeria	3	C	45	-
ESS 428	Digital Citizenship and Computer Application in Social Studies and Civic Education	3	R	45	45
ESS 429	Social Studies Education, Problems and Prospects of Nation Building	2	R	30	-
Total Credits		**27**			

Degree 500 Level: First Semester

Course Code	Course Title	Credit Units	Status	Lecture Hours	Practical Hours
EDU 501	Teaching Practicum	6	C	-	90
Total		**6**			

Degree 500 Level: Second Semester

Course Code	Course Title	Credit Units	Status	Lecture Hours	Practical Hours
EDU 500	Research Project	3	C	-	45
ESS 521	Nigeria in International Organisations	2	C	30	
ESS 522	Field Trip and Long Essay	3	C	15	-
ESS 523	Challenges and Prospects of Teaching Civic Education in Secondary Schools	2	C	30	-
ESS 524	Global Development Agenda	2	C	30	-
ESS 525	Democracy in Nigeria	2	C	30	-
ESS 526	Values of Science, Technology and Artificial Intelligence Education	3	R	30	-
ESS 527	Socio-Economic Activities in Nigeria	2	C	30	-
Total Credits		**19**			

Degree Course Descriptions (400–500 Level)

ESS 411 Politics, Power and Government in Nigeria

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course provides a foundational study of politics, power and government as central institutions for organising social life, maintaining order and directing collective development. It examines the meaning and constituents of social order, the nature of the state and government, the sources and exercise of political power, and the relationship between authority, legitimacy and obedience and the major forms, origins, characteristics, functions and organs of government, as well as key theories of government, particularly the evolutionary, divine and social contract theories.

The course applies these concepts and theories to Nigeria. It considers constitutional government, the structure and functions of political institutions, civil military relations, political participation and the place of leadership in national development. Particular attention is given to the features, achievements and problems of military government, the transition to democratic governance and continuing challenges of nation building. The course uses Nigerian political experiences and primary civic documents to develop analytical, ethical and participatory understanding of government.

RELEVANCE STATEMENT

Politics and government shape the distribution of public resources, protection of rights, maintenance of order and the capacity of citizens to influence decisions that affect their lives. For students of Social Studies and Civic Education, a sound understanding of political power, governmental institutions and constitutional processes is essential for teaching responsible citizenship and for interpreting contemporary governance issues in Nigeria.

The course therefore strengthens civic literacy, democratic values, critical inquiry and reasoned public dialogue. It enables students to evaluate political claims with evidence, distinguish legitimate authority from arbitrary power, understand Nigeria’s civil military experience and recognise the roles of the legislature, executive, judiciary, political parties, electoral institutions, civil society and citizens in sustaining democracy. It also prepares

prospective teachers and civic educators to promote rule of law, accountability, inclusion, peaceful participation and national cohesion in schools and communities.

COURSE OBJECTIVES

The objectives of the course are to:

1. Explain the concepts and interrelationships of social order, politics, power, the state and government.
2. Examine forms, origins, characteristics, functions and organs of government, including the major theories of government.
3. Analyse the sources, exercise and legitimacy of political power within constitutional and institutional arrangements.
4. Assess the application of theories of government, civil military relations and the achievements and problems of military rule in Nigeria.
5. Evaluate the role of political institutions, citizen participation and accountable governance in sustaining social order and nation building in Nigeria.

LEARNING OUTCOMES

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

1. Explain the constituents of social order and the relationships among politics, power, the state and government.
2. Distinguish major forms of government and explain the origin, characteristics, functions and organs of government.
3. Analyse the evolutionary, divine and social contract theories of government and relate them to the Nigerian context.
4. Assess the sources and legitimacy of political power, civil military relations and the record of military government in Nigeria.
5. Propose evidence based civic responses for strengthening political institutions, participation, social order and nation building in Nigeria.

COURSE CONTENT

- Concepts and relationships of politics
- Power
- The state and government
- The origin
- Characteristics

- Functions
- Organs and forms of government
- And the evolutionary
- Divine and social contract theories of government
- Political power
- Authority
- Legitimacy
- Sovereignty and the rule of law
- The structure and roles of the legislature
- Executive
- Judiciary
- Political parties
- Elections
- Civil service
- Local government
- Civil society and the media
- And citizenship
- Political culture and participation
- Application of theories of government to Nigeria
- Civil military relations
- The features
- Achievements and problems of military government
- Democratic governance
- Nation building and the role of political institutions in sustaining social order

CATEGORY	DETAILS
Core Competencies	• Political literacy • Conceptual analysis • Classification and comparison of forms of government • Application of political theories Evidence based argument Civic communication • Civic participation
Core Values	• Respect for law and diversity • Tolerance • Equity • Patriotism • Peaceful coexistence
Pedagogical Approaches	• Concept mapping • Think-pair-share • Group discussion • Debate • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching)
Learning Resources	• Scholarly texts • Charts of federal, state and local government • National Assembly resources • Government archival materials • Digital library databases • Newspaper archives • INEC voter education materials
Assessment Methods	• Concept quiz • Group presentation • Position paper • Seminar presentation • Essay performance • Final examination

REFERENCES AND FURTHER READING

Constitution of the Federal Republic of Nigeria, 1999 (as altered through the Fifth) Alteration Acts, 2023).

Federal Republic of Nigeria. (2023). *Constitution of the Federal Republic of Nigeria*,

1999: Updated with the first, second, third, fourth and fifth alterations.

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International Institute for Democracy and Electoral Assistance. (2023). *The global state of democracy 2023: The new checks and balances*.

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ESS 412 Population and Economic Development

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

Population and Economic Development in Nigeria is a core course designed for students in the B.Ed. Social and Citizenship Education programme. The course introduces learners to the basic concepts of population studies including fertility mortality migration and population distribution and examines how these demographic factors interact with economic growth and development in Nigeria. It explores the size structure and distribution of Nigeria's population and shows how population trends affect labour supply savings investment resource use and national planning. Learners are guided to appreciate

the link between population dynamics and sustainable development and are prepared to teach these concepts effectively at the basic and post primary levels.

Philosophy

The philosophy of this course rests on the belief that informed citizenship requires an understanding of how population trends shape and are shaped by economic development. It holds that learners grow into responsible and productive members of society when they understand demographic patterns appreciate the implications of population growth for national resources and apply knowledge and skills to support sustainable planning. The course therefore combines demographic and economic content with practical data interpretation so that pre service teachers develop both a sound understanding of population and development issues and the professional competence needed to guide learners toward informed responsible and forward looking citizenship in Nigeria.

COURSE OBJECTIVES

The course objectives are:

1. Introduce learners to the basic concepts and theories of population and economic development.
2. Examine the size structure and distribution of Nigeria’s population.
3. Analyse the relationship between population growth and economic development in Nigeria.
4. Equip learners with the skills to interpret population and economic data for planning purposes.
5. Prepare learners to apply appropriate pedagogical approaches in teaching population and economic development concepts at the basic and post primary levels.
6. Foster in learners an appreciation of sustainable development and responsible resource use.

LEARNING OUTCOMES

1. Explain the basic concepts and theories relating population to economic development.
2. Describe the size structure and distribution of Nigeria’s population.
3. Analyse how population growth affects labour supply savings and economic development in Nigeria.
4. Interpret population and economic data using simple statistical and graphical tools.

5. Apply appropriate teaching methods and resources in delivering lessons on population and economic development.
6. Demonstrate commitment to sustainable development and responsible resource management.

COURSE CONTENT

- The meaning
- Nature and scope of population studies and introduces key demographic concepts such as fertility mortality migration and age structure
- It examines the size growth rate and distribution of Nigeria's population together with the factors that influence these patterns including urbanisation and rural to urban migration
- Learners explore the relationship between population growth and economic development focusing on labour supply savings and investment employment poverty and national resource planning and are introduced to relevant national population and development policies
- The course also addresses methods of interpreting population and economic data and covers appropriate teaching methods learning resources and assessment strategies for delivering the subject at the basic and post primary levels

CATEGORY	DETAILS
Core Competencies	• Ability to explain basic concepts and theories relating population to economic development • Skill in describing the size structure and distribution of Nigeria's population • Capacity to analyse how population growth affects labour supply savings and economic development in Nigeria • Ability to interpret population and economic data using simple statistical and graphical tools • Skill in applying population and development concepts to classroom teaching at the basic and post primary levels
Core Values	• Responsible family life and reproductive decision making • Respect for human life and human dignity • Commitment to sustainable development and resource conservation • Social responsibility and concern for community welfare • Honesty and objectivity in the use of data and statistics

CATEGORY	DETAILS
Pedagogical Approaches	• Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching data analysis and statistical interpretation exercises • Case study of population trends in selected Nigerian states • Field trips to relevant government and planning agencies • Use of charts graphs and population pyramids in teaching
Learning Resources	• Approved textbooks on population studies and economic development • National population census and survey reports • Government policy documents on population and development • Newspapers, journals and current economic reports • Computer and internet based demographic and economic data resources
Assessment Methods	• Continuous assessment through class tests and assignment • Group project work analysing local population data • Written examinations covering knowledge and application • Interpretation exercises using population and economic statistics • Portfolio assessment of learner reports and data projects

REFERENCES AND FURTHER READING

Federal Republic of Nigeria. (2013). *National policy on education (6th ed.)*. NERDC.

National Commission for Colleges of Education. (2020). *Nigeria Certificate in Education minimum standards for social sciences education*. NCCE.

National Population Commission. (2022). *National policy on population for sustainable development*. Federal Government of Nigeria.

Todaro, M. P., & Smith, S. C. (2020). *Economic development (13th ed.)*. Pearson.

Weeks, J. R., & Lopez Carr, D. (2021). *Population: An introduction to concepts and issues (13th ed.)*. Cengage Learning.

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ESS 415 Emerging Social Issues as Priorities and Contents in Civic and Social Studies Education

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course examines emerging social issues that shape contemporary life and their implications for Civic and Social Studies Education. It introduces students to the meaning, nature, characteristics, sources and changing patterns of emerging social issues at local, national, regional and global levels. The course analyses the social, economic, political, cultural, technological and environmental conditions that give rise to contemporary challenges.

Students will examine how such issues affect citizenship, democratic participation, social cohesion, peace, human development and national security. They will also learn criteria for selecting and prioritising emerging social issues as curriculum content. Through inquiry, dialogue, case study, project work, service learning and civic action, students will develop the capacity to design appropriate learning experiences, resources and assessment tasks for Civic and Social Studies classrooms.

RELEVANCE STATEMENT

Emerging social issues influence the well-being, rights, responsibilities and life chances of learners and communities. Civic and Social Studies Education must therefore remain responsive to current realities and equip learners with the knowledge, skills, values and dispositions needed to understand and address them. The course is especially relevant to Nigerian schools and communities because it supports informed engagement with poverty, insecurity, climate related risks, health challenges, misinformation, digital harms, corruption, exclusion and threats to national cohesion.

COURSE OBJECTIVES

The objectives of the course are:

1. Explain the meaning, characteristics, sources and changing nature of emerging social issues in local, national, regional and global contexts.
2. Analyse social, economic, political, cultural, technological and environmental factors that produce and sustain emerging social issues.
3. Evaluate the effects of selected emerging social issues on citizenship, democratic participation, peace, social cohesion, human development and national security.

4. Apply sound criteria for identifying, selecting and prioritising emerging social issues for Civic and Social Studies curriculum content.
5. Design inclusive learner centred learning activities, teaching resources and assessment tasks for selected emerging social issues.
6. Propose informed, ethical, evidence based and sustainable civic responses to emerging social issues in schools and communities.

LEARNING OUTCOMES

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

1. Explain the meaning, characteristics, sources and changing patterns of emerging social issues at local, national, regional and global levels.
2. Analyse the social, economic, political, cultural, technological and environmental factors that give rise to and sustain contemporary social challenges.
3. Evaluate the effects of selected emerging social issues on citizenship, democratic participation, social cohesion, peace, human development and national security.
4. Apply established criteria to identify, select and prioritise emerging social issues as content for the Civic and Social Studies curriculum.
5. Design inclusive, learner-centred learning experiences, instructional resources and assessment tasks that address selected emerging social issues in the classroom.
6. Propose ethical, evidence-based and sustainable civic responses and actions to emerging social issues affecting schools and communities, particularly within the Nigerian context.

COURSE CONTENT

- Meaning
- Nature
- Characteristics
- Sources and changing patterns of emerging social issues at local
- National
- Regional and global levels
- The social
- Economic
- Political
- Cultural

- Technological and environmental conditions that give rise to contemporary challenges
- The effects of emerging social issues on citizenship
- Democratic participation
- Social cohesion
- Peace
- Human development and national security
- Criteria for selecting and prioritising emerging social issues as curriculum content for Civic and Social Studies Education
- The design of inclusive
- Learner centred learning experiences
- Resources and assessment tasks for teaching emerging social issues
- And the use of inquiry
- Dialogue
- Case study
- Project work
- Service learning and civic action as approaches for developing informed
- Ethical and sustainable civic responses to emerging social issues in schools and communities

CATEGORY	DETAILS
Core Competencies	• Critical thinking • Problem solving • Communication and collaboration • Civic literacy • Digital and media literacy
Core Values	• Responsibility • Integrity • Empathy • Tolerance • Safe digital citizenship

CATEGORY	DETAILS
Pedagogical Approaches	• Guided inquiry • Structured discussion • Dialogue debate • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching problem-based learning
Learning Resources	• Textbooks • National Basic Education Curriculum • Newspaper reports • Podcasts and video clips • Internet enabled devices • Credible websites
Assessment Methods	• Short answer test • Analytical essay • Reflective journal • Civic action plan • Project report and oral presentation • Media verification task and digital safety quiz

REFERENCES AND FURTHER READING

Federal Republic of Nigeria. (2023). *Constitution of the Federal Republic of Nigeria* 1999 as amended. Abuja. Federal Government Printer.

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ESS 416 Introduction to Democracy

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

ESS 416 introduces undergraduate students to the meaning, evolution and practice of democracy as a system of government and a way of life. The course traces the historical origins and development of democratic thought, compares democracy with other forms of government, and examines the values, principles and institutions that sustain democratic governance. Students explore how citizenship, elections, political parties, the rule of law, human rights, checks and balances, civil society and the media function within a democratic system, and how these elements combine to promote accountability, participation and national development.

The course content covers the meaning and concept of democracy, the historical origins and evolution of democratic thought, theories and models of democracy, types and forms of democracy, democracy compared with other forms of government, the core values and principles of democracy, citizenship and civic participation in a democracy, elections and electoral systems, political parties and the party system, the rule of law and constitutionalism, separation of powers and checks and balances, human rights and civil liberties, the legislature, the executive and the judiciary as democratic institutions, and other topics relevant to national development in Nigeria and other developing countries.

RELEVANCE STATEMENT

Introduction to Democracy is central to producing graduates who can participate meaningfully in the democratic life of their country and engage confidently with democratic processes elsewhere in the world. As young Nigerians increasingly question the value of voting, the fairness of elections and the accountability of leaders, students who understand

how democratic institutions are supposed to work are better equipped to hold those institutions to account and to contribute constructively to reform.

The course is also relevant because democracy is not a fixed achievement but a practice that must be renewed by each generation of citizens. By grounding students in the values, institutions and challenges of democratic governance, ESS 416 prepares graduates to act as informed voters, responsible leaders and active defenders of constitutional government in Nigeria and beyond.

COURSE OBJECTIVES

The objectives of the course are:

1. Explain the meaning, origin and evolution of democracy as a system of government.
2. Compare democracy with other forms of government such as monarchy, oligarchy and authoritarian rule.
3. Examine the core values and principles that underpin democratic governance, including equality, freedom, participation and the rule of law.
4. Analyse the structure and function of democratic institutions such as the legislature, the executive, the judiciary, political parties and electoral bodies.
5. Evaluate the roles of citizenship, elections, civil society and the media in sustaining democratic participation and accountability.
6. Assess the challenges facing democratic consolidation in Nigeria and other developing countries and propose ways of strengthening democratic practice.

LEARNING OUTCOMES

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

1. Define democracy and trace its historical development from ancient to modern times.
2. Distinguish democratic systems from non-democratic systems using clear criteria.
3. Identify and explain the core values and principles of democracy.
4. Describe the roles of major democratic institutions and how they interact with one another.
5. Assess how citizen participation, elections, civil society and the media strengthen or weaken democracy.
6. Discuss the challenges to democratic consolidation and suggest realistic strategies for democratic strengthening.

COURSE CONTENT

- Introduction to Democracy
- Covers the meaning and concept of democracy
- The historical origins and evolution of democratic thought
- Theories and models of democracy
- Types and forms of democracy
- Democracy compared with other forms of government
- The core values and principles of democracy
- Citizenship and civic participation in a democracy
- Elections and electoral systems
- Political parties and the party system
- The rule of law and constitutionalism
- Separation of powers and checks and balances
- Human rights and civil liberties
- The legislature
- The executive and the judiciary as democratic institutions
- Civil society and the media in democratic governance
- Good governance and accountability
- Challenges to democratic consolidation such as corruption
- Electoral malpractice and political apathy
- Democracy and national development in Nigeria and other developing countries
- And global trends and prospects for democracy in the twenty first century

CATEGORY	DETAILS
Core Competencies	• Analysis of democratic institutions and separation of powers • Evaluation of citizenship, electoral systems and political parties • Appraisal of human rights, civil liberties and civil society roles • Assessment of good governance, accountability and the role of the media • Analysis of challenges to democratic consolidation and strategies for strengthening democracy

CATEGORY	DETAILS
Core Values	• Critical thinking • Respect for the rule of law • Civic responsibility • Active participation • Respect for human dignity and diversity
Pedagogical Approaches	• Interactive lecture • Guided discussion • Case study analysis • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching cooperative group project work
Learning Resources	• Prescribed textbooks on democratic theory • National Basic Education Curriculum • Independent National Electoral Commission publications • Human rights commission reports and multimedia resources • News reports and governance publications
Assessment Methods	• Continuous assessment tests • Individual term paper • Oral presentation • Group project and presentation • End of semester written examination

REFERENCES AND FURTHER READING

Obiagu, A. N., Machine, C. U., and Ndubuisi, N. F. (2023). Students' attitudes towards political participation and democratic values in Nigeria, critical democracy education implications. *Canadian Journal of Family and Youth*, 15(1), p. 14.

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Held, D. (2006). *Models of Democracy (3rd ed.)*. Polity Press.

ESS 417 History of World Democracy

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

ESS 417 traces the long historical journey of democracy from its origin in ancient Athens to its present form across the modern world. The course examines how early democratic practices in Greek city states and republican Rome gave way to medieval assemblies and early parliamentary traditions, and how landmark developments such as the Magna Carta, the Renaissance and the Enlightenment gradually limited absolute power and revived democratic thinking in Europe.

The course content covers the origin and meaning of democracy in ancient Athens, democratic practices in ancient Greek city states, republicanism in ancient Rome, medieval assemblies and early parliamentary traditions, the Magna Carta and the limitation of monarchical power, the Renaissance and the revival of classical political ideas, the age of Enlightenment and social contract theory, the English Civil War and the Glorious Revolution, the American Revolution and the founding of constitutional democracy, the French decolonisation and the emergence of democracy in Africa and Asia, the history and evolution of democracy in Nigeria, and contemporary global trends and challenges facing democracy today.

RELEVANCE STATEMENT

Understanding where democracy comes from helps students make sense of why it looks the way it does today and why it continues to face recurring pressures. A student who knows how Athenian citizens practised direct rule, how the Magna Carta first restrained a monarch, and how revolutions in England, America and France reshaped political authority is far better placed to evaluate current debates about representation, rights and reform.

ESS 417 is also relevant because Nigeria and many other nations inherited their democratic institutions from long global struggles over power, suffrage and self rule. By situating Nigeria's own democratic history within this wider world history, the course

equips students to appreciate both the achievements and the unfinished work of democratic government, and to approach current challenges to democracy with historical perspective rather than short term reaction.

COURSE OBJECTIVES

The course objectives are:

1. Trace the origin and evolution of democracy from ancient Athens through Greek city states, republican Rome and medieval assemblies.
2. Examine how the Magna Carta, the Renaissance and the Enlightenment limited monarchical power and revived democratic ideas.
3. Analyse the English Civil War, the American Revolution and the French Revolution as turning points in the rise of constitutional democracy.
4. Evaluate the expansion of suffrage and the growth of representative and parliamentary democracy from the nineteenth century onward.
5. Assess the impact of totalitarianism, the world wars and decolonisation on the spread and interruption of democracy across the world.
6. Discuss the historical evolution of democracy in Nigeria and appraise contemporary global trends and challenges facing democracy today.

LEARNING OUTCOMES

At the end of the course students should be to:

1. Describe how early democratic and republican practices developed in the ancient and medieval world.
2. Explain the contribution of these historical developments to modern democratic thought.
3. Compare these revolutions and assess their lasting influence on democratic government.
4. Explain how the right to vote and representative institutions widened over time.
5. Discuss how these global events shaped democratic and undemocratic government in different regions.
6. Relate Nigeria’s democratic history to global patterns and evaluate present day challenges to democracy.

COURSE CONTENT

- The origin and meaning of democracy in ancient Athens

- Democratic practices in ancient Greek city states
- Republicanism in ancient Rome
- Medieval assemblies and early parliamentary traditions
- The Magna Carta and the limitation of monarchical power
- The Renaissance and the revival of classical political ideas
- The age of Enlightenment and social contract theory
- The English Civil War and the Glorious Revolution
- The American Revolution and the founding of constitutional democracy
- The French Revolution and the spread of democratic ideals
- The expansion of suffrage and the struggle for political inclusion
- The rise of representative and parliamentary democracy in the nineteenth century
- The impact of industrialisation and social movements on democratic reform
- The challenges of totalitarianism and the world wars on democracy
- Decolonisation and the emergence of democracy in Africa and Asia
- The history and evolution of democracy in Nigeria
- And contemporary global trends and challenges facing democracy today

CATEGORY	DETAILS
Core Competencies	• Description of early democratic and republican practice in ancient and medieval societies • Explanation of how key historical documents and movements limited absolute power • Comparison of major revolutions and their contribution to constitutional democracy • Explanation of the expansion of suffrage and representative government • Discussion of the effects of totalitarianism, world wars and decolonisation on democracy
Core Values	• Respect for historical evidence • Appreciation of civic struggle and reform • Commitment to equality and inclusion • Vigilance against tyranny • Commitment to peace

CATEGORY	DETAILS
Pedagogical Approaches	• Guided discussion • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching case study analysis • Debate • Group project work
Learning Resources	• Prescribed textbooks on classical and medieval political history • Historical documents and extracts from the Magna Carta and Enlightenment writings • National Basic Education Curriculum • Electoral history records and suffrage movement archives • Historical records on world wars and decolonisation movements
Assessment Methods	• Continuous assessment tests • Source analysis assignment • Individual term paper • Group project and presentation • End of semester written examination

REFERENCES AND FURTHER READING

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ESS 418 Citizenship and Human Rights Education

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** R | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

The meaning, foundations and practice of citizenship and human rights education, with emphasis on Nigerian society; the relationship between the citizen and the state; the Nigerian Constitution, democratic governance, fundamental rights and civic duties; the rule of law, equality and social justice; gender and disability inclusion; child rights; peaceful conflict resolution; environmental responsibility; digital citizenship and community participation; and the critical examination of contemporary rights issues through case studies, legal and policy texts, dialogue, simulations, reflective activities and community based learning, treating citizenship not merely as legal membership of a country but as active, ethical and informed participation in public life.

RELEVANCE STATEMENT

Democratic governance, social cohesion and sustainable development depend on citizens who understand their rights, respect the rights of others and fulfil their civic duties. In Nigeria's diverse social setting, it equips students to address intolerance, discrimination, corruption, violence, misinformation, exclusion and weak public accountability through lawful, peaceful and evidence informed action. It also supports the development of values that are central to higher education and national development, including human dignity, justice, inclusion, respect for the rule of law, dialogue, service and responsible leadership. Current global guidance also stresses embedding peace, human rights and citizenship education across education systems and strengthening teacher preparation for these areas.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the concepts, principles and purposes of citizenship and human rights education.
2. Examine the constitutional, national, African and international foundations of human rights.
3. Analyse the rights, duties and responsibilities of citizens in a democratic society.
4. Apply principles of democracy, rule of law, equality, justice and accountability to civic issues.

5. Demonstrate peaceful approaches to conflict prevention, dialogue, mediation and social cohesion.
6. Design responsible civic, digital and community actions that promote rights, inclusion and public good.

LEARNING OUTCOMES

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

1. Define citizenship, human rights, civic responsibility, democracy, rule of law and social justice using appropriate concepts
2. Identify relevant provisions of the Constitution of the Federal Republic of Nigeria, the Universal Declaration of Human Rights and the African Charter on Human and Peoples' Rights
3. Distinguish between rights, privileges, freedoms, duties and responsibilities in practical civic situations
4. Critically evaluate selected human rights and citizenship issues affecting individuals, groups and communities in Nigeria
5. Use dialogue, negotiation and evidence based reasoning to propose peaceful solutions to civic and rights related conflicts
6. Produce an individual or group civic action project that promotes inclusion, accountability, human dignity or community wellbeing

COURSE CONTENT

- The meaning, scope and objectives of citizenship education
- The concept, characteristics and categories of citizenship
- Citizenship acquisition
- Nationality and identity in Nigeria
- Topic four discusses the meaning, nature, universality and indivisibility of human rights
- Historical development of human rights from natural rights traditions to contemporary global standards
- Universal Declaration of Human Rights and its relevance to everyday life
- The African Charter on Human and Peoples' Rights and African perspectives on rights and duties
- The Constitution of the Federal Republic of Nigeria and fundamental rights provisions
- Civic duties, responsibilities, patriotism and national loyalty

- Topic ten explores democracy, popular participation, representation and accountable governance
- The rule of law, access to justice, due process and the role of public institutions
- Equality, non-discrimination, gender equity and disability inclusion
- Child rights
- Family responsibilities, peace education
- Conflict analysis
- Dialogue, mediation and reconciliation
- Examines corruption, ethical citizenship, transparency and public accountability
- Digital citizenship
- Media literacy
- Privacy
- Online safety
- Responsible freedom of expression
- Citizenship and rights learning through service
- Community participation
- Environmental responsibility and civic action projects

CATEGORY	DETAILS
Core Competencies	• Civic literacy • Human rights literacy • Democratic participation and deliberation • Peacebuilding • Digital citizenship and media literacy
Core Values	• Patriotism • Accountability • Empath • Tolerance • Cooperation

CATEGORY	DETAILS
Pedagogical Approaches	• Case based learning, ethical dilemma • Think pair share • Structured debate • Mock legislature • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching)
Learning Resources	• Constitution of the Federal Republic of Nigeria 1999 as altered, simplified human rights texts, course handbook • Universal Declaration of Human Rights, African Charter on Human and Peoples' Rights • Nigerian Human Rights Commission materials • Election and legislative materials • National Basic Education Curriculum • Selected online civic resources
Assessment Methods	• Short quizzes • Position paper, and oral presentation • Peer assessment • Simulation performance assessment • Policy brief, learning portfolio

REFERENCES AND FURTHER READING

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ESS 419 Marriage and Kinship

LEVEL 400 Level | **SEMESTER** First Semester | **CREDIT UNITS** 2 | **STATUS** Required course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course titled Marriage and Kinship introduces learners to the study of marriage and kinship as fundamental social institutions that organise family life, descent, inheritance and social relationships within human societies, with particular attention to Nigerian and African contexts. It examines the meaning, types and functions of marriage, the principles of mate selection, marriage rites and customs, polygamy and monogamy, descent systems, kinship terminology, extended family networks and the roles kinship groups play in social, economic and political life

RELEVANCE STATEMENT

The course is highly relevant because marriage and kinship remain central to social organisation, identity formation, economic cooperation and community solidarity in Nigeria, and understanding these institutions equips learners with the sociological and anthropological insight needed to analyse contemporary changes in family life, address challenges facing marriage and family stability and appreciate the cultural diversity of kinship practices across Nigerian and African societies.

COURSE OBJECTIVES

The Course Objectives Are

1. Understand the concept, meaning and functions of marriage and kinship in society.
2. Examine the types and forms of marriage practised in Nigeria and other African societies.

3. Explore the processes of mate selection, courtship and marriage rites in different cultures.
4. Analyse descent systems, kinship terminology and patterns of kinship organisation.
5. Assess the roles of the extended family and kinship networks in social, economic and political life.
6. Investigate contemporary challenges and changes affecting marriage and kinship institutions in Nigeria.

LEARNING OUTCOMES

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

1. Explain the concept, meaning and functions of marriage and kinship in society.
2. Describe the various types and forms of marriage practised in Nigeria and other African societies.
3. Discuss the processes of mate selection, courtship and marriage rites in different cultures.
4. Analyse descent systems, kinship terminologies and patterns of kinship organisation.
5. Evaluate the roles of the extended family and kinship networks in social, economic and political life.
6. Identify and discuss contemporary challenges and changes affecting marriage and kinship institutions in Nigeria.

COURSE CONTENT

- The concept, meaning and scope of marriage and kinship as basic social institutions found in every human society
- Theories and perspectives applied in the study of marriage and kinship, types and forms of marriage, covering monogamy, polygamy, polygyny and polyandry as practised in different societies
- Marriage practices among major Nigerian ethnic groups such as the Igbo, Yoruba and Hausa
- Processes of mate selection and courtship, including parental arrangement, mutual choice and factors that influence partner choice
- Marriage rites, rituals and ceremonies, describing the stages and cultural meaning attached to traditional and religious weddings
- Divorce, separation and marital dissolution, examining causes, processes and social consequences within Nigerian society

- Descent systems, including patrilineal, matrilineal and bilateral patterns of tracing ancestry and group membership
- Kinship terminology and classification systems used to describe relationships among family and kin group members
- The nuclear and extended family systems
- Kinship roles, obligations and social networks and how they shape mutual support among relatives
- Kinship and inheritance patterns, including how property, titles and family assets are transferred across generations
- The influence of religion on marriage in Nigeria, comparing Christian, Islamic and traditional African marriage practices
- Contemporary trends and changes in marriage and family life arising from education, migration and modernisation
- And the challenges facing marriage and kinship institutions in modern Nigeria and possible ways of addressing them

CATEGORY	DETAILS
Core Competencies	• Understanding concepts and forms of marriage and kinship • Analysing marriage systems and family structures in Nigerian and African societies • Interpreting kinship terminologies • Examining marriage practices, rights, obligations and changing family roles • Evaluating the influence of religion, economy, education, urban-isation and technology on marriage and kinship
Core Values	• Respect for family diversity • Tolerance • Cultural sensitivity • Equity • Gender sensitivity

CATEGORY	DETAILS
Pedagogical Approaches	• Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching guided discussion • Concept mapping • Case study/ Scenario analysis • Role play
Learning Resources	• Course handbook, sociology and anthropology texts, kinship charts • Ethnographic accounts- local community narratives • Kinship diagrams, family trees, and visual charts • Marriage law extracts, policy documents • Documentary clips, census data, and online resources
Assessment Methods	• Short quizzes • Group presentation • Kinship chart exercise • Case analysis • Essay

REFERENCES AND FURTHER READING

Ohazurume, U. C., & Ottuh, P. O. O. (2025). Socio cultural and religious exploration of the marriage practices of Ohafia people in Abia State. *Jurnal Ilmu Sosiologi Dialektika Kontemporer, 13*(2).

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Ahamefule, I. C. (2025). *Entrepreneurship and regional development*. The role of family and extended family networks in Nigeria. Jurnal Ilmu Sosiologi Dialektika Kontemporer, 13(1).

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ESS 420 Social Entrepreneurship

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

The concepts, theories, processes and practices of social entrepreneurship; how individuals, groups, communities, civil society organisations and mission driven enterprises create innovative and financially sustainable solutions to social problems such as poverty, unemployment, inequality, poor access to education and health services, food insecurity, environmental degradation and exclusion; social opportunity identification, needs assessment and human centred design; social enterprise models and ethical leadership; resource mobilisation, marketing and finance; stakeholder partnerships and legal and governance considerations; social impact measurement; and, through local and international cases, practical exercises, reflective learning and project development, the design of a feasible social enterprise initiative that addresses a clearly defined community need.

RELEVANCE STATEMENT

The course is relevant because Nigeria and many other societies require practical, inclusive, and sustainable responses to persistent development challenges that cannot be resolved by government, business, or civil society acting independently. Social entrepreneurship enables students to apply creativity, entrepreneurial thinking, civic responsibility, and professional competence to generate both social value and sustainable income. It prepares graduates for self-employment, community development work, public service, non-governmental organisations, impact investment, education, health, agriculture, environmental action, and private sector social innovation. Its relevance is strengthened by the need for enterprises that improve access to markets, create decent work, include women and young people, and demonstrate measurable social outcomes.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the meaning, characteristics, principles, and scope of social entrepreneurship.
2. Distinguish social entrepreneurship from traditional entrepreneurship, charity, corporate social responsibility, and non-governmental organisation activities.
3. Identify and analyse social, economic, cultural, and environmental problems that can be addressed through social enterprise.

4. Apply creativity, design thinking, and opportunity recognition in developing socially beneficial and economically viable venture ideas.
5. Develop a basic social enterprise model that integrates mission, beneficiaries, value proposition, operations, financing, partnerships, and impact measurement.
6. Demonstrate ethical leadership, teamwork, communication, accountability, and commitment to sustainable community development.

LEARNING OUTCOMES

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

1. Define social entrepreneurship and accurately explain its major concepts, values, actors, and approaches.
2. Analyse a community problem using evidence from observation, stakeholder engagement, secondary data, and needs assessment tools.
3. Generate and evaluate social enterprise opportunities that are responsive to the needs of intended beneficiaries.
4. Prepare a social enterprise business model, including a value proposition, beneficiary profile, revenue strategy, cost estimate, and implementation plan.
5. Design a theory of change and simple monitoring framework with appropriate output, outcome, and impact indicators.
6. Present and defend a social enterprise proposal clearly, collaboratively, ethically, and persuasively before peers, community stakeholders, or potential partners.

COURSE CONTENT

- The concepts, theories, processes and practices of social entrepreneurship
- How individuals, groups, communities, civil society organisations and mission driven enterprises create innovative and financially sustainable solutions to social problems such as poverty, unemployment, inequality, poor access to education and health services, food insecurity, environmental degradation and exclusion
- Social opportunity identification, needs assessment and human centred design
- Social enterprise models and ethical leadership
- Resource mobilisation, marketing and finance
- Stakeholder partnerships and legal and governance considerations
- Social impact measurement

- And, through local and international cases, practical exercises, reflective learning and project development, the design of a feasible social enterprise initiative that addresses a clearly defined community need

CATEGORY	DETAILS
Core Competencies	• Social problem analysis • Financial literacy • Resource mobilisation • Partnership building • Digital engagement
Core Values	• Creativity • Integrity • Prudence and transparency • Collaboration • Accountability
Pedagogical Approaches	• Community problem mapping • Guided inquiry • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching role play • Team based project work
Learning Resources	• Needs assessment templates • Design thinking worksheets • Social business model canvas • Budget templates, and sample financial records and spreadsheets • Samples of partnership agreements
Assessment Methods	• Individual problem analysis • Concept note assessment • Reflective journal and case analysis • Social enterprise model and start up budget • Resource mobilisation plan and partnership map.

REFERENCES AND FURTHER READING

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ESS 421 Social Studies and Civic Education and Theories of Nation Building

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course examines Social Studies and Civic Education as foundations for self-reliance, responsible citizenship and nation building. It addresses development theories, social change, political and social institutions, diversity, values, technology, peacebuilding and practical responses to Nigeria's development challenges.

RELEVANCE STATEMENT

The course equips prospective Social Studies educators with the knowledge, values and civic skills needed to foster national cohesion, democratic participation, ethical leadership, peaceful coexistence and locally grounded development in Nigeria.

COURSE OBJECTIVES

The course objectives are:

1. Explain the concepts, principles, dimensions and indicators of self reliance and nation building in relation to individual, community and national development.
2. Discuss major theories of self-reliance and development and assess their relevance to Nigerian development.

3. Explain the meaning, agents, forms and effects of social change and alienation, and evaluate their implications for national development and social cohesion.
4. Examine the roles of social institutions in value formation, citizenship education, peaceful coexistence and nation building.
5. Analyse the roles of politics, political institutions, democratic governance, leadership, citizen participation, national unity, diversity and inclusion in nation building.
6. Evaluate the contributions and ethical challenges of values, science, technology, innovation and digital communication to self reliance, civic participation and national development.
7. Apply peace education, dialogue, tolerance, conflict prevention, mediation, reconciliation, human rights and responsible citizenship in proposing solutions to nation building challenges in Nigeria.

LEARNING OUTCOMES

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

1. Explain the concepts, principles, dimensions, and indicators of self-reliance and nation building in relation to individual, community, and national development.
2. Discuss major theories of self-reliance and development and assess their relevance to Nigerian development.
3. Analyse the prospects and constraints of self-reliance in Nigeria, with reference to leadership, citizens' attitudes, education, infrastructure, governance, politics, and economic dependence.
4. Explain the meaning, agents, forms, and effects of social change and alienation, and evaluate their implications for national development and social cohesion.
5. Examine the roles of religion, family, schools, media, traditional institutions, civil society, and other social institutions in value formation, in nation building.
6. Analyse the roles of politics, political institutions, democratic governance, leadership, citizen participation, national unity, diversity, and inclusion in nation building.
7. Evaluate the contributions and ethical challenges of values, science, technology, innovation, and digital communication to self-reliance, civic participation, and national development.
8. Apply principles of peace education, and responsible citizenship in proposing solutions to challenges of nation building in Nigeria.

COURSE CONTENT

- Meaning and scope of Social Studies
- Civic Education and nation building
- Self-reliance
- Development theories
- Indigenous knowledge
- Entrepreneurship
- Local production
- Innovation and the digital economy
- Constraints to self-reliance in Nigeria
- Social change
- Modernisation
- Globalisation
- Migration and alienation
- Social institutions
- Moral formation and social integration
- Politics
- Governance
- Citizenship
- National identity
- Diversity and inclusion
- Values
- Ethical leadership
- Science
- Technology
- Digital citizenship
- Peace education and sustainable nation building

CATEGORY	DETAILS
Core Competencies	• Critical analysis • Problem solving • Communication • Civic literacy • Ethical leadership and decision making
Core Values	• Patriotism • Integrity • Hard work • Creativity • Social responsibility
Pedagogical Approaches	• Concept mapping initiative • Group inquiry • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching media content analysis • Interviews with community stakeholders
Learning Resources	• National Curriculum for Basic Education • News reports and statistical briefs • Community leaders and civil society actors • Print and digital media materials • Short documentaries
Assessment Methods	• Short quiz Mid semester test • Group presentation • Peer assessment Problem solution brief • Oral presentation

REFERENCES AND FURTHER READING

Possible Local and International References

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ESS 422 Teaching Methods in Civic and Social Studies Education

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

CREDIT STATUS Core Course

COURSE OVERVIEW

This course develops the professional knowledge and practical skills required for effective teaching of Civic Education, Social Studies and National Values in basic and senior secondary schools. It examines curriculum philosophy, aims, themes and learning expectations, learner characteristics and classroom context, learner centred methods, lesson planning, instructional resources, lesson delivery and assessment. Students apply discussion, inquiry, cooperative learning, role play, debate, simulation, case study, project work and community based learning to design inclusive lessons, develop relevant resources and assess cognitive, affective and psychomotor learning outcomes.

RELEVANCE STATEMENT

Teaching Methods in Civic and Social Studies Education is relevant because teachers need strong pedagogical competence to translate curriculum intentions into meaningful learning experiences that promote citizenship, national values, democratic participation, peace, rights, responsibilities and national development. The course enables student teachers to select methods that respond to learner diversity and classroom realities, prepare coherent lessons, use print, community, audiovisual and digital resources, and assess knowledge, values, skills and participation fairly. It supports national curriculum implementation and aligns with global citizenship education, which emphasises critical inquiry, respect for diversity, ethical responsibility and active engagement with local and global issues.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the philosophy, aims, themes and expected learning outcomes of Civic Education, Social Studies and National Values curricula at basic and senior secondary levels.
2. Analyse the nature, scope, content, learner characteristics and classroom conditions that shape effective teaching of Civic Education and Social Studies.
3. Select and apply suitable learner centred methods and strategies for teaching Civic Education, Social Studies and National Values in diverse classroom contexts.

4. Prepare and present coherent lesson plans that align objectives, content, learning activities, instructional resources and assessment procedures.
5. Develop and utilise appropriate print, community based, audiovisual and digital resources that promote active learner participation.
6. Design and apply valid assessment techniques for measuring cognitive, affective and psychomotor learning outcomes and for giving constructive feedback.

LEARNING OUTCOMES

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

1. Explain the philosophy, aims, themes and learning expectations of Civic Education, Social Studies and National Values curricula at basic and senior secondary levels
2. Analyse the scope, content, learner characteristics and pedagogical requirements of Civic Education and Social Studies for effective classroom practice
3. Select and apply learner centred methods, techniques and strategies for diverse Civic Education, Social Studies and National Values lessons
4. Prepare and present coherent lesson plans using appropriate objectives, learning activities, instructional resources and assessment procedures
5. Develop and use relevant print, community based, audiovisual and digital instructional resources to improve learner participation
6. Design and apply assessment techniques for cognitive, affective and psychomotor learning outcomes

COURSE CONTENT

- Nature, scope and importance of Civic Education
- Social Studies and National Values Education;
  Curriculum philosophy
- Aims
- Themes
- Learning outcomes and the teacher role in curriculum implementation
- Citizenship
- National values
- Rights
- Duties
- Democracy

- Peace and national development as teaching themes
- Learner characteristics
- Classroom context and principles for selecting appropriate teaching methods
- Learner-centred methods including discussion
- Questioning
- Storytelling
- Inquiry
- Problem solving
- Cooperative learning
- Role play
- Debate
- Simulation
- Case study
- Project work and field study
- Lesson planning
- Lesson delivery
- Classroom management
- Learner motivation and communication skills
- Development
- Improvisation and use of print
- Community based
- Audiovisual and digital instructional resources
- Assessment of cognitive
- Affective and psychomotor learning through tests
- Observation
- Assignments
- Projects
- Portfolios
- Rating scales and feedback

CATEGORY	DETAILS
Core Competencies	• Curriculum interpretation and planning • Learner centred pedagogy • Instructional resource development • Classroom communication and management • Assessment literacy
Core Values	• Professionalism • Civic responsibility • Creativity • Resourcefulness • Research -oriented
Pedagogical Approaches	• Curriculum analysis • Inquiry discussion • Cooperative learning and differentiated learning • Resource workshop • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching)
Learning Resources	• National Curriculum for Basic Education • Constitution • Community resource persons • Print materials, local artefacts, audiovisual media and digital devices • Video samples
Assessment Methods	• Teaching demonstration and observation rubric • Teaching resource portfolio and demonstration • Microteaching observation and self-assessment • Assessment plan, constructed instrument and feedback task.

REFERENCES AND FURTHER READING

Federal Republic of Nigeria. (1999). *Constitution of the Federal Republic of Nigeria 1999 as amended*. Federal Government Printer.

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ESS 423 Creating and Managing Resource Room for Civic and Social Studies Education

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course develops the knowledge and practical skills needed to establish, organise and manage a functional resource room for Civic and Social Studies Education. It covers the purpose, types and educational functions of resource rooms, planning of location, size, layout, access and safety, selection and acquisition of resources, classification, storage, retrieval and circulation systems, improvisation of low cost materials, inventory and maintenance procedures, and the design of a prototype resource room. Students apply these principles to create accessible, safe, curriculum responsive and sustainable learning resource environments for teachers and learners.

RELEVANCE STATEMENT

Creating and Managing Resource Room for Civic and Social Studies Education is relevant because effective teaching depends on learners and teachers having equitable access to well selected, organised and usable print, visual, audiovisual, digital, community based and locally improvised resources. The course equips prospective teachers and education

professionals to make resource rooms responsive to curriculum needs, learner diversity, safety, inclusion and local realities, even where funding is limited. It strengthens resourcefulness, planning, record keeping, preservation, collaboration and responsible stewardship of school materials, while supporting active learning, inquiry, civic understanding and improved participation in Civic and Social Studies lessons.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the concept, purposes, types, contents and educational functions of resource rooms in supporting Civic and Social Studies teaching and learning
2. Apply appropriate criteria to plan the location, size, layout, accessibility, safety and internal organisation of a functional resource room
3. Select, acquire, classify, store and retrieve relevant instructional materials for Civic and Social Studies topics and learning activities
4. Produce and evaluate safe, relevant, durable and low-cost instructional materials using locally available resources
5. Apply appropriate procedures for scheduling, lending, supervision, record keeping, inventory, maintenance, repair, replacement and security of resource room materials
6. Design, organise, present and justify a curriculum responsive prototype resource room for an identified school context

LEARNING OUTCOMES

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

1. Explain the concept, purposes, types, contents and educational functions of a resource room for effective teaching and learning.
2. Apply criteria for determining the location, size, layout, accessibility, safety and organisation of a functional resource room.
3. Select, acquire, classify, store and retrieve appropriate instructional resources for subject areas and learning activities.
4. Improvise and evaluate safe, relevant and durable low-cost instructional materials from locally available resources.
5. Demonstrate procedures for resource room utilisation, record keeping, inventory, maintenance, security and material circulation.

6. Design, organise, present and justify a prototype resource room that responds to curriculum, learner, teacher and school needs.

COURSE CONTENT

- Concept
- Purposes
- Types
- Contents and educational functions of resource rooms and learning resource centres
- Planning a resource room through location
- Size
- Layout
- Furniture
- Accessibility
- Lighting
- Ventilation
- Safety and security requirements
- Identification
- Selection and acquisition of print
- Visual
- Audiovisual
- Digital
- Community based and locally produced instructional resources
- Classification
- Cataloguing
- Labelling
- Storage
- Preservation
- Retrieval and circulation of instructional materials
- Improvisation and evaluation of low cost instructional materials from locally available and recyclable resources
- Utilisation procedures including scheduling
- Borrowing

- Return
- Supervision and learner access
- Management procedures including record keeping
- Inventory
- Maintenance
- Repair
- Replacement
- Cleanliness and security
- Planning
- Equipping
- Organising
- Presenting and evaluating a prototype resource room practicum

CATEGORY	DETAILS
Core Competencies	• Resource planning and spatial design • Resource selection and acquisition • Information organisation and retrieval • Improvisation and creative production • Resource management and maintenance
Core Values	• Safety • Accessibility • Orderliness • Creativity • Resourcefulness
Pedagogical Approaches	• Resource evaluation and procurement simulation • Hands on classification, labelling and retrieval practice • Inventory exercise • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching prototype presentation.

CATEGORY	DETAILS
Learning Resources	• National Curriculum for Basic Education • School maps, furniture catalogues and accessibility guide. • Community resource directory • Sample materials, catalogue cards, labels, storage units and inventory register • Loan register, stock card, maintenance schedule and security checklist
Assessment Methods	• Resource room layout plan and design rationale • Resource selection portfolio and acquisition proposal • Practical classification task and retrieval demonstration • Improvised material, evaluation checklist and presentation • Inventory record, maintenance plan and management case response

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International Federation of Library Associations and Institutions. (2015). *IFLA school library guidelines (2nd rev*. ed.). https://repository.ifla.org/items/e61cb0b6-8d19-45e8-9be1-24b45309464e

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ESS 424 Global Citizenship

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course examines globalisation, global interdependence and global citizenship in relation to human rights, peace, diversity, social justice, sustainable development and responsible action. It explores the economic, political, cultural, technological, environmental and communication features of the global system and considers their implications for Africa and Nigeria. Students investigate contemporary global concerns such as climate change, public health, migration, inequality, conflict, trade and development, and develop the knowledge, values, skills and dispositions needed to respond ethically and constructively as informed citizens at local, national and global levels.

RELEVANCE STATEMENT

Global Citizenship is relevant because many challenges that affect Nigerian communities including climate change, migration, public health threats, inequality, conflict, information flows, employment and cultural change are connected to wider global processes. The course helps students understand these connections while strengthening respect for human dignity, diversity, peace, justice, democratic participation and sustainable development. It prepares learners to examine global issues from African and Nigerian perspectives, protect cultural identity, use information responsibly and take practical action that contributes to cooperation and shared solutions. Contemporary United Nations reports show that global interdependence and collective action remain central to addressing development, inequality, climate and peace challenges.

COURSE OBJECTIVES

The objectives of the course are:

1. Explain the meaning, drivers, dimensions and effects of globalisation and global interdependence in contemporary society.
2. Describe the economic, political, cultural, technological, environmental and communication characteristics of the contemporary global system.
3. Explain the concept of global citizenship and demonstrate understanding of the values, skills, responsibilities and dispositions of responsible global citizens.
4. Analyse how human rights, peace, diversity, social justice and sustainable development shape responsible action at local, national and global levels.

5. Assess the opportunities and challenges of globalisation for Africa and Nigeria in relation to development, culture, education, technology, employment, governance and inequality.
6. Propose informed, ethical and contextually relevant responses to selected global issues that promote sustainable development and global solidarity.

LEARNING OUTCOMES

At the end of the students should be able to:

1. Explain the meaning, drivers, dimensions and effects of globalisation and global interdependence.
2. Describe the structure and major economic, political, cultural, technological, environmental and communication features of the contemporary global system.
3. Explain global citizenship and identify the knowledge, values, attitudes, skills and responsibilities of a responsible global citizen.
4. Analyse the links among global citizenship, human rights, peace, diversity, social justice, sustainable development and responsible action.
5. Assess opportunities and challenges of globalisation for Africa and Nigeria in relation to development, culture, education, technology, employment, governance and inequality.
6. Examine contemporary global issues and propose informed, ethical and contextually relevant responses that promote global solidarity and sustainable development.

COURSE CONTENT

- Globalisation and global interdependence including meaning
- Origins
- Dimensions
- Agents
- Drivers and effects
- Contemporary global system including economic
- Political
- Cultural
- Technological
- Environmental
- Social and communication connections

- Global citizenship including meaning
- Significance
- Characteristics
- Values
- Attitudes
- Skills
- Rights and responsibilities
- Human rights
- Equality
- Inclusion
- Democracy
- Peace
- Social justice and sustainable development as foundations for responsible global action
- Cultural diversity
- Identity
- Cultural exchange
- Global media and preservation of African and Nigerian cultural values
- Globalisation in Africa and Nigeria including regional cooperation
- Education
- Technology
- Employment
- Entrepreneurship
- Migration
- Governance and national development
- Opportunities and challenges of globalisation including knowledge access
- Markets
- Innovation
- Investment
- Advocacy
- Dependency and inequality

- Contemporary global issues including climate change
- Health emergencies
- Security
- Migration
- Population
- Trade
- Fair trade and the Sustainable Development Goals

CATEGORY	DETAILS
Core Competencies	• Global awareness • Critical thinking • Civic reasoning • Intercultural communication and collaboration • Sustainability and problem solving.
Core Values	• Responsibility • Truthfulness • Intellectual openness • Human dignity • Respect and tolerance
Pedagogical Approaches	• Concept mapping • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching case study • Values clarification • Cooperative learning and cultural exchange activity
Learning Resources	• World maps, current reports, charts and infographics • News reports • Human rights documents • Sustainable Development Goals materials, climate reports and local data • African Union materials, Nigerian policy documents and development reports

CATEGORY	DETAILS
Assessment Methods	• Concept map • Analytical quiz • Essay • Case analysis • Group presentation

REFERENCES AND FURTHER READING

Intergovernmental Panel on Climate Change. (2023). *Climate change 2023: Synthesis report*. https://www.ipcc.ch/report/ar6/syr/

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ESS 425 Financial Literacy, Institutions and Education Financing

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory Core course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course develops foundational knowledge and practical skills in financial literacy, education financing and the Nigerian financial system. It examines financial knowledge, capability, attitudes and behaviours for informed personal and institutional financial decisions. Students explore education as investment, the development and sources of education finance in Nigeria and Lagos, financial resource management and allocation of human and capital resources in education. The course also introduces money, formal and informal financial institutions, the structure and functions of the Nigerian financial system,

money and capital markets, banking services, bank account operations and distinctions among commercial, microfinance and central banks.

RELEVANCE STATEMENT

Financial Literacy, Institutions and Education Financing is relevant because students, teachers and education managers need the knowledge and judgement to make responsible financial decisions and to understand how financial institutions and public financing arrangements influence education access, quality and development. The course supports practical competence in budgeting, saving, borrowing, banking, record keeping and evaluating financial information while also building understanding of education investment, public resource allocation and accountability. It is particularly important in Nigeria where education financing involves federal, state, local government, household, statutory intervention and external sources and where efficient, equitable and transparent use of resources is essential for improved learning outcomes.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain financial literacy, financial capability and financial education and apply their principles to responsible financial decision making.
2. Examine education finance as investment and analyse the historical development, sources, management and allocation of educational resources in Nigeria.
3. Explain the meaning, structure, institutions, roles and regulatory foundations of the Nigerian financial system
4. Analyse the forms and functions of formal and informal financial institutions including savings groups, money lenders, banks, money markets and capital markets.
5. Explain money, its origins, qualities, types and functions and relate these concepts to everyday economic activity
6. Demonstrate basic banking competence including bank account operation and comparison of commercial banks, microfinance banks and the Central Bank of Nigeria.

LEARNING OUTCOMES

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

1. Explain financial literacy, financial capability and financial education and apply their principles to responsible financial decisions.

2. Analyse education finance as investment and evaluate historical development, sources, management and allocation of educational resources in Nigeria.
3. Describe the structure, major institutions, roles and regulatory foundations of the Nigerian financial system.
4. Differentiate formal and informal financial institutions and explain the functions of savings groups, money lenders, banks, money markets and capital markets.
5. Explain the origins, qualities, types and functions of money and relate them to economic exchange and financial activity.
6. Demonstrate procedures for operating a bank account and distinguish commercial banks, microfinance banks and the Central Bank of Nigeria.

COURSE CONTENT

- Concept
- Scope and importance of financial literacy
- Financial capability and financial education
- Vision
- Mission
- Objectives and strategic approaches to financial literacy
- Personal financial decision making including income
- Expenditure
- Budgeting
- Saving
- Borrowing
- Risk
- Consumer protection and financial wellbeing
- Education finance including meaning
- Purposes and education as investment
- Historical perspectives of education finance in Nigeria
- Sources of education finance in Nigeria and Lagos including government budgets
- Household contributions
- Intervention funds
- Grants
- Donations

- Partnerships and external support
- Principles of financial resource management in education including planning
- Budgeting
- Accounting
- Transparency
- Monitoring and accountability
- Human resource and capital resource allocation in education
- Meaning
- Structure
- Nature and functions of the Nigerian financial system
- Formal and informal financial institutions including traditional money lenders
- Savings associations
- Cooperatives
- Commercial banks
- Microfinance banks
- Development finance institutions and the Central Bank of Nigeria
- Meaning
- Origins
- Qualities
- Types and functions of money
- Money market and capital market including instruments
- Participants and functions
- Organisation
- Types and functions of banks
- Bank account operation including account opening
- Deposits
- Withdrawals
- Transfers
- Statements
- Charges and safe digital banking
- Comparison of commercial banks

- Microfinance banks and the Central Bank of Nigeria
- Financial inclusion
- Consumer protection
- Fraud prevention
- Digital finance and ethical financial conduct
- Practical analysis of education budgets
- Financial records and financial service options

CATEGORY	DETAILS
Core Competencies	• Financial literacy • Education finance analysis • Financial institution comparison • Money and financial market analysis • Banking and digital finance practice
Core Values	• Prudence • Honesty • Accountability • Commitment to public good • Responsible borrowing
Pedagogical Approaches	• Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching guided research • Concept mapping • Group inquiry • Market simulation and data interpretation activity
Learning Resources	• Central Bank financial education materials • Budgeting template • Savings plan worksheet and consumer information materials • Money market and capital market guides, Central Bank statistical bulletin, Securities and Exchange Commission materials and news reports • Sample account opening forms, bank statements, mobile banking guides, consumer protection materials and fraud awareness resources

CATEGORY	DETAILS
Assessment Methods	• Budget plan • Analytical essay • Group presentation • Short answer test • Practical demonstration worksheet

REFERENCES AND FURTHER READING

Central Bank of Nigeria. (2024). *Economic report for the third quarter of 2024.* https://www.cbn.gov.ng/Out/2024/RSD/Q3%202024%20ECONOMIC%20REPORT.pdf

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ESS 426 Environmental Change and Environmental Education

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory Core course | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 30

COURSE OVERVIEW

Environmental Change and Environmental Education examines natural and human induced changes in the environment and the educational responses required to promote

sustainable living. The course introduces the concepts, causes, patterns and consequences of environmental change, with particular attention to climate change, ecosystem degradation, land use change, pollution, biodiversity loss and environmental health. It explores environmental education as an interdisciplinary and action oriented field that develops environmental literacy, critical thinking, values, problem solving abilities and responsible participation. Learners will analyse environmental issues through local, national and global examples, interpret relevant evidence, examine policies and community responses, and design educational and practical actions that support mitigation, adaptation, conservation and sustainable development.

RELEVANCE STATEMENT

The course is relevant because environmental change increasingly affects health, food systems, water supply, livelihoods, settlement safety, education and social equity. In Nigeria, environmental challenges including flooding, coastal and gully erosion, desertification, deforestation, poor waste disposal, oil pollution and urban heat require citizens and professionals who can understand environmental evidence, make ethical decisions and participate in practical solutions. The course supports the development of climate literacy and environmental responsibility in line with Nigeria's National Climate Change Policy 2021 to 2030, which promotes mitigation, adaptation and climate resilient development. It also reflects UNESCO's emphasis on education that is scientifically accurate, inclusive, action focused and connected to sustainability practice.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the meaning, scope, concepts and major dimensions of environmental change and environmental education.
2. Identify natural and human induced causes of environmental change at local, national and global levels.
3. Examine the environmental, economic, health, social and educational consequences of climate change and ecosystem degradation.
4. Interpret basic environmental information from maps, charts, weather records, community observations, policy documents and scientific reports.
5. Analyse the principles, goals, values, approaches and strategies of environmental education for sustainable development.
6. Design appropriate educational, community based and school based actions for environmental conservation, climate adaptation, mitigation and sustainable living.

LEARNING OUTCOMES

By the end of the course, learners should be able to

1. Define environmental change and environmental education using accurate concepts and relevant examples.
2. Distinguish between natural environmental processes and human activities that cause environmental degradation and climate change.
3. Assess how selected environmental changes affect vulnerable populations, ecosystems, livelihoods, health and educational opportunities.
4. Use available environmental evidence to explain an environmental problem in a Nigerian community.
5. Demonstrate positive environmental values including stewardship, social responsibility, justice, cooperation and accountability to future generations.
6. Produce and communicate a feasible environmental education intervention, campaign, lesson activity, school project or community action plan.

COURSE CONTENT

- Meaning, scope and interdisciplinary nature of environmental change and environmental education
- Structure and functioning of the environment and ecosystems
- Human population growth
- Consumption patterns and technological development as drivers of environmental change
- Climate change
- The greenhouse effect and global warming
- Deforestation
- Land degradation
- Desertification and soil erosion
- Biodiversity loss
- Habitat destruction and conservation
- It considers air
- Water
- Land
- Noise and plastic pollution

- Environmental health
- Sanitation
- Water security and disease risks and reduction
- Waste generation
- Waste reduction
- Recycling
- Recovery and circular economy practices
- Urbanisation
- Transport
- Housing and environmental quality
- Environmental change in Nigeria
- Including flooding
- Coastal erosion
- Gully erosion
- Drought
- Oil pollution and pressure on natural resources
- Vulnerable groups
- Environmental justice
- Gender and intergenerational equity
- Climate adaptation
- Mitigation and resilience building
- Environmental governance
- Environmental laws
- Policies
- Institutions and the Sustainable Development Goals
- Meaning
- Principles
- Objectives
- Values and methods of environmental education
- School
- Community and media based environmental action projects

- Including environmental clubs
- Campaigns
- Audits
- Tree planting
- Waste reduction and advocacy

CATEGORY	DETAILS
Core Competencies	• Environmental literacy • Critical inquiry • Climate adaptation planning • Civic participation • Project management
Core Values	• Stewardship • Truthfulness • Respect for nature • Sustainability • Care for present and future generations
Pedagogical Approaches	• Concept mapping • Data inquiry using local weather and environmental records • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching field observation, school audit and service learning project • Case analysis and action reflection
Learning Resources	• Course guide diagrams • Climate system models and maps • Nigerian Meteorological Agency data, charts, tables and scientific reports • Community case studies • Observation checklist • Mobile camera • Local site and waste audit template • Sustainable Development Goals resources

CATEGORY	DETAILS
Assessment Methods	• Short quiz • Concept map • Data interpretation exercise • Group adaptation plan and oral presentation • Peer assessment and participation record • Field report project portfolio and community feedback

REFERENCES AND FURTHER READING

Aminu-Kano, M. & Lawal, M. B. (2000). *The NCF & remediation of erosion in*

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ESS 427 Social Life and Party Politics

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory Core course | **LECTURE HOURS** 45 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course examines the relationship between party politics, social life, democratic governance and national cohesion in Nigeria. It explores the meaning, origins, organisation, functions, ideologies, manifestos, activities and performance of political parties from 1979 to the present. Students analyse how party politics shapes political socialisation, identity, participation, public opinion, gender and youth involvement, access to power, development expectations and group relations. The course also addresses political rivalry, electoral conduct, party switching, internal party democracy, accountability, peaceful competition and reforms that can strengthen democratic culture, public trust and national unity.

RELEVANCE STATEMENT

Social Life and Party Politics in Nigeria is relevant because political parties provide major channels through which citizens seek representation, contest ideas, influence public policy and participate in representative democracy. The course helps students understand how party activities affect social relations, governance, inclusion, accountability, peace, development and national cohesion. It develops the civic, analytical, ethical and communication capacities needed to evaluate party claims, manifestos, electoral conduct and reforms through credible evidence. This competence is important for responsible and nonviolent participation in Nigeria where electoral law and political party regulations set standards for party registration, candidate nomination, internal administration and accountability.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the meaning, origins, organisation, functions and democratic importance of political parties and party politics.
2. Describe the evolution of party politics, major parties, alliances and electoral transitions in Nigeria from 1979 to the present.
3. Analyse party manifestos, programmes, leadership, electoral performance and contributions to governance and development through credible evidence

4. Examine the effects of party politics on social life, identity, political socialisation, participation, gender, youth and access to public power.
5. Analyse political rivalry, electoral conduct and party switching in relation to peace, conflict, inclusion, accountability, voter trust and democratic stability.
6. Propose evidence-based reforms that strengthen internal party democracy, issue-based competition, electoral integrity, peaceful participation and national cohesion.

LEARNING OUTCOMES

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

1. Explain the meaning, features, origins, organisation, functions and importance of political parties and party politics in democratic systems.
2. Describe major developments, political parties, party systems, alliances and electoral transitions in Nigeria from 1979 to the present using historical and electoral evidence.
3. Analyse party manifestos, programmes, leadership patterns, electoral performance and contributions to governance and development using credible sources.
4. Examine the influence of party politics on social life, political socialisation, identity, participation, public opinion, gender, youth and access to political power.
5. Analyse political rivalry, electoral conduct and party switching in relation to peace, conflict, inclusion, voter trust, accountability and democratic stability.
6. Propose evidence-based measures for strengthening internal party democracy, issue-based politics, electoral integrity, peaceful competition, national cohesion and responsible citizenship.

COURSE CONTENT

- Meaning, origins, organisation, functions and importance of political parties and party politics in democratic governance
- Constitutional and electoral framework for political parties in Nigeria including party registration, internal administration and candidate nomination
- Party development in Nigeria from 1979 to the present including major parties, party systems, alliances, mergers and electoral transitions
- Party ideology, manifestos, programmes, campaign promises, leadership recruitment, candidate selection, financing, internal democracy and party performance
- Party politics and social life including political socialisation, identity, public opinion, participation, gender, youth, patronage and access to power

- Political rivalry and electoral conduct including peaceful competition, electoral violence, intolerance, hate speech, misinformation, vote buying and identity-based mobilisation
- Political parties and national cohesion including representation, inclusion, equity, justice, diversity management, accountability and democratic consolidation
- Party switching including causes, legal context, ethical concerns, institutional effects and implications for representation, voter trust and party stability
- Reforms for internal party democracy, issue-based politics, electoral integrity, responsible citizenship, peaceful transitions, accountable leadership and national cohesion

CATEGORY	DETAILS
Core Competencies	• Political literacy • Historical and electoral analysis • Manifesto and policy analysis • Social and civic inquiry • Peaceful democratic engagement • Reform design and civic action
Core Values	• Civic responsibility • Accuracy • Objectivity • Evidence based judgement • Respect for diversity and empathy
Pedagogical Approaches	• Guided questioning session • Document analysis workshop • Guided discussion • Role play • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching)

CATEGORY	DETAILS
Learning Resources	• Constitution of the Federal Republic of Nigeria • Electoral Act, INEC guidance and course glossary • Official party manifestos, policy documents, budget documents and analysis worksheet • Verified survey data, electoral data, interview guide and local case materials • INEC voter education materials, election observation reports, peace materials and verified media extracts • Reform proposal template, party and electoral documents, stakeholder interview guide and rubric
Assessment Methods	• Quiz, short answer test • Oral presentation • Comparative manifesto analysis • Analytical essay and presentation rubric • Case study report • Scenario response, debate rubric and media analysis task

REFERENCES AND FURTHER READING

African Union. (2007). *African Charter on Democracy, Elections and Governance*. https://au.int/sites/default/files/treaties/36384-sl-AFRICAN_CHARTER_ON_DEMOCRACY_ELECTIONS_AND_GOVERNANCE.pdf

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ESS 428 Digital Citizenship and Computer Application in Social Studies

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Required course | **LECTURE HOURS** 45 | **PRACTICAL HOURS** 45

COURSE OVERVIEW

This course develops learners' ability to use computer applications and digital platforms safely, ethically, critically, and responsibly for learning, civic participation, social inquiry, communication, collaboration, and community development. It integrates core computer applications such as word processing, spreadsheet use, presentation design, online research, data visualisation, digital mapping, electronic communication, and collaborative tools with Social Studies and Civic Education themes including rights and responsibilities, national values, democratic participation, peace building, diversity, media and information literacy, environmental responsibility, and social justice.

RELEVANCE STATEMENT

The course is relevant because digital technologies increasingly shape access to information, public discussion, citizen participation, identity, work, and education in Nigeria. It prepares learners to verify information, protect privacy and personal data, prevent cyberbullying and harmful online conduct, respect intellectual property, communicate respectfully across differences, and use digital tools to investigate and respond to social and civic issues in their communities. Nigeria has established national policy frameworks for information and communication technology in education, digital learning, and digital literacy, making digital competence and responsible participation important outcomes for contemporary schooling and teachers of Social Studies and Civic Education.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the meaning, principles, rights, responsibilities, and importance of digital citizenship in Social Studies and Civic Education.
2. Demonstrate functional use of selected computer applications for writing, calculation, presentation, communication, research, and collaborative learning.
3. Apply online safety, privacy, cybersecurity, ethical communication, and intellectual property principles in digital learning activities.

4. Evaluate online information, media messages, and digital content for credibility, bias, accuracy, relevance, and possible misinformation.
5. Use digital tools to investigate, interpret, and communicate selected social studies and civic education issues in Nigeria.
6. Design a responsible digital civic action or public education product that promotes national values, peaceful coexistence, inclusion, community participation, or sustainable development.

LEARNING OUTCOMES

At the end of the course, learners should be able to

1. Describe the characteristics of a responsible digital citizen and relate them to Nigerian civic values and everyday online behaviour.
2. Produce a properly formatted civic education document, simple spreadsheet, presentation, and digital communication using appropriate computer applications.
3. Demonstrate safe account practices, respectful online interaction, protection of personal information, and responsible reporting of harmful content.
4. Apply a simple fact checking process to distinguish credible evidence from misinformation, manipulation, bias, and unsupported online claims.
5. Collect, organise, interpret, and present basic data or community evidence on a social or civic issue using digital tools.
6. Create and justify a digital product or campaign that addresses a real community issue while observing ethical, inclusive, legal, and culturally respectful standards.

COURSE CONTENT

- Meaning
- Scope
- Principles
- And dimensions of digital citizenship
- Digital identity
- Rights
- Responsibilities
- Online reputation
- And responsible participation
- Computer hardware

- Software
- Operating systems
- File management
- Cloud storage
- And basic troubleshooting
- Word processing for reports
- Letters
- Lesson materials
- Civic messages
- Citations
- And collaborative editing
- Spreadsheets for data entry
- Sorting
- Simple calculations
- Tables
- Charts
- And civic issue analysis
- Presentation applications for advocacy
- Civic education
- Public awareness
- And social studies communication
- Internet research
- Search strategies
- Source evaluation
- Fact checking
- Misinformation
- Disinformation
- Bias
- And media literacy
- Email
- Online collaboration

- Learning platforms
- Virtual meetings
- Netiquette
- And inclusive digital communication
- Copyright
- Plagiarism
- Fair use
- Creative commons
- Citation
- And ethical use of digital content and artificial intelligence tools
- Digital tools for civic participation
- Community mapping
- Surveys
- Public information
- Environmental action
- Peace building
- And social accountability
- Digital divide
- Accessibility
- Gender equity
- Disability inclusion
- Local languages
- Electricity
- Connectivity
- And responsible e waste management

CATEGORY	DETAILS
Core Competencies	• Digital and information literacy • Critical thinking and problem solving • Communication and collaboration • Civic participation and social responsibility • Creativity and innovation

CATEGORY	DETAILS
Core Values	• Integrity • Responsibility • Respect for diversity • Patriotism • Enterprise • Accountability
Pedagogical Approaches	• Demonstration and guided practice • Inquiry based learning • Project based learning • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching case study Role play
Learning Resources	• Computers, tablets, or smartphones • Word processing, spreadsheet, and presentation applications • Internet enabled devices and learning platforms • National Curriculum for Basic Education • Digital graphics, video, audio, and mapping tools • Cybersecurity guides, privacy settings, and fact checking tools
Assessment Methods	• Practical computer application task • Source evaluation exercise • Group digital presentation • Digital civic action project • Digital product portfolio • Scenario based reflection

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ESS 429 Social Studies Education, Problems and Prospects of Nation Building

LEVEL 400 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

ESS 427 introduces undergraduate students to Social Studies education as a field of study, examining its meaning, history, philosophy, curriculum structure, teaching methods and assessment practices, and then turns to the practical problems that limit its effective delivery in Nigerian schools and the prospects it holds for building a united, responsible and self reliant nation. Students consider how curriculum implementation, funding, infrastructure, teacher quality and insecurity have constrained Social Studies education, and how the subject can nonetheless drive value reorientation, good citizenship, good governance and national integration when these challenges are addressed. The course closes by weighing the prospects of Social Studies education for sustainable nation building against comparative and global experience.

RELEVANCE STATEMENT

This course matters because Social Studies teachers cannot fix what they do not fully understand, and Nigeria continues to look to Social Studies education to produce citizens

who are patriotic, tolerant and committed to national development even as the subject itself struggles with poor funding, weak implementation and teacher shortages. A graduate who has studied both the promise and the practical problems of Social Studies education is better placed to teach realistically, to advocate for the resources the subject needs, and to use the classroom as a genuine tool for nation building rather than a routine exercise disconnected from the country's actual challenges.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the meaning, nature, scope, historical development, philosophy and goals of Social Studies education.
2. Examine the structure of the Social Studies curriculum, teaching methods, instructional strategies and resources used in teaching Social Studies.
3. Analyse approaches to assessment and evaluation in Social Studies education and the preparation and professional development of Social Studies teachers.
4. Identify and analyse the problems facing Social Studies education in Nigeria including curriculum implementation, funding, infrastructure, teacher quality and insecurity.
5. Evaluate the role of Social Studies education in value reorientation, good citizenship, good governance and national integration.
6. Assess the prospects of Social Studies education for sustainable nation building and relate Nigerian experience to global and comparative perspectives.

LEARNING OUTCOMES

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

1. Define Social Studies education and trace its development, philosophy and goals in Nigeria.
2. Describe the Social Studies curriculum and select appropriate methods and resources for teaching it.
3. Apply suitable assessment techniques and explain how Social Studies teachers are prepared and developed professionally.
4. Identify and critically discuss the major problems constraining Social Studies education in Nigeria.
5. Explain how Social Studies education contributes to value reorientation, citizenship, governance and national unity.

6. Propose realistic ways of strengthening Social Studies education and compare Nigerian practice with other countries.

COURSE CONTENT

- The meaning
- Nature and scope of Social Studies education
- The historical development of Social Studies education in Nigeria
- The philosophy and goals of Social Studies education
- The structure and content of the Social Studies curriculum at various levels
- Teaching methods and instructional strategies in Social Studies
- Resources and materials for teaching Social Studies
- Assessment and evaluation in Social Studies education
- Teacher preparation and professional development in Social Studies
- Problems of curriculum implementation in Social Studies education
- Problems of funding and infrastructure in Social Studies education
- Problems of teacher quality and motivation in Social Studies education
- The influence of insecurity and social crises on Social Studies education
- The role of Social Studies education in value reorientation and good citizenship
- The role of Social Studies education in good governance and accountability
- The role of Social Studies education in national integration and unity
- The prospects of Social Studies education for sustainable nation building
- And global and comparative perspectives on Social Studies education for citizenship

CATEGORY	DETAILS
Core Competencies	• Ability to explaing the meaning, history, philosophy and goals of Social Studies education • Description of curriculum structure, teaching methods and resources for Social Studies • Application of assessment techniques and understanding of teacher preparation • Critical analysis of problems facing Social Studies education in Nigeria • Evaluation of the role of Social Studies education in citizenship and governance

CATEGORY	DETAILS
Core Values	• Professional commitment • Creativity and instructional resourcefulness • Fairness and professional integrity • Honesty and critical mindedness • Patriotism and civic responsibility
Pedagogical Approaches	• Guided discussion • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching workshop practice and peer assessment • Cooperative group project work • Reflective seminar and comparative study
Learning Resources	• Prescribed textbooks on Social Studies education • Social Studies curriculum documents and teaching aids • Assessment guides and teacher education handbooks • Research reports and government education statistics • Comparative curriculum reports and international standards
Assessment Methods	• Continuous assessment tests • Lesson plan and demonstration assessment • Assessment portfolio • Individual term paper • Group project and presentation • End of semester written examination

REFERENCES AND FURTHER READING

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ESS 521 Nigeria in International Organisations

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** *not stated*

COURSE OVERVIEW

This course introduces international organisations and Nigeria's engagement with global, continental, regional and economic bodies. It examines the meaning, purposes, membership, structures, functions and decision making processes of international organisations, with emphasis on the United Nations, African Union, Economic Community of West African States and Organisation of the Petroleum Exporting Countries. Students analyse Nigeria's participation, leadership roles, obligations, benefits and challenges within these bodies and examine cooperation among the African Union, regional economic communities, the United Nations and other partners in advancing peace, security, trade, development, human rights and regional integration.

RELEVANCE STATEMENT

Nigeria in International Organisations is relevant because international organisations shape the context in which Nigeria pursues national interests, diplomatic relations, regional integration, peace, security, trade, development and human rights. The course enables students to understand Nigeria's responsibilities and opportunities in multilateral settings and to evaluate international cooperation using authoritative documents and credible evidence. It develops informed, ethical, cooperative and peaceful perspectives on African, regional and global affairs.

COURSE OBJECTIVES

The course objectives are:

1. Explain the concept, characteristics, classifications, purposes, membership, structures and functions of international organisations.
2. Identify selected international organisations involving Nigeria and explain their relevance to Nigeria's foreign relations.
3. Explain the origins, objectives, institutions and functions of the United Nations, African Union, ECOWAS and OPEC.
4. Analyse Nigeria's roles, interests, leadership contributions, responsibilities, benefits and challenges in selected international organisations using authoritative evidence.
5. Analyse cooperation, coordination and institutional relationships among the African Union, regional economic communities, the United Nations and other international actors.
6. Propose strategies for advancing Nigeria's national interests, regional cooperation, peace, security, sustainable development and responsible multilateral engagement.

LEARNING OUTCOMES

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

1. Explain the concept, characteristics, classifications, purposes, membership, structures and functions of international organisations.
2. Identify selected international organisations to which Nigeria belongs and explain their relevance to Nigeria's external relations.
3. Explain the history, objectives, principal institutions and major functions of the United Nations, African Union, ECOWAS and OPEC.
4. Analyse Nigeria's roles, interests, leadership contributions, responsibilities, benefits and challenges in selected international organisations using credible evidence.
5. Analyse cooperation and institutional relationships among the African Union, regional economic communities, the United Nations and other relevant actors.
6. Propose approaches for advancing Nigeria's national interests, African cooperation, peace, security, sustainable development and responsible multilateral engagement.

COURSE CONTENT

- Concept
- Origins
- Characteristics
- Classifications
- Purposes

- Membership
- Structures
- Functions
- Achievements
- Limitations and relevance of international organisations
- Global
- Continental
- Regional
- Intergovernmental and economic organisations and key principles of sovereignty
- Cooperation
- Collective security
- Diplomacy
- Multilateralism
- International law and national interest
- Nigeria’s participation in selected organisations including the United Nations
- African Union
- ECOWAS and OPEC
- ECOWAS including historical development
- Objectives
- Institutions
- Economic integration
- Peace and security roles and relevance to Nigeria
- African Union including evolution from the Organisation of African Unity
- Objectives
- Principal organs
- Continental integration and Nigeria’s leadership roles
- United Nations including origins
- Charter principles
- Principal organs
- Specialised agencies
- Peace and security functions and Sustainable Development Goals

- Nigeria's relations with United Nations organs and agencies in diplomacy
- Development
- Peace and security
- Human rights
- Health
- Education
- Climate and environmental cooperation
- Cooperation among the African Union
- ECOWAS
- Regional economic communities
- The United Nations and other partners and strategies for responsible multilateral engagement

CATEGORY	DETAILS
Core Competencies	• Institutional and historical analysis • Foreign policy and evidence analysis • Regional cooperation and diplomacy • Global citizenship • Strategic communication and reform design
Core Values	• Respect for sovereignty • Objectivity • Accountability • Respect for diversity • Ethical leadership and responsible citizenship
Pedagogical Approaches	• Guided discussion • Case study • Group presentation • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching role play

CATEGORY	DETAILS
Learning Resources	• UN Charter, AU Constitutive Act, ECOWAS Treaty and OPEC materials • Organisation histories, official websites, institutional reports and maps • Nigeria foreign policy statements, official communiques and credible reports • AU and ECOWAS protocols, diplomatic scenarios and regional integration data • Policy brief template, stakeholder map and official documents
Assessment Methods	• Short answer test. • Oral presentation • Analytical essay • Issue analysis and reflective journal • Oral defence and peer assessment

REFERENCES AND FURTHER READING

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ESS 522 Field Trip/Long Essay

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Compulsory Core course | **LECTURE HOURS** 15 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This practical course develops students' capacity to plan, undertake and report educational field trips and to conduct and communicate an extended academic inquiry through a long essay. It integrates field observation, community engagement, problem identification, ethical data collection, literature review, research design, evidence analysis, academic writing, referencing and oral presentation. Students select a relevant topic, develop a proposal, gather and interpret evidence from field and documentary sources, prepare a well-structured long essay and reflect on the relationship between academic study, local realities and professional practice.

RELEVANCE STATEMENT

Field Trip and Long Essay is relevant because it connects classroom learning with direct observation, community realities and independent scholarly inquiry. The course enables students to investigate issues in authentic settings, collect and evaluate evidence, communicate findings clearly and develop solutions that respond to educational and social needs. It builds research literacy, ethical awareness, critical thinking, teamwork, academic integrity and professional communication. Nigerian studies indicate that well-structured field trips can improve learner engagement, knowledge retention and practical skill development when supported by purposeful preparation and reflection.

COURSE OBJECTIVES

The Course Objectives Are

1. Develop students' competence in planning safe, purposeful and curriculum relevant educational field trips.
2. Guide students to apply appropriate methods of observation, inquiry, documentation and ethical community engagement during field activities.
3. Develop students' capacity to identify a researchable problem and prepare a clear and feasible long essay proposal.
4. Strengthen students' skills in reviewing literature, collecting evidence, analysing findings and drawing conclusions.

5. Enable students to produce a coherent long essay that meets accepted standards of academic writing, referencing and research ethics.
6. Promote reflective practice, professional communication and the presentation of field trip and long essay findings to relevant audiences.

LEARNING OUTCOMES

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

1. Prepare a safe, purposeful and curriculum relevant plan for an educational field trip.
2. Apply observation, inquiry, documentation and ethical community engagement methods during field activities.
3. Formulate a researchable problem and develop a feasible long essay proposal.
4. Review relevant literature and collect credible evidence through appropriate field and documentary methods.
5. Analyse evidence, present findings and produce a coherent long essay using accepted academic writing and referencing conventions.
6. Present and reflect on field trip and research findings while identifying practical implications for education, communities or professional practice.

COURSE CONTENT

- Meaning
- Purposes and value of educational field trips and long essays
- Relationship between experiential learning
- Field inquiry and academic research
- Selection of a field trip theme and long essay topic
- Identification of curriculum links
- Community issues and researchable problems
- Field trip planning including aims
- Expected learning outcomes
- Itinerary
- Budget
- Permissions
- Transport
- Safety

- Security
- Accessibility
- Risk assessment and emergency procedures
- Roles and responsibilities of students
- Lecturers
- School authorities
- Site hosts and community members
- Ethical conduct during field work including informed consent
- Privacy
- Respect
- Cultural sensitivity and responsible photography
- Observation methods
- Field notes
- Checklists
- Sketches
- Photographs
- Interviews and document collection
- Pre trip orientation and development of field inquiry questions
- Conduct of field visits
- Time management
- Teamwork and respectful community engagement
- Post trip debriefing
- Reflection
- Organisation of records and reporting
- Meaning
- Features and structure of a long essay
- Topic selection
- Title formulation
- Problem statement
- Purpose
- Objectives

- Research questions and scope
- Literature search
- Reading
- Note taking
- Citation and avoidance of plagiarism
- Research design
- Population
- Sampling
- Instruments
- Validity
- Reliability and ethical approval
- Methods of data collection including questionnaire
- Interview
- Observation and document analysis
- Data organisation
- Basic analysis
- Interpretation and discussion of findings
- Writing the introduction
- Literature review
- Methodology
- Results
- Discussion
- Conclusion and recommendations
- APA referencing
- Editing
- Proofreading
- Formatting
- Submission and oral defence
- Use of field trip evidence in long essay writing
- Communication of findings through reports
- Posters

- Presentations and community feedback

CATEGORY	DETAILS
Core Competencies	• Risk management • Observation and field inquiry • Research problem formulation and proposal development • Evidence management • Data collection, analysis and interpretation
Core Values	• Responsibility • Safety and care for others • Respect for evidence • Cultural sensitivity and confidentiality • Academic integrity, objectivity and diligence
Pedagogical Approaches	• Site review and safety simulation • Guided observation, inquiry task and field demonstration • Guided reflection • Demonstration • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching)
Learning Resources	• Field trip planning template • Risk assessment form, maps, site information. • Observation checklist • Field notebook • Questionnaire, interview schedule, spreadsheet software, coding sheet and sample data set
Assessment Methods	• Field trip plan, risk assessment and planning presentation • Field notes, observation record and field report • Ethics reflection, scenario response and participation rubric • Research proposal and oral proposal defence • Research instrument, analysis task and methods section

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ESS 523 Ch Challenges and Prospects of Teaching Civic Education in Sec Secondary Schools

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course examines the place, relevance, challenges and prospects of teaching Civic Education in Nigerian secondary schools. It considers the relationship between Civic Education, the national philosophy and goals of education, citizenship development, democratic participation, human rights, national unity and responsible civic behaviour. Students analyse factors that influence effective delivery of the subject including curriculum status, teacher preparation, instructional resources, teaching methods, learner participation, assessment, school community partnerships and education policy. The

course emphasises practical and evidence based strategies for strengthening Civic Education teaching and learning in diverse secondary school settings.

RELEVANCE STATEMENT

Challenges and Prospects of Teaching Civic Education in Secondary Schools is relevant because Civic Education prepares young people for responsible citizenship, democratic participation, peaceful coexistence, respect for rights, public accountability and national cohesion. The course equips prospective teachers, curriculum professionals and education policy students to identify barriers that constrain effective delivery and to propose practical solutions related to teacher competence, learning resources, curriculum implementation, learner engagement and assessment. It supports Nigeria's national education goals of building a free and democratic society, a just and egalitarian society, a united and self-reliant nation, a dynamic economy and opportunities for all citizens.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the place, relevance and purposes of Civic Education within the Nigerian education system
2. Relate Civic Education to the national philosophy and goals of education, citizenship development, national unity and democratic participation
3. Describe the prospects of Civic Education for promoting informed, active, responsible and peaceful citizenship
4. Identify and analyse major challenges affecting the teaching of Civic Education in secondary schools
5. Evaluate how teacher preparation, instructional resources, curriculum status, teaching methods, assessment and school community collaboration influence Civic Education delivery
6. Propose practical strategies for strengthening Civic Education teaching and learning in Nigerian secondary schools

LEARNING OUTCOMES

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

1. Explain the place, relevance and purposes of Civic Education within the Nigerian education system.

2. Relate Civic Education to Nigeria's philosophy and goals of education, citizenship development, national unity and democratic participation.
3. Describe the prospects of Civic Education for developing informed, active, responsible and peaceful citizens.
4. Identify and analyse major challenges affecting the teaching of Civic Education in secondary schools.
5. Evaluate the roles of teacher preparation, instructional resources, curriculum status, teaching methods, assessment and school community collaboration in Civic Education delivery.
6. Propose strategies for improving the teaching and learning of Civic Education in Nigerian secondary schools.

COURSE CONTENT

- Historical development
- Present status
- Purposes and curriculum place of Civic Education in Nigeria
- Civic Education and the national philosophy and goals of education including citizenship
- National unity
- Democracy
- Human rights and responsible civic behaviour
- Prospects of Civic Education for active citizenship
- Peaceful coexistence
- Democratic culture
- Public accountability and national development
- Challenges in teaching Civic Education including teacher competence
- Workload
- Time allocation
- Learning resources
- Curriculum implementation and learner motivation
- Instructional resources and teaching methods including print
- Community
- Audiovisual and digital materials

- Inquiry
- Discussion
- Debate
- Case study and project work
- Teacher education
- Professional development
- Mentoring and support for effective Civic Education delivery
- Assessment
- Learner participation
- Classroom climate
- School leadership and school community partnership in Civic Education teaching
- Practical reforms and action plans for improving curriculum recognition
- Resources
- Teacher development
- Teaching quality and learner civic engagement

CATEGORY	DETAILS
Core Competencies	• Critical thinking • Civic reasoning • Problem identification and analysis • Pedagogical design and resource use • Professional collaboration
Core Values	• Appreciation of civic education • Commitment to national values, democracy and public responsibility • Objectivity and fairness • Commitment to improvement • Teamwork and care for learners
Pedagogical Approaches	• Guided discussion • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching brainstorming • Case study • Concept mapping

CATEGORY	DETAILS
Learning Resources	• Civic Education curriculum and course texts • Civic education materials • Research articles, and school reports • Local materials • Print resources and digital tools
Assessment Methods	• Short test • Written examination • Analytical essay • Case study report and group assignment • Improvement proposal and oral defence

REFERENCES AND FURTHER READING

Development Research and Projects Centre. (2019). *Success story on the revision of the Civic Education curriculum*. https://drpcngr.org/wp-content/uploads/2023/03/Success-Story-on-Curriculum-Review_15th-Aug-2019.pdfFederal Republic of Nigeria. (2013). National policy on education (6th ed.). Nigerian Educational Research and Development Council.

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ESS 524 Global Development Agenda

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

Global Development Agenda is a two unit course with a lecture hour load of 30 hours. The course introduces students to the concept, sources, and major frameworks that shape development priorities at the global level. It examines how international bodies and coalitions of nations set development targets and how these targets translate into action within specific countries. Particular attention is given to Nigeria's engagement with global agenda such as the Millennium Development Goals and the Sustainable Development Goals, including the activities carried out under these frameworks, the achievements recorded, and the problems encountered in implementation.

RELEVANCE STATEMENT

Development challenges such as poverty, inequality, poor health outcomes, and environmental degradation are rarely confined within national borders. Understanding how the international community identifies, prioritises, and coordinates responses to these challenges equips students to interpret national policy within a wider context. This course is relevant to students preparing for roles in education, public policy, development work, and research, as it builds their capacity to analyse how global frameworks influence local practice and outcomes in Nigeria.

COURSE OBJECTIVES

The Course Objectives Are

1. Introduce students to the meaning and scope of global development agenda;
2. Expose students to the various sources from which global development agenda emerge;
3. Familiarise students with major global development agenda and frameworks;
4. Examine the relationship between international integration and development; and
5. Situate Nigeria's experience within global development agenda such as the MDG and SDG, covering their type, activities, achievements, and problems.

LEARNING OUTCOMES

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

1. Explain what global development agenda is;
2. Identify some global development agenda; and
3. Discuss the impact of some agenda in Nigeria.
4. Discuss the relationships international integration and development.
5. Describe with concrete examples typical experiences of Nigeria within global development agenda.

COURSE CONTENT

- Concept and scope of global development agenda
- Historical evolution of global development priorities
- Sources of global development agenda
- International organisations and global development governance
- The United Nations and global development frameworks
- Regional organisations and development agenda setting
- International integration and its relationship with development
- Globalisation and national development planning
- Poverty reduction and social inclusion in global development
- Health education gender equality and human development
- Environmental sustainability climate action and sustainable resource use
- Human rights peace security and good governance
- The Millennium Development Goals and their targets
- Nigeria’s implementation activities under the Millennium Development Goals
- Achievements and implementation challenges of the Millennium Development Goals in Nigeria
- The Sustainable Development Goals and Nigeria’s implementation experience
- Achievements challenges and prospects of the Sustainable Development Goals in Nigeria

CATEGORY	DETAILS
Core Competencies	• Ability to define and explain the concept of global development agenda • Ability to identify sources of global development agenda • Ability to analyse major global development agenda and frameworks • Ability to relate international integration to national development • Ability to evaluate Nigeria's engagement with MDG and SDG, including achievements and problems
Core Values	• Global citizenship and awareness • Respect for international cooperation • Commitment to sustainable development • Appreciation of diversity among nations • Objectivity in evaluating development outcomes
Pedagogical Approaches	• Lecture method • Class discussion • Group work • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching case study approach
Learning Resources	• National Curriculum for Basic Education • Reports and publications from bodies such as the UN • MDG and SDG official documents and progress reports • Case studies on Nigeria and other developing countries • National planning documents and statistical reports on Nigeria
Assessment Methods	• Written examinations • Term papers • Group presentations • Case study reports • Continuous assessment tests

REFERENCES AND FURTHER READING

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ESS 525 Democracy in Nigeria

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Compulsory Core course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course examines democracy in Nigeria as a system founded on popular participation, constitutional rule, representation, accountability, human rights, rule of law and peaceful transfer of political power. It traces major democratic developments from independence to the present and explores constitutionalism, citizenship, federalism, party politics, ideology, national interest, elections and public accountability. Students analyse the roles and powers of federal, state and local governments and the legislature, executive and judiciary. Using constitutional provisions, official electoral materials and credible scholarship, students evaluate contemporary democratic challenges and propose ways to strengthen inclusive governance, electoral integrity, responsible citizenship and democratic consolidation.

RELEVANCE STATEMENT

Democracy in Nigeria is relevant because it equips students with the civic knowledge, ethical values and analytical skills required to understand public institutions, exercise rights, fulfil responsibilities, assess political claims and participate peacefully in public life. The course clarifies how Nigeria's constitutional framework distributes authority among federal, state and local governments and among the legislature, executive and judiciary. It also supports informed evaluation of elections, party programmes, public accountability and governance reforms. The African Charter on Democracy, Elections and Governance promotes respect for constitutional order, rule of law, regular free and fair elections, judicial independence, political pluralism and tolerance as foundations for democratic governance.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the concept, principles, values, features and importance of democracy in contemporary society.
2. Describe key democratic ideas including popular sovereignty, representation, participation, constitutionalism, rule of law, rights, equality, accountability and periodic elections.

3. Trace major developments and transitions in Nigeria's democratic experience using historical and constitutional evidence.
4. Analyse party politics, ideology, national interest and challenges of party practice in relation to democratic governance.
5. Analyse constitutional issues including citizenship, rights, electoral governance, federalism, the levels and arms of government, checks and balances and accountability.
6. Propose strategies for strengthening democratic institutions, electoral integrity, inclusion, civic participation, peaceful political engagement and national development.

LEARNING OUTCOMES

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

1. Explain the concept, principles, values, features and importance of democracy in contemporary society.
2. Describe democratic ideas including popular sovereignty, representation, participation, rule of law, constitutionalism, separation of powers, accountability, rights, equality and periodic elections.
3. Trace major developments and transitions in Nigeria's democratic experience using credible historical and constitutional evidence.
4. Analyse party politics, ideology, national interest and problems of party practice in relation to democratic governance.
5. Analyse constitutional issues including citizenship, rights, electoral governance, federalism, the levels and arms of government, checks and balances and accountability.
6. Propose measures for strengthening democratic institutions, electoral integrity, inclusion, civic participation, peaceful engagement and national development.

COURSE CONTENT

- Meaning
- Origins
- Principles
- Values
- Features and importance of democracy
- Democratic ideas including popular sovereignty

- Representation
- Participation
- Constitutionalism
- Human rights
- Equality
- Rule of law
- Accountability
- Separation of powers and periodic elections
- Nigeria’s democratic experience from independence to the present including constitutional and political transitions
- Democratic practice in Nigeria including elections
- Civic and voter education
- Media
- Civil society
- Judicial processes
- Public accountability
- Political communication and digital media
- Party politics including ideology
- National interest
- Manifestos
- Party organisation
- Internal democracy
- Candidate selection
- Financing
- Campaign conduct and party challenges
- Constitutional issues including citizenship
- Fundamental rights
- Electoral governance
- Federalism
- Intergovernmental relations
- Resource allocation and public service delivery

- Federal
- State and local governments and the legislature
- Executive and judiciary including roles
- Functions
- Powers
- Oversight
- Adjudication and checks and balances
- Strategies for strengthening democratic culture
- Constitutional literacy
- Inclusive representation
- Ethical leadership
- Independent institutions
- Responsible media use
- Peaceful elections and national development

CATEGORY	DETAILS
Core Competencies	• Democratic literacy • Historical and constitutional analysis • Political party and ideology analysis • Constitutional interpretation and institutional knowledge • Electoral and media literacy
Core Values	• Justice, equality and respect for human dignity • Accuracy, fairness and respect for constitutional order • National interest, integrity and tolerance • Rule of law, accountability and responsible citizenship • Civic duty, nonviolence and respect for opposing views
Pedagogical Approaches	• Concept mapping • Guided discussion • Case study, analysis • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching peer review and policy dialogue

CATEGORY	DETAILS
Learning Resources	• Constitution of the Federal Republic of Nigeria, course notes and civic education materials • History readings, constitutional texts and verified timeline template • Party manifestos, INEC materials and credible media reports • Constitution charts, legal summaries and organ fact sheets • INEC voter guides, election observation reports and verified media extracts
Assessment Methods	• Quiz • Concept map • Short essay • Simulation rubric • Group proposal, oral defence

REFERENCES AND FURTHER READING

African Union. (2007). *African Charter on Democracy, Elections and Governance*. https://papsrepository.africanunion.org/entities/publication/8e56f3af-06da-4182-8823-191c2ffbcb74/full

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ESS 526 Values of Science, Technology and Artificial Intelligence Education

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 3 | **STATUS** Required Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course examines values that guide science, technology and artificial intelligence education as fields of knowledge and as tools for national development. It explores how scientific and technological knowledge and artificial intelligence influence society, education and everyday life. Students consider the contributions of science and technology to development and examine emerging uses of artificial intelligence in teaching, learning, assessment, research and administration. The course emphasises ethical, social and educational concerns including human dignity, fairness, accountability, privacy, inclusion, safety, environmental responsibility and the responsible use of technology in schools.

RELEVANCE STATEMENT

Values of Science, Technology and Artificial Intelligence Education is relevant because science, technology and artificial intelligence increasingly shape how knowledge is created, shared and used across education and other sectors. Teachers and education professionals need the competence to guide learners towards beneficial, safe and ethical uses of these tools while recognising their contributions to national development. The course strengthens digital and scientific literacy, ethical reasoning, critical evaluation and responsible innovation for teaching, curriculum development and educational research.

COURSE OBJECTIVES

The Course Objectives Are

1. Explain the concept, scope and importance of values in science, technology and artificial intelligence education.
2. Examine the contributions of science and technology to national development in selected sectors.
3. Describe the emerging roles and applications of artificial intelligence in education and society.
4. Analyse ethical and social considerations arising from science, technology and artificial intelligence use.

5. Apply principles of privacy, fairness, accountability, inclusion, safety and human oversight to educational technology decisions.
6. Relate values of science, technology and artificial intelligence to responsible teaching, learning, assessment and research practices.

LEARNING OUTCOMES

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

1. Explain the concept, scope and importance of values in science, technology and artificial intelligence education.
2. Discuss contributions of science and technology to national development in selected sectors.
3. Describe emerging roles and applications of artificial intelligence in education and society.
4. Analyse ethical and social considerations relating to science, technology and artificial intelligence use.
5. Apply principles of privacy, fairness, accountability, inclusion, safety and human oversight to educational technology decisions.
6. Relate values of science, technology and artificial intelligence to responsible teaching, learning, assessment and research practices.

COURSE CONTENT

- Concept
- Scope and importance of values in science
- Technology and artificial intelligence education
- Values that guide responsible scientific and technological practice including truth-fulness
- Objectivity
- Curiosity
- Creativity
- Safety
- Responsibility and public good
- Contributions of science and technology to national development in health
- Agriculture
- Industry

- Infrastructure
- Communication
- Energy and education
- Artificial intelligence in education and society including applications in teaching
- Learning
- Assessment
- Research
- Administration and decision support
- Ethical and social issues in science
- Technology and artificial intelligence including human dignity
- Equity
- Bias
- Transparency
- Accountability
- Privacy
- Security and intellectual property
- Artificial intelligence and learner protection including data governance
- Human oversight
- Safe assessment and prevention of misuse
- Values-based technology integration in classroom practice including teacher roles
- Learner guidance
- Digital citizenship and inclusive access
- Case studies of science
- Technology and artificial intelligence for national development and responsible educational use

CATEGORY	DETAILS
Core Competencies	• Values and ethical reasoning • Analytical skills • Artificial intelligence literacy • Ethical evaluation of technology • Responsible educational technology use

CATEGORY	DETAILS
Core Values	• Integrity • Objectivity • Commitment to national development and public good • Openness • Fairness and accountability
Pedagogical Approaches	• Interactive lecture • Guided discussion • Case study • Debate • Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching)
Learning Resources	• Course texts, and journal articles • National development reports, sector reports and innovation case studies • Artificial intelligence education reports guided • Technology integration framework, and data protection guidance • Multimedia materials, and academic databases
Assessment Methods	• Short test, concept map and written examination • Term paper, case report and presentation • Practical task, quiz and seminar presentation • Ethical case analysis and group assignment • Final examination

REFERENCES AND FURTHER READING

United Nations Educational, Scientific and Cultural Organization. (2021). *Recommendation on the ethics of artificial intelligence*. https://unesdoc.unesco.org/ark:/48223/pf0000380455

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ESS 527 Socio-Economic Activities in Nigeria

LEVEL 500 Level | **SEMESTER** Second Semester | **CREDIT UNITS** 2 | **STATUS** Required Course | **LECTURE HOURS** 30 | **PRACTICAL HOURS** -

COURSE OVERVIEW

This course titled "Socioeconomic Activities in Nigeria" introduces learners to the fundamental patterns, structures and processes that shape production, distribution, exchange and consumption of goods and services within Nigeria. It examines agriculture, trade, industry, informal enterprise, taxation, employment, entrepreneurship, financial inclusion and social welfare as interconnected components of national development, drawing on current realities such as poverty, inequality, unemployment, urbanisation and diversification away from oil dependence.

RELEVANCE STATEMENT

The course is highly relevant because it equips learners with the knowledge and analytical skills needed to understand how socioeconomic forces influence livelihoods, government policy, business decisions and community wellbeing, thereby preparing them to contribute meaningfully to sustainable national growth as informed citizens, professionals, entrepreneurs and policy actors.

COURSE OBJECTIVES

The course objectives are:

1. Introduce learners to the concept, scope and significance of socioeconomic activities in Nigeria.
2. Examine the structure and contribution of agriculture, industry and the informal sector to the Nigerian economy.
3. Explore patterns of trade, commerce and entrepreneurship within Nigeria.
4. Ssess the impact of government policies, taxation and financial institutions on socioeconomic development.
5. Investigate challenges such as poverty, unemployment, inequality and insecurity affecting socioeconomic activities.
6. Develop learners capacity to propose practical solutions for sustainable socioeconomic development.

LEARNING OUTCOMES

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

1. Explain the concept, scope and significance of socioeconomic activities in Nigeria.
2. Analyse the structure and contribution of agriculture, industry and the informal sector to national development.
3. Describe patterns of trade, commerce and entrepreneurship and their impact on economic growth.
4. Evaluate the impact of government policies, taxation and financial institutions on socioeconomic development.
5. Identify and discuss the major challenges affecting socioeconomic activities in Nigeria.
6. Design practical and solutions for sustainable socioeconomic development in Nigeria.

COURSE CONTENT

- Meaning
- Scope and nature of socioeconomic activities and explains how production
- Distribution
- Exchange and consumption combine to shape the Nigerian economy
- Agriculture as a major socioeconomic activity in Nigeria
- Covering crop farming
- Livestock production
- Fishing and forestry and their contribution to food security and national income
- Industry and manufacturing in Nigeria
- Including the growth of local industries
- Agro-allied processing and the challenges facing industrialisation
- The informal sector and its contribution to employment
- Income generation and economic activity in Nigerian towns and rural communities
- Entrepreneurship and small business development
- Highlighting how micro and small enterprises drive innovation and job creation in Nigeria
- Employment and the structure of the labour force in Nigeria
- Including patterns of formal and informal employment across regions
- Taxation and revenue generation
- Describing how government mobilises resources through taxes
- Levies and other charges to fund public services
- Banking and financial institutions in Nigeria
- Focusing on the role of commercial banks
- Development banks and the central bank in the economy
- Financial inclusion and microfinance
- Government economic policies and planning
- Including fiscal policy
- Monetary policy and national development plans aimed at growth
- Poverty and inequality in Nigeria

- Unemployment and underemployment-causes among youths and graduates and their implications for national development
- Urbanisation and rural development;-migration patterns
- Housing
- And efforts to improve living conditions in both urban and rural areas
- Transportation and infrastructure development
- Social welfare and human capital development
- Sustainable development and diversification of the Nigerian economy

CATEGORY	DETAILS
Core Competencies	• Critical thinking • Data interpretation • Economic analysis • Entrepreneurial thinking • Digital literacy
Core Values	• Integrity • Diligence • Social responsibility • Respect for diversity • Sustainability ethics
Pedagogical Approaches	• Four-in One model (TPACK, Jigsaw, Problem-based learning micro teaching case study analysis • Group discussion • Field trips • Guest speaker sessions
Learning Resources	• Textbooks and journal articles • Government publications • National Bureau of Statistics reports • Online databases • Multimedia presentations

CATEGORY	DETAILS
Assessment Methods	• Continuous assessment tests • Group projects • Term paper • Class presentation • Final examination

REFERENCES AND FURTHER READING

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PART II

Curriculum Implementation Framework

Institutional structure, Teacher Educator Standards, mentoring, course credit system and assessment, quality assurance, Teaching Practice, official instruments and the Graduate Employability Tracking Framework

Introduction

The National Commission for Colleges of Education (NCCE) is guided in all its activities by its vision to produce "well-motivated teachers with high personal and professional discipline, integrity and competence."

The National Policy on Dual Mandate in Colleges of Education and Implementation Guidelines establishes the framework for Colleges of Education in Nigeria to concurrently offer Nigeria Certificate in Education (NCE), Diplomas, Professional Certificates, Post-Graduate Diploma in Education, and Degree programmes, including seamless progression from NCE to degree programmes without mandatory university affiliation. Anchored on the Federal Colleges of Education Act No. 43 of 2023, the policy seeks to expand access to quality tertiary education, improve teacher quality and professionalism, optimise existing human and physical resources, reduce duplication between NCE and degree curricula, and strengthen the relevance and competitiveness of Colleges of Education. It assigns complementary regulatory responsibilities to the NCCE and National Universities Commission (NUC), requires Colleges to meet prescribed staffing, infrastructure, financial and curriculum standards before commencing degree programmes, and provides for phased, readiness-based accreditation, continuous professional development, ICT and AI integration, inclusive education, sustainable funding, monitoring through National Education Management Information System (NEMIS) and Teacher Management Information System (TMIS), risk management, and a 2026–2028 implementation work plan to guide nationwide implementation while preserving the core mandate of Colleges of Education to produce qualified teachers for Nigeria's basic education system.

In line with this vision and in pursuance of its mandate to maintain standards for Teacher Education at the sub-degree level, the NCCE has revised the existing NCE Teacher Education Programmes. In the revision, NCCE is guided by the need to provide effective teachers for all areas represented in Basic Education. Consequently, the following set of Teacher Education Programmes is for:

1. Basic,
2. Post-basic,
3. Tertiary, and
4. Skill certification.

In view of the fundamental transformation in Teacher Education introduced by the Dual Mandate, the NCCE, in collaboration with the NUC, reviewed the Implementation

Framework to guide Colleges of Education in effectively mounting and delivering NCE-Degree programmes, while ensuring harmonised curricula, prescribed standards, accreditation requirements, and quality assurance. The necessity of the reviewed Implementation Framework is predicated on:

i. The 'gap' between prescribed curriculum content and good curriculum practice. This is so because when the curriculum content is without an implementation guide, different lecturers and different NCE-Degree-awarding institutions may adopt different approaches, and this might be detrimental to the intended purpose and best practice in Teacher Education. Such a situation might crystallise into undesired outcomes.

ii. The need to prescribe standards and practical guidelines on what is expected to be done by administrators, teachers and students in the process of implementing the curriculum. It is believed that this will ensure that there is uniformity in practice across all the NCE-Degree-awarding institutions.

iii. The need for the National Commission for Colleges of Education to ensure that NCE-Degree-awarding institutions implement Standards for curriculum practice in the same way. It is expected that institutions adhere strictly to this Implementation Framework so that best practice in Teacher Education can be realised.

iv. The guidelines in the Framework can serve as standards for NCE-Degree-awarding Institutions to produce specific and measurable curriculum outputs. The attainment of these standards will form part of the normal Quality Assurance System the NCCE applies. First, NCE-Degree-awarding Institutions can use the Framework to evaluate themselves by assessing all the inputs, processes and outputs involved in their implementation of the curriculum. Second, the NCCE will also use this Framework to determine how well an NCE-Degree-awarding Institution is performing.

v. The Dual Mandate Teacher Education Programmes incorporate 'Teacher Standards'. These Standards have been developed through several Federal and State processes and represent a clear description of the knowledge, skills and attitudes a professional teacher should exemplify. As the Teacher Standards are an approved part of all Teacher Education programmes, it is necessary for NCE-Degree-awarding Institutions to comply with these new Standards and the assessment of student teachers should be guided by the Standards. Henceforth, assessment will not only look at the student teacher's mastery of the curriculum content but also look at whether he or she has imbibed the right knowledge, skills and attitudes that will make him or her the type of teacher the nation requires.

vi. The Implementation Framework is focused on institutional structure, Resource Development and Admission Procedure and Guidelines for Establishing New Academic Programmes and Institutions, Skill-gap Management and Institutional Linkages, Standards for Teacher Education and Professionalism, Course Credit System and Students' Assessment, Learning Opportunities and Mentoring, Quality Assurance and Teaching Practice.

Institutional Structure, Resource Development and Admission

Teaching is a dynamic profession that requires continuous review to address contemporary issues and challenges. The public is of the view that there is a mismatch between the quality of education offered at the basic level and its role in the country. The reason for the mismatch may be accounted for in part by the fact that the existing NCE programmes are not tailored towards the production of teachers for the Basic Education levels and programmes such as Early Childhood Care Development and Education (ECCDE), Primary Education Studies, Adult & Non-Formal and Special Needs & Inclusive Education.

1. To produce effective career-focused teachers for these levels of education (Basic, Post-basic, Tertiary, and Skill certification), the NCCE has restructured its existing programmes to pay attention to producing teachers for Early Childhood Care Development and Education (ECCDE), Primary Education Studies, Adult & Non-Formal and Special Needs & Inclusive Education.

The new Teacher Education programmes in the 2026 Edition of the Dual Mandate (NCE-Degree-Awarding) Minimum Academic Standards will require a merger (where necessary) and unbundling of Schools and Departments that will accommodate the identified specialised teaching areas and programmes.

A new institutional structure of Schools and Departments has been designed for the NCE-Degree-awarding Institutions. The purpose of the restructuring is to enable the institutions to implement the new programmes. This would also promote the production of professional teachers for each of the different levels of Education.

The NCE-Degree-awarding institutions shall have one or more of the following Schools and Departments. Each NCE-Degree-awarding institution is expected to identify and establish the Schools in line with the Dual Mandate requirements.

The established structure in Colleges of Education and other NCE-Degree-awarding institutions shall be:

1) School of Arts and Languages Education
2) School of Business Management Education
3) School of Foundation and Lifelong Education
4) School of Computing Education

5) School of General Education and General Studies Education
6) School of Science Education
7) School of Social Sciences
8) School of Special Needs and Inclusive Education
9) School of Technology Education
10) School of Vocational Education

Note: *Additional schools and programmes, apart from those above, shall be approved by the NCCE in line with the Dual Mandate requirements as the need arises.*

Schools and Departments in Conventional Colleges of Education

1. School of Arts and Languages Education

a. Arabic Studies
b. English and Literary Studies
c. French
d. Hausa
e. Igbo
f. Yoruba
g. History and International Studies
h. Music
i. Theatre and Creative Arts
j. Other Nigerian Languages

2. School of Business Management Education

a. Accounting Education
b. Business Administration
c. Entrepreneurship Studies
d. Marketing
e. Office Technology and Management

3. School of Foundation and Lifelong Education

a. Adult and Non-Formal Education
b. Early Childhood Care Development and Education
c. Primary Education

4. School of Computing Education

a. Computer Science
b. Artificial Intelligence and Robotics
c. Data Science and Analytics
d. Networking and Cybersecurity
e. Software and Web Development

5. School of Education and General Studies Education

a. Curriculum and Instruction
b. Educational Foundations
c. Educational Psychology and Counselling
d. Educational Technology
e. Centre of Educational Technology (CET)
f. Teaching Practice Unit

6. School of Science Education

a. Integrated Science
b. Biology
c. Chemistry
d. Environmental Studies
e. Health Education Studies
f. Human Kinetics
g. Mathematics
h. Physics

7. School of Social Sciences Education

a. Christian Religious Studies
b. Economics and Public Finance

c. Geography and Environmental Sustainability
d. Islamic Studies
e. Library and Information Science
f. Political Science and Diplomacy
g. Social Studies and Civic Education

8. School of Special Needs and Inclusive Education

a. Education for Gifted and Talented Learners
b. Education for Learners with Communication and Behaviour Disorders
c. Education for Learners with Hearing Impairment
d. Education for Learners with Intellectual Disabilities
e. Education for Learners with Learning Disabilities
f. Education for Learners with Physical and Health Impairment
g. Education for Learners with Visual Impairment
h. Rehabilitation Education
i. Special Needs Education

9. School of Technology Education

a. Automobile Technology
b. Building Technology
c. Electrical and Electronic Technology
d. Mechanical Technology
e. Wood Technology

10. School of Vocational Education

a. Agribusiness
b. Animal Production
c. Crop Production
d. Fine and Applied Arts (Graphics, Ceramics, Sculpture and Painting & Artistry)
e. Clothing and Textile
f. Food and Nutrition
g. Home Management

h. Family and Child Development

i. Hospitality Management

Note

i. All the programmes are double-major programmes, except Adult Education and Special Needs Education, which are single-major programmes because they are combined with a teaching subject.

ii. Adult Education Courses are to be combined with teaching subjects. To achieve this, students are to take 20 units for NCE and 27 units for Degree from the core courses.

iii. Staff who are to teach courses in the Department of GSE should be domiciled in their various departments of speciality and shall only be required to handle courses as lecturers in GSE.

iv. Each School is to be headed by a Dean and deputised by a Deputy/Sub Dean

v. Each department is to be headed by a Head of the Department

vi. Colleges using **Arabic** as the language of instruction **(Arabic Medium)** for Islamic Studies are to use the Arabic version of the relevant curriculum.

vii. Proprietors are at liberty to choose their programmes of interest. Details of academic offerings and other programmes are available at the National Commission for Colleges of Education.

Approved General Studies Courses

a) General English I

b) Introduction to Library Studies

c) Family Life, Human Trafficking & Emerging Issues

d) English Proficiency for Teachers

e) Digital Literacy & AI for Educators

f) Media and Information Literacy I

g) General English II

h) Introduction to Foundational Literacy

i) Media and Information Literacy II

j) Introduction to Foundational Numeracy

k) Entrepreneurship and Green Skills

l) Global Citizenship Education and Political Economy

m) Peace and Conflict Resolution

n) Venture Creation

Directorates

NCE-Degree-awarding institutions should have the following **Academic** Directorates, among others:

a) Directorate of Teaching Professionalism and Mentoring

b) Directorate of Career Services Centre

c) Directorate of Academic Planning

d) Directorate of Quality Assurance.

e) Directorate of Consultancy Services

f) Directorate of Education Support Services

g) Directorate of Information and Communication Technology (ICT)

h) Directorate of Skills Development and Linkages

i) Directorate of Continuing Education

j) Directorate of Research and Innovations

k) Directorate of Grants, Partnerships and Resource Mobilisation

***Note**:*

1. Colleges using Arabic as a Medium of Instruction shall use Arabic as a language of curriculum and instructional delivery only in that programme.
2. All Directorates shall be headed by a Director who shall be a Chief Lecturer/ Professor.
3. The Director shall be appointed by the Provost.
4. There shall be Deputy Director (s) for each Directorate.
5. Deputy Director (s) shall **not** be below the rank of a Senior Lecturer

Colleges of Education (Technical)

1. School of Education

Departments as in a conventional College

2. Directorates

As in a conventional College

3. School of Vocational Education

As in a conventional College

4. School of Business Management

As in a conventional College

5. School of Technology Education

As in a conventional College

6. School of Science Education

As in a conventional College

7. School of Childhood, Primary and Adult Education

As in a conventional College

8. School of Special Needs and Inclusive Education

As in a conventional College

Colleges of Education (Special)

1. School of Arts and Language

Departments and subject combinations as in a Conventional College

2. School of Education

Departments as in Conventional Colleges of Education

3. Directorates

As in a Conventional College

4. School of Language Education

Departments and subject combinations as in Conventional Colleges of Education

5. School of Science Education

Departments and subject combinations as in Conventional Colleges

6. School of Technical and Vocational Education

Departments and subject combinations as in Conventional Colleges of Education

7. School of Special Needs Education

Departments of:

i. Education for Gifted and Talented Learners
ii. Education for Learners with Communication and Behaviour Disorders
iii. Education for Learners with Hearing Impairment
iv. Education for Learners with Intellectual Disabilities
v. Education for Learners with Learning Disabilities
vi. Education for Learners with Physical and Health Impairment
vii. Education for Learners with Visual Impairment
viii. Rehabilitation Education

8. School of Childhood, Primary and Adult Education

a. Adult and Non-Formal Education
b. Early Childhood Care Development and Education
c. Primary Education

Approved Subject Combinations for School of Special Education

Special Needs and Adult Education Courses are to be combined with teaching subjects. To achieve this, students are to take 20 units for NCE and 27 units for Degree from the core courses/subjects as in conventional Colleges.

Structure and Functions of the Directorates

1. Directorate for Continuing Education

Structure

i. Director
ii. Deputy Director (s)
iii. Administrative and Clerical Officers

Functions

Director

i. Shall be responsible to the Provost
ii. Shall be the head of the Directorate
iii. Shall supervise all staff of the Directorate
iv. Shall be a member of the Academic Board

Deputy Directors

The Deputy Directors shall assist the Director in his/her responsibilities

Examination Officers in Directorate of Continuing Education

There shall be an Examination Officer for each course being run under the Continuing Education Directorate.

2. Directorate of Information and Communication Technology (ICT)

i. Director
ii. Deputy Director
iii. Head of units as may be required

Functions

(a) Director

i. Shall be responsible to the Provost
ii. Shall be the head of the Directorate
iii. Shall supervise all staff of the Directorate

iv. Shall oversee all ICT-related activities

v. Shall be a member of the Academic Board and Admission Committee

(b) Deputy Director

Shall assist the Director in his/her responsibilities

3. Directorate of Entrepreneurship, Skills Development and Linkages

i. Director

ii. Deputy Director

iii. Units as may be required

(a) Director

i. Shall be responsible to the Provost

ii. Shall be the administrative head of the Directorate

iii. Shall establish skill gap needs for programmes offered by the college

iv. Shall perform any ancillary function related to the mandate of the directorate.

v. Shall be a member of the Academic Board

(b) Deputy Director

Shall assist the Director in discharging the functions of the office

4. Directorate of Quality Assurance

i. Director

ii. Deputy Director

iii. A Committee which shall comprise the Director, Deputy Director and Representatives of the Registry, Bursary, Works and Services, Student Affairs, Student Union, Staff Unions, Schools.

Functions

i. Shall maintain an internal quality self-assessment process for submission to management and NCCE.

ii. Shall monitor the process of NCCE/NUC accreditation exercise

iii. Shall ensure quality and excellence in all activities of the college

iv. Shall develop, apply and review quality benchmarks/parameters for various academic programmes and administrative activities of the College

v. Shall facilitate the creation of a learner-centred environment, conducive to quality education and academic staff professional growth

vi. Shall provide a feedback mechanism for students, parents and other stakeholders on quality-related issues.

vii. Shall disseminate information on various quality parameters of teacher education

viii. Shall organise inter- and intra-institutional workshops and seminars on quality-related issues

ix. Shall document all activities/programmes that lead to quality improvements

x. Shall serve on the Academic Board, monitor teaching practice/SIWES, monitor MIS directorate, monitor examination, monitor result collation, Continuous Assessments and coordinate work ethics.

5. Directorate of SIWES

i. Director

ii. Representatives of participating schools

iii. Administrative Staff

a) Director

i. Shall be responsible to the Provost

ii. Shall oversee monitoring of SIWES selection processes, postings, monitoring of students on SIWES, supervisors, and final reports/results of SIWES

6. Coordinator of Acculturation

i. Shall be appointed by the Provost

ii. Shall mobilise students for acculturation

iii. Shall organise all acculturation activities

7. Directorate of Academic Planning

i. Director

ii. Deputy Director

a) Director

i. Shall be responsible to the Provost
ii. Shall be the Administrative Head of the Directorate
iii. Shall guide the development of academic programmes of the college
iv. Shall coordinate the NCCE/NUC accreditation exercise
v. Shall superintend the conception of the school calendar and secure relevant approvals before making it public
vi. Shall advise on needed infrastructural development that can support academic programmes of the college
vii. Perform any other academic assignment given by the Provost as might be determined from time to time

b) Deputy Director

Shall assist the Director in all his responsibilities.

8. Directorate of Consultancy Services

i. Director
ii. Deputy Director
iii. Head of Revenue
iv. Head of Administration
v. Head of Marketing
vi. Head of Production
vii. Head of Training

a) Director

i. Shall be responsible to the Provost
ii. Shall be the Administrative head of the Directorate
iii. Shall figure out areas of comparative advantage that the College can provide consultancy services in
iv. Shall conduct feasibility studies for purposes of rendering services
v. Shall perform any other function ancillary to his duties as might be determined from time to time

b) Deputy Director

Shall assist the Director in all his responsibilities

c) Head of Revenue

i. Shall oversee IGR of the Directorate
ii. Shall be responsible for accounting records of the Directorate
iii. Shall advise the Director on financial matters

d) Head of Administration

i. Shall be responsible for advising the Director on administrative matters
ii. Shall be responsible for all administrative activities of the Directorate

e) Head of Marketing

i. Shall be responsible for marketing the products of the Directorate
ii. Shall liaise with potential IGR sources

f) Head of Production

Shall be responsible for the production work of the Consultancy Services

g) Head of Training

Shall be responsible for trainings, consultations with UBEC and other relevant agencies.

9. Directorate of Teacher Professionalisation and Mentoring

i. Director
ii. Deputy Director
iii. Head of Teacher Professionalisation
iv. Head of Mentoring

a) Director

i. Shall be responsible to the Provost
ii. Shall be the Administrative head of the directorate
iii. Shall be a member of the Academic Board

b) Deputy Director

Shall assist the Director in all his/her responsibilities

c) Head of Teacher Professionalisation

Shall be responsible for all matters relating to teacher professionalisation

d) Head of Mentoring

Shall be responsible for all matters relating to staff and student mentoring

10. Directorate of Career Service

a. Director
b. Deputy Director
c. Head of Units
i. Shall be responsible for coordinating Career Guidance for students
ii. Shall coordinate students' employability and skills development activities
iii. Shall organise Internship/Placement and industry linkages for students
iv. Shall ensure open linkages to student exchanges.

11. Directorate of Research and Innovation

The Directorate of Research and Innovation serves as the central coordinating body responsible for:

i. Promoting a vibrant research culture
ii. Driving innovation and commercialisation
iii. Ensuring research quality and ethics
iv. Mobilising research funding
v. Journal and book publications
vi. Linking research to societal and industry needs

Director

i. Reports to the Provost, through the Deputy Provost Academics
ii. Implements and enforces the College's research policies
iii. Provides leadership and supervision to team members
iv. Oversees research fund utilisation

v. Champions commercialisation of research findings

Deputy Director

Shall assist the Director in his/her responsibilities

12. Directorate of Grants, Partnerships and Resource Mobilisation

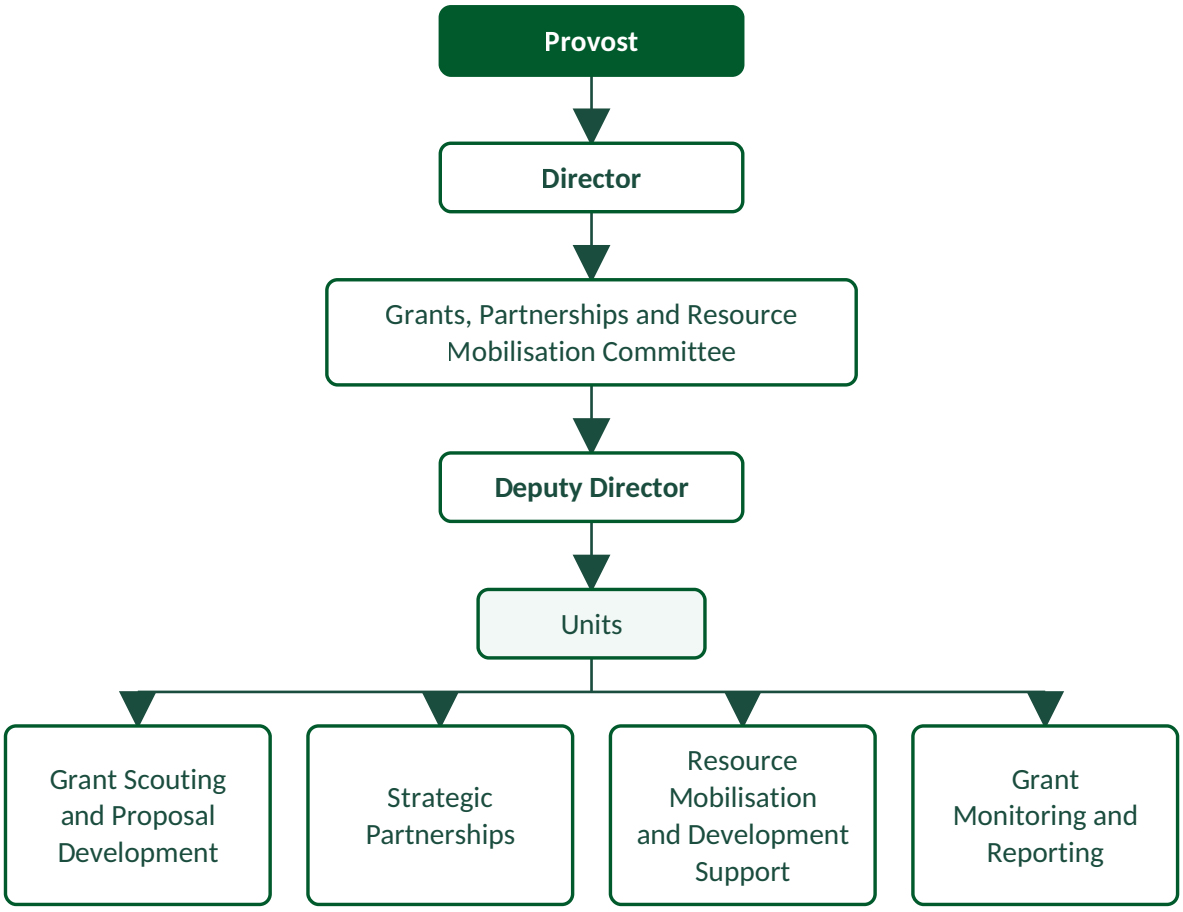
Mandate of the Directorate

The Directorate of Grants, Partnerships and Resource Mobilisation shall coordinate the identification, development, acquisition and management of external funding opportunities and strategic partnerships to support the College's academic, research, infrastructural and community development objectives.

There shall be a committee, comprising Academic Planning, Quality Assurance, Research and Innovation, Academic Departments, Bursary, Works, Registry, Purchasing and Physical Planning units, to collaborate, align and prioritise funding needs and identify funding agencies relevant to each unit.

The directorate shall serve as the institutional coordinating unit for grant scouting, donor engagement, proposal development, partnership development, resource mobilisation and monitoring of externally supported initiatives, in collaboration with relevant academic departments, directorates and administrative units.

Organogram



Organogram of the Directorate of Grants, Partnerships and Resource Mobilisation

Director

A Chief Lecturer/Professor with strong professional standing and integrity.

The Director should possess strong strategic, analytical, communication and relationship-management skills, as well as the ability to coordinate multidisciplinary teams.

Functions of the Directorate

1. Grant Scouting and Opportunity Identification

Systematically identify, monitor and publicise available funding opportunities from Government Agencies, Non-Governmental Organisations (NGOs), International Development Partners, Foundations, Corporate Bodies and other legitimate funding sources.

2. Funding Opportunity Analysis

Screen available opportunities and assess their relevance to the College's strategic priorities, eligibility requirements, funding limits, institutional capacity and anticipated benefits.

3. Grant Proposal Development and Coordination

Coordinate the preparation of competitive grant applications in collaboration with departments, researchers, project teams and relevant administrative units, without prejudice to their statutory functions.

4. Strategic Partnership Development

Establish and maintain productive relationships with funding agencies, government institutions, industries, NGOs, foundations, research institutions and development partners.

The objective should be to develop long-term collaborations that produce funding, technical assistance, research opportunities, training, equipment and other institutional benefits.

5. Donor Identification and Engagement

Develop a structured approach to identifying potential donors and maintaining relationships with them. This should include donor mapping, stakeholder engagement, institutional capability statements, project concept notes, follow-up correspondence and regular communication concerning the College's priorities and achievements.

6. Partnership Agreements and Memoranda of Understanding

Coordinate the development, documentation and monitoring of institutional partnerships and memoranda of understanding, in collaboration with the Legal Unit and other relevant units.

7. International Collaboration and Development Partnerships

Identify opportunities for international collaboration in teacher education, research, digital learning, technical and vocational education and institutional capacity development.

8. Industry, Alumni and Private-Sector Engagement

Develop relationships with industries, alumni, entrepreneurs and private-sector organisations to mobilise resources and create opportunities for students and staff. Activities may include industry-sponsored laboratories, equipment donations, scholarships, practical training and staff development.

9. Grant Compliance and Institutional Coordination

Coordinate with the Bursary, Procurement, Internal Audit, relevant project managers and other authorised units to ensure that successful grants are administered in accordance with their conditions. The Directorate should maintain a record of grant agreements, approved budgets, milestones, reporting deadlines and required deliverables. It should not independently assume financial custody or override the statutory responsibilities of the Bursary, Procurement or Internal Audit.

10. Monitoring, Evaluation and Reporting

Monitor the progress and performance of externally supported projects in collaboration with the implementing units. Periodic reports should be submitted to Management and other appropriate institutional authorities.

11. Advisory Services to College Management

Advise Management on emerging funding opportunities, donor priorities, partnership risks, institutional readiness and resource mobilisation strategies.

NOTE: There shall be an adequate complement of non-teaching staff for all Directorates.

Teaching and Non-Teaching Staff Ratio

The approved Teaching to Non-Teaching staff ratio is 70% teaching staff to 30% non-teaching staff

Certification

At the end of the training, all NCE-Degree-awarding institutions shall award Certificates in the following specialised focal areas:

(i) Nigeria Certificate in Education in Approved programmes

(ii) Bachelor's Degree in Approved programmes

(iii) Post-Graduate Diploma in Education

(iv) National Skills Qualification (NSQ)

Procedure and Guidelines for Establishing New Academic Programmes

Procedure for Obtaining Approval to Establish NCE-Awarding Institutions

Approval to establish an NCE-awarding institution shall be granted only when there is evidence that there is a library, administrative facilities and adequate resources on the ground to teach all the courses in the discipline of specialisation and General Studies. The procedure for obtaining approval to establish an NCE institution shall consist of the following:

i. Submission of Application Form

ii. An application form shall be submitted to the Executive Secretary, National Commission for Colleges of Education (NCCE) with the following documents:

iii. A properly laid out Academic brief describing the business concept, vision, mission, profiles and experience of promoters and management teams, target market, financial structure including evidence of start-up capital, operational plan, key risks and mitigants, preferred location and any other information that will be useful in assessing the viability of the proposed institution.

iv. In addition, the following documents shall be included in the proposal:

   a. Curriculum (if different from NCE Minimum Standards) demonstrating creativity, innovation and link with market economy.

   b. Information on school leadership with a proven track record.

   c. Number and list of full-time and part-time qualified instructors/lecturers.

   d. Information on learning environment, resources, facilities and equipment to be made available.

   e. Systems and structures for measuring impact.

   f. Evidence that more institutions of the type and level are required in the economy.

   g. Evidence of human resources available to the proprietor for the past three years.

   h. A tax clearance certificate for the past three years.

   i. An audited financial statement and/or bank statement.

   j. Evidence of registration of the Institution with Corporate Affairs Commission (CAC).

Analysis of Application and Inspection Visit

The Academic brief and the attached documents shall be analysed by NCCE. A team of specialist staff of NCCE and Resource Persons shall visit the site of the proposed institution to confirm the correctness of the submissions made by the prospective proprietor, after paying the prescribed amount to NCCE's Account. The team shall pay attention to the following:

i. the proposed curriculum of the institution;
ii. the physical facilities: offices, classrooms, workshops, farm laboratories, studios and library (as appropriate) for the proposed programmes to be offered by the institution, their adequacy, size of classes proposed, environment, and the complement of equipment required;
iii. adequacy of financial resources to support capital and recurrent expenditure;
iv. availability of human resources: administrative, teaching and support staff in quality, number and mix for the programme to be mounted in the first and second years of existence of the institution.
v. the institution's library shall be well-furnished and stocked with relevant books and non-book items, for the proposed programmes and adequate space to accommodate its readership; and
vi. availability of regular water and power supplies.

Recommendations to the Governing Board of NCCE/HME

The report of the inspection shall be considered by NCCE along with the Academic Brief in relation to meeting the provisions of the Education (National Minimum Standards and Establishment of Institutions) Act 30 of 2022. The recommendation of NCCE shall then be submitted to the Honourable Minister of Education for licensing the institution to operate.

Governing Board of NCCE/HME's Decision

If the application to establish the institution receives the approval of the Governing Board of NCCE/Honourable Minister of Education (HME), the institution shall be listed as licensed to operate in Nigeria. The Federal Ministry of Education/ Governing Board of NCCE shall inform the proprietor of the outcome of his application through NCCE.

Re-Submission of Application

Where the application is unsuccessful, the letter to the proprietor shall state reasons for denying the approval. The proprietor shall re-apply for approval to run or establish the institution after remedying all the deficiencies highlighted in the earlier report.

Academic Brief

A properly laid out academic brief should contain business concept, vision, mission, profiles and experience of promoters and management team, target market, financial structure including evidence of start-up capital, operational plan, key risks and mitigants, preferred location and any other information that will be useful in assessing the viability of the institution.

The academic brief shall contain the following:

a. A well-articulated academic brief showing the programmes to be offered and student enrolment by each year in the next 5–10 years;
b. A well-articulated Master Plan showing a clear description of the physical structure of the campus and relative to the academic development plans of the institution;
c. Audited financial report or a certified bank statement of account showing the financial position and capability of the prospective proprietor;
d. Tax clearance certificate of the proprietor for the past three (3) years;
e. Evidence of human resources available to the proprietor;
f. Information on school leadership with proven track record of experience;
g. System and structure for measuring impact of academic, administrative and financial activities;
h. Evidence that more institutions and programmes of such type and level are required in the economy;
i. Evidence of registration with CAC or Enabling Act, Edict or Bye-Law;
j. Evidence of ownership of at least twenty-five (25) hectares of land or evidence of long lease agreement of at least 5–10 years.

Procedure and Guidelines for Commencing Degree Programmes

Prior to the commencement of degree programmes in any COE, without prejudice to the maturity period, a COE shall make a formal application with specific education

programmes to NCCE. NCCE shall determine the prima facie qualification and readiness of the COE and make appropriate recommendations to NUC for further processes. This is to eliminate the possible practice of obtaining approval for non-education programmes in the COEs.

Only institutions meeting the prescribed human, infrastructural, and financial thresholds shall be granted operational approval. The NCCE shall specifically verify:

i. Adequacy of academic staff strength and qualification mix against the staffing thresholds set out by NUC;
ii. Availability and condition of laboratories, libraries, ICT facilities, and lecture-hall capacity relative to projected degree enrolment;
iii. Existence of an approved, harmonised curriculum for each proposed degree programme; and
iv. Institutional financial capacity to sustain the programme without compromising core NCE delivery.

Organisation, Management and Governance

A Constitution or Bye-law or some equivalent instrument or means shall exist to spell out the authority and responsibilities of each organisational component of the institution – Governing Council, College Management, Academic Board, Works and Services, etc. together with the process by which they function and interrelate. Provisions for the delineation of roles, authority and responsibilities to the staff shall be depicted in a table or organisational chart which represents the actual working order of the proposed institution. The administrative structure of the institution shall be like what is obtainable at government-owned institutions. Rules and regulations shall not conflict with the conventional responsibilities in academia.

Governing Council

The proprietor shall appoint a Governing Council which shall be the overall policy-making body of the institution. The composition of the council shall include representatives of the proprietor, Ministry of Education (State or Federal), National Commission for Colleges of Education, Employers and professional registration council/association related to the disciplines offered, the Provost, one (1) Deputy Provost, two (2) representatives of the Academic Board, four (4) representatives from the College Congregation (2 academic

and 2 non-teaching staff). One (1) representative of alumni, with the Registrar as Secretary.

***Note**: There can be variations in membership depending on the proprietorship of the institution.*

Academic Board

There shall be an Academic Board whose main function shall be taking decisions on academic matters. The composition shall include the Provost as Chairman, the Deputy Provosts, Dean of Students' Affairs, Dean of the Schools, Academic Directors, Heads of Academic Departments, Chief lecturers/Professors, two (2) representatives of the Academic Staff Union and the College Librarian and Registrar as Secretary.

Administration of the Institution

There shall be appointed to run the institution a Provost (or its equivalent) and other principal officers such as, the Registrar, Bursar, and the Librarian. The Provost of an institution shall hold a Ph.D. degree and professional qualification in one of the disciplines offered in the institution; shall be a Chief Lecturer/Professor of at least five (5) years and shall have cognate industrial work/teaching/administrative experience. The candidate shall show evidence of scholarship such as publications and research activities in both his/her discipline and higher education. The Provost shall have a teaching qualification and be registered with the Teachers Registration Council of Nigeria.

Teaching Staff

There shall be available to the proposed programmes a full complement of teaching staff number and mix required to teach all the courses listed in the curriculum. The number and mix of teaching staff shall be in line with the NCCE/NUC criteria. On average, a minimum of six core and permanent staff. The number excludes teaching staff for General Studies and other service courses taught by other departments. Generally, teaching staff is expected to teach for a minimum of 8 contact hours per week. Where necessary, part-time or adjunct lecturers shall be engaged to cover some of the periods. The minimum qualification for any lecturer in an NCE-degree-awarding institution shall be a master's degree. However, a holder of a first degree not below Second Class (Lower Division) can be employed in training positions as an assistant lecturer. In all cases, before they get their

first promotion, they must have full membership of a professional body in the discipline they teach, acquire a teaching qualification and must be registered with the Teachers' Registration Council of Nigeria (TRCN). All academic staff must have evidence of digital literacy from a recognised institution.

Non-Teaching Staff

There shall be a full complement of Administrative, Professional and Technical staff. For science and other programmes, each of the laboratories, workshops and ancillary facilities shall be fully staffed with at least a Secretary, Technologist, Technician, Office Assistants, Laboratory Attendant and Cleaners.

Physical Facilities

a. Laboratories

There shall be adequate number and types of laboratories available for the programme (s) to be offered. Where the department is to share existing laboratories with other departments, adequate arrangements shall be made to accommodate all the courses to be taught. The tools, instruments and equipment listed for each laboratory in the NCE-Degree Minimum Academic Standards shall be provided, installed and commissioned before the approval inspection takes place and before the first set of students are admitted. In all cases, care shall be taken to ensure that the programmes do not over-stretch the available facilities.

b. Workshops/Studios

An adequate number and size of workshops/studios to sustain an initial intake of 30 students in each of the three years of the programme shall be available. The hand and machine tools and equipment required for the programme shall be available, installed and commissioned before the approval inspection visit. The list of workshops, studios and minimum equipment required for each programme is contained in the NCE-Degree Minimum Standards Curriculum released by NCCE.

c. Classrooms/Lecture Theatres

Adequate number of classrooms/lecture theatres shall be available for the programme. Ideally, at least five classrooms, each fully equipped to seat not less than thirty (30) Students at a time, shall be available to each programme. Where classrooms are centrally

allocated to the various courses, care shall be taken to ensure that all courses are included in the schedule for the number of contact hours specified.

d. Library

The library of the institution shall have a seating capacity for at least one quarter of the readership at a time and shall be able to provide all the basic services that institutional and departmental libraries require with a minimum student-to-book ratio of 1:10. Text and reference books, journals, reading and non-book materials in the disciplines to be offered shall be provided in quantity and mix that will provide adequately for all students to be enrolled.

Virtual Library

A virtual library is also necessary. The college and department should leverage available technology to put in place rich databases and other electronic/digital library and information resources covering all programmes. A well-networked digital library should serve the entire college community. Availability of wireless facilities (Wi-Fi) with adequate bandwidth should enhance access to these electronic resources. In any case, there should be internet-ready workstations in the library for at least 25% of students enrolled in each academic programme. The funding of the library should be in line with the NCCE/ NUC guidelines.

e. Staff Offices

Offices shall be available for all teaching staff of the programme. Each department shall have well-furnished offices for the Head of Department and other officers (Administrative and Clerical officers) in the department. Senior Lecturers and above shall have well-furnished individual offices with computers, printers, air conditioners, file cabinets, bookshelves, refrigerators, toilet facilities, etc. The non-teaching staff should also be adequately accommodated. All staff offices shall be interconnected.

f. Welfare Facilities

Colleges shall provide adequate welfare facilities for both staff and students. For students, these shall include cafeteria, health and recreational facilities, and hostel. For all Teaching and Non-Teaching staff, these include staff housing, health and recreational facilities, and provisions for pensions and gratuities.

g. Municipal Facilities

Regular power or solar energy, gas and water supplies shall be available for the laboratories, workshops, studios, resource rooms, fire safety and emergency services, recreational facilities, toilets and sanitation facilities, waste collection and disposal services, road network and other facilities for the college.

h. Finance

Colleges shall be adequately funded to meet capital and recurrent expenditure needs of the college. Adequate consumables shall be on the ground for students' practical. There should be adequate funding for science and technology-based programmes. In both cases, colleges shall make provision for maintaining small tools/equipment in the workshops, laboratories and classrooms. Major repairs shall be funded from capital/recurrent grant as appropriate.

Admissions

Introduction

Each programme has its own unique features and demands. These unique features and demands are properly articulated in the introductory pages to each programme in the relevant booklets. Requirements that are common to all the subjects are set out below:

General Admission Requirements

a. A senior secondary school certificate (SSC) WAEC, NECO or GCE 'O' Level, NABTEB, and equivalent certificates with four (4) Credits at not more than two sittings. Two of the credits must be relevant to the course the candidates wish to offer. Credits in English and/or Mathematics may be required in some courses to meet departmental requirements. NBAIS for those doing Arabic and Islamic studies only.

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 that the candidate wishes to offer. Credit/merit in English Language and/or Mathematics may be a requirement in some courses.

c. Successful candidates in the Pre-NCE final examinations who, in addition to fulfilling the 'O' Level requirements of 4 credit passes as stated in (a) above, have satisfied the JAMB requirement for admission.

d. In addition to other requirements, all candidates shall fulfil admission requirements in line with JAMB guidelines.

Course Requirements

a. The Education and General Studies Courses are compulsory for all registered students in the NCE-Degree programmes.

b. All registered students must submit a supervised project before graduation. The project may be written in Education or any of the student's special areas. (This is without prejudice to long essays or seminar papers that may be required by some departments.) Three copies of projects, typed, double-spaced and bound (hard cover) together with soft copy of each completed project, shall be submitted by each student before graduation. The credits earned shall be recorded under EDU 321 and EDU 500 for the NCE and Degree programmes respectively.

c. Classroom observation should be carried out in the Demonstration School of the College. Teaching Practice is compulsory for both NCE and Degree students, and it shall last for one semester (NCE) and 12 weeks for Degree, with each carrying 6 credit units. Colleges are free to make their own arrangements for Teaching Practice. The credits earned shall be recorded under EDU 311 and EDU 501 as the case may be.

d. A supervised mentoring programme is compulsory for all students registered for NCE-Degree programmes in any Dual Mandate institution.

e. Industrial Attachment or SIWES is compulsory for all students registered for courses in Vocational, Technology, Theatre Arts, Music, Computing courses, Adult & Non-Formal Education and other courses approved by the NCCE. This is for a minimum of 16 weeks with 2 credit units.

f. Acculturation/Language Immersion Programmes are compulsory for all students offering Arabic, French and Nigerian Languages at the officially designated centres for a period of twelve (12) weeks or any other acceptable institution within or outside the country.

Guidelines for the Appointment of Deans and Heads of Departments

a) Deans of Schools

i) Eligibility

The Dean of a School shall be elected. To be eligible for this election, the officer shall not be below the rank of Chief Lecturer/Professor.

***Note**: In the absence of a Chief Lecturer/Professor, the Provost can appoint the most senior Lecturer in the school in an acting capacity for a duration of one year and renewable for another one year.*

ii) Tenure

The Dean shall hold office for 2 years from the date of his/her election unless the person resigns, but shall be eligible for re-election for a second and final term. He/she should leave office for at least two years before re-contesting for the position.

b) Head of Department

i) Eligibility

The HOD shall be elected. To be eligible for election, the officer shall not be below the rank of Principal Lecturer. Where there is no qualified staff for this position, the most senior academic staff can be appointed in an Acting capacity until a qualified person is available.

ii) Tenure

The HOD shall hold office for 2 years from the date of his/her appointment or until the person resigns, but shall be eligible for re-appointment for a second and final term. However, if there is no eligible officer, the most senior lecturer in the department shall be appointed as an acting HOD by the Provost for a tenure of one year, which is renewable for another one year.

Skill-Gap Management and Institutional Linkages

The National Commission for Colleges of Education advocates a collaborative approach to curriculum development that brings together all stakeholders in the curriculum implementation and utilisation chain for purposes of curriculum evaluation and review. This approach requires that adequate feedback comes from stakeholders such that the outcome of any curriculum review process meets the market and individual needs of the clientele as well as national aspirations. This approach to curriculum development requires that NCE-Degree awarding institutions obtain requisite information on how well their graduates are doing on the job and what is required to improve their job performance. However, over the years, it has been observed that NCE-Degree-awarding institutions do not do enough to follow up with their graduates so that they can contribute to the curriculum review process based on empirical data.

As part of the implementation of the 2026 edition of the Dual Mandate curriculum, NCCE shall monitor institutional linkages with a view to utilising the data on how well graduates of institutions are doing in their chosen areas of human endeavour for accreditation status. To ensure that decisions about programmes' relevance to society have an empirical basis, NCE-awarding institutions are directed to conduct regular labour market information surveys covering all disciplines studied in their respective institutions. In addition, quality tracer study reports shall be required and would significantly account for the scores each NCE-awarding institution shall receive during external quality assurance processes.

To ensure that relevant data informs upcoming curriculum reviews by the NCCE, all NCE-Degree awarding institutions are directed to establish a directorate of skill development and linkages that shall provide required direction for Dual Mandate Curriculum. The directorate shall be responsible for establishing skill requirements in programmes offered by the institution. Detailed functions of the directorate follow.

Functions of Skill-Gap Management and Institutional Linkage Directorate

The functions of the Directorate are to:

a. Identify and document the skills required for competent and employable teachers;
b. Compile and update the database of all NCE graduates regarding their career progression;

c. Conduct a survey of market needs of NCE graduates from time to time;

d. Organise advocacy, sensitisation and mobilisation programmes for the inculcation of appropriate skills in NCE-Degree Graduates;

e. Establish and maintain a linkage with employers of labour for exchange of ideas to determine the needs and the relevance of the skills acquired by NCE-Degree Graduates;

f. Involve employers of labour for the purpose of determining the demands of the labour market as well as national aspiration;

g. Collaborate with internal and external support agencies and institutions; and

h. Conduct follow-up or tracer studies to determine observed skill-gap issues among the institution's graduates.

Tracer or Follow-up Studies shall report on

a. Resource management skills of the NCE-Degree Graduates;

b. Evaluation/Assessment skills of the NCE-Degree Graduates;

c. Workplace partnership and/or team spirit of the NCE-Degree Graduates;

d. NCE-Degree Graduates' industrial skills;

e. NCE-Degree Graduates' entrepreneurship skills;

f. NCE-Degree Graduates' social skills;

g. NCE-Degree Graduates' Computer /ICT skills;

h. NCE-Degree Graduates' Team-teaching skills;

i. NCE-Degree Graduates' Oral and written communication skills;

j. NCE-Degree Graduates' Listening skills;

k. NCE-Degree Graduates' Project management skills;

l. NCE-Degree Graduates' problem-solving skills;

m. NCE-Degree Graduates' adaptation to work environment and dress code;

n. NCE-Degree Graduates' assimilation of work-based experience;

o. NCE-Degree Graduates' awareness of local and global issues, particularly in their subject areas;

p. NCE-Degree Graduates' leadership skills;

q. NCE-Degree Graduates' ability to take corrections;

r. NCE-Degree Graduates' ability to perform assigned tasks correctly;

s. NCE-Degree Graduates' soft/interpersonal skills;

t. NCE-Degree Graduates' competency in the delivery of subject matter (theory and practice) skills;

u. NCE-Degree Graduates' reading skills;

v. NCE-Degree Graduates' cognitive skills;

w. NCE-Degree Graduates' subject-specific skills as needed in various school subjects; and

x. Any other information relevant to determining suitability of NCE-Degree Graduates in the world of work.

Structure of the Directorate of Skill Development and Linkages

There shall be a Director and four Deputy Directors in the directorate. The Deputy Directors shall be:

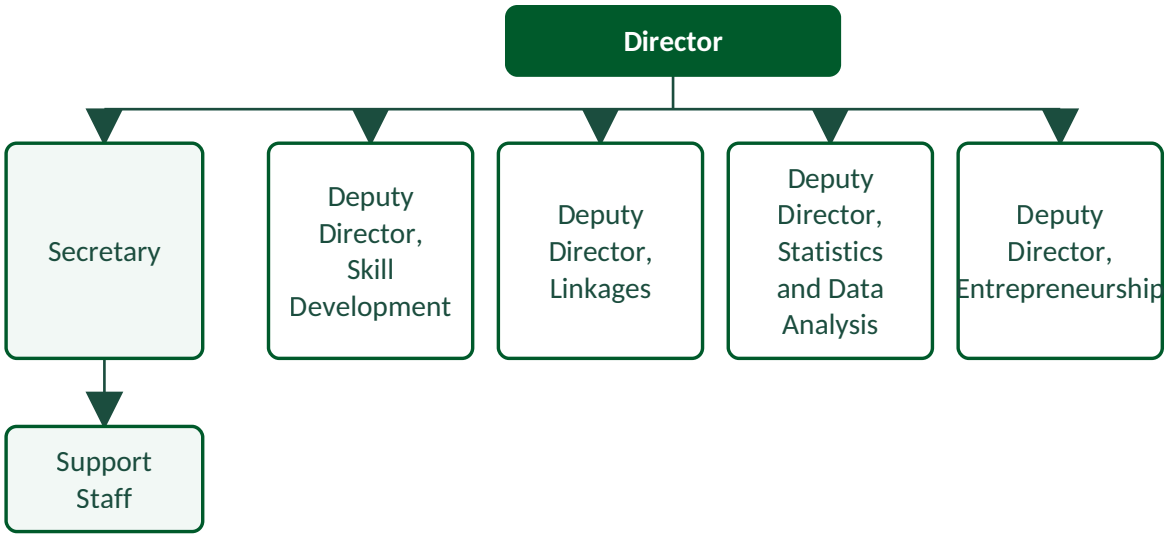
a. Deputy Director, Skill Development;

b. Deputy Director, Entrepreneurship;

c. Deputy Director, Linkages; and

d. Deputy Director, Statistics and Data Analysis

Note: *The directorate shall be serviced by Support Staff as laid out for all directorates in NCE-Degree awarding institutions.*



Organogram of the Directorate of Skill Development and Linkages

Functions of the skill development unit

a. To identify and document the skills required for competent and employable NCE teachers;

b. To conduct survey on labour market needs of college academic programmes from time to time;

c. To liaise with other unit heads on issues related to skill development.

d. To prepare a report on the activities of the unit for onward submission to the Director;

e. To keep relevant records of the unit; and

f. To carry out any other functions that may be assigned by the Director from time to time.

Functions of Linkages Unit

The unit is to:

a. Establish and maintain cordial relationships with the labour market, especially State Universal Basic Education Boards and other employment agencies for the purpose of determining the direction of the institution's educational programmes and course offering in the college of education;

b. Obtain regular information on job opportunities and societal expectations of NCE-Degree Graduates;

c. Sensitise the students and other stakeholders on relevant information on the job market available to NCE-Degree Graduates;

d. Liaise with institutions and establishments on proper training (SIWES, workshops on proper excursions) for students in Technical and Vocational Education; and

e. Carry out any other functions that may be assigned by the Director from time to time.

Functions of Statistics and Data Analysis Unit

The unit shall:

a. Generate, analyse and maintain statistical database on graduates, employers and international development partners;

b. Analyse collected data on NCE-Degree Graduates for decision-making and policy change;

c. Carry out periodic surveys of NCE-Degree Graduates' on-the-job performance;

d. Carry out periodic needs assessment of employers of NCE-Degree Graduates;

e. Develop, use and document test instruments for the directorate; and

f. Carry out any other functions that may be assigned by the Director from time to time.

Functions of the Entrepreneurship Unit

The unit shall:

a. Establish and coordinate the exploration of entrepreneurship opportunities in existing disciplines of the College;
b. initiate and sustain cordial relationships with employers of labour for the purpose of obtaining useful information on areas of entrepreneurial development;
c. develop and implement innovative strategies for bridging of skill gaps of NCE-Degree Graduates;
d. encourage productive institutional labour market relationships with employers of labour;
e. develop entrepreneurial skill potentials of both students and staff for deployment to relevant labour market;
f. promote linkage between the labour market and the NCE-awarding institution for acceptability and marketability of NCE-Degree Graduates;
g. explore possible sources of funding to support entrepreneurial development activities in the College; and
h. carry out any other functions that may be assigned by the Director from time to time.

Indicators for appropriate skill gaps, structures and procedures in NCE-Degree awarding institutions.

As part of external quality assurance measures, the National Commission for Colleges of Education shall examine the extent to which each NCE-degree-awarding institution is developing and applying relevant skills in workplaces. Where skill gaps are seen, institutions shall be held accountable for any remedial efforts that might be required for compliance in skill gap management. Consequently, it shall be the responsibility of each NCE-degree-awarding institution, through the Directorate, to determine the:

a) Adequacy and functionality of available infrastructure in NCE-degree-awarding institutions;
b) Adequacy of available manpower with respect to required skills in programmes run by the institution;
c) Quality of skill acquisition by NCE-Degree Graduates in programmes offered by the institution;
d) Literacy and communication skills competencies (reading, writing, listening and speaking) of NCE-Degree Graduates;

e) Disposition of pre-service NCE teachers to the teaching profession;

f) Level of motivation and incentives of NCE-Degree Graduates;

g) Quality of education and the required skill standards for employability.

Indicators for appropriate skill gaps management procedures

The following data shall assist NCCE in determining the appropriateness of skill gaps management in the NCE-awarding institution:

a) Frequency of visits and collaboration between Colleges and employers of labour;

b) Existence of employment procedures and level of compliance with laid down processes;

c) Quality of manpower and succession planning in the school; and

d) Evidence of required skills and job specification for employed staff of the institution.

Specific Guidelines on Labour Market Information Determination in NCE-Degree-Awarding Institutions

The National Commission for Colleges of Education expects all Colleges of Education in Nigeria to implement the guidelines stipulated below for Internal and External Quality Assurance processes. NCE-Degree-Awarding institutions shall be required to demonstrate compliance in:

a. Identifying and establishing relationships with stakeholders such as Institutional stakeholders (private and public primary and secondary schools and universities), SUBEB and other Employers of labour, College alumni, and host communities;

b. Obtaining information on the aspirations and expectations of the stakeholders and the general public through needs assessment;

c. Conducting periodic market surveys using appropriate instruments (questionnaire, checklist, etc.);

d. Providing periodic labour market information to students that can guide their career decisions; and

e. Providing an enabling environment for counselling students on employment matters.

Guidelines on NCE-Degree Graduates' Tracer Studies/Follow up

The following are guidelines for NCE-Degree Graduates' tracer/follow up studies:

a) Develop a database for NCE-Degree Graduates;

b) Generate a photo album for every graduating set with contact details;

c) Develop social media platforms for every graduating set for easy follow-up;

d) Follow up NCE-Degree Graduates (through social networks, Alumni Associations, SUBEB, Ministry of Education, Local Government Education Authority, Post Primary Schools Board and Private Institutions etc.);

e) Develop instruments such as questionnaires, interview blanks, focus group discussion blanks, etc. to determine the level of performance of NCE-Degree Graduates;

f) Calculate acceptance work skill indices for all NCE programmes offered by the institution;

g) Publish the outcome of the studies;

h) Conduct sensitisation programmes with different stakeholders like the NCE-Degree Graduates, employers, community leaders etc. to fill the skill gaps in programmes of the institution.

Standards for Teacher Education and Professionalism

Teacher Standards

The Teacher Standards represent a measurable and public statement of the quality and professionalism regarding the required knowledge, skills, and attitudes of teachers. The Teacher Standards should be the foundation and goal of the curriculum of an NCE-Degree-Awarding Institution.

The NCCE has developed Teacher Standards to ensure that, amongst others:

a) Teachers exhibit professional knowledge and competency regarding how learners learn and how to teach effectively;

b) Teachers have professional skills to plan for and assess effective learning;

c) Teachers ensure and maintain conducive learning environments.

By formulating explicit and observable learning outcomes, Teacher Standards assist lecturers in their planning. Teacher Standards provide guidance for the formulation of output-focused learning opportunities that develop the knowledge, skills and attitudes required in an effective teacher.

The NCE-Degree-Awarding Institutions and the NCCE should therefore ensure that:

1) Curriculum implementation of all NCE courses should focus on student teachers achieving all the Teacher Standards successfully;

2) The new NCE certificate will demand measurable evidence that a student teacher has achieved all Teacher Standards to an acceptable level. Evidence should be gathered through varied assessments, Teaching Practice reports, etc.

The NCCE expects that the products of NCE-Degree-Awarding institutions should be able to exhibit professional knowledge and professional practice in their professional engagement as outlined in the Teacher Standards below.

Framework for Programme Teacher Educator Standards

The Need for Teaching Standards

To compete in a global economy requires that public education produce graduates with the knowledge and skills that can contribute positively to the country's overall economic

growth. While there may be many factors that enhance economic growth, the quality of public education is certainly a major factor. However, the quality of teachers in public schools is directly tied to the quality of education and training they receive in the teacher preparation programmes. As a result, the need to ensure that all teachers receive quality instruction in the programme areas of their teacher preparation necessitated that Teaching Standards for teacher educators be developed. These Standards, when applied to all Colleges of Education, provide a systematic way to evaluate the quality of teachers at each college, as well as provide a basis for comparison across colleges.

These Teaching Standards for Teacher Educators define the performance expectations of lecturers in all Colleges of Education in Nigeria. The Standards not only provide a basis for retention and promotion but also for hiring. It is therefore the purpose of this section to:

a. set the framework for teacher education,
b. describe the Standards, and
c. delineate the implementation process for using the Standards for the assessment of all lecturers in Colleges of Education.

Framework for Teacher Education

A simple definition of a programme teacher educator is anyone who prepares teacher-trainees in any programme offered by a college of education. But that general definition is not specific enough to describe who is included in these Standards. The framework of the re-organised teacher preparation programmes in the Colleges of Education calls for education programmes to be developed in Early Childhood Education, Primary Education Studies, Secondary Education, Adult Education, and Special Education. The Programme courses taught in those programmes should be congruent with the Programmes required for teachers to teach at the selected levels of education. For example, the curricula of many of the Nigeria Certificate in Education (NCE) courses are developed around Integrated Programmes, as defined by the five categories of programmes rather than subject specialisation, such as Early Childhood Care and Education, Primary Education Studies, Special Needs Education, Adult and Non-Formal Education, Secondary Education, as it was before the reformed Dual Mandate Minimum Academic Standards. This also applies to technology teacher educators.

Teaching today is no longer a craft passed on without change from one generation to the next. Teaching as one has seen teaching done, or teaching as one has been taught, is as outmoded now as is practising engineering with a slide rule or accounting with an adding

machine. Recent research in cognitive psychology, for example, provides concepts and principles that challenge traditional thinking about learning. Programme teacher education, then, begins when the prospective teacher enters a teacher preparation programme. General education courses, courses in a major area, and teacher education courses all contribute to learning to teach. Although a teacher education programme should provide a good foundation for beginning teachers, it is expected that there should be growth in knowledge and skills throughout a teacher's career.

It is likewise expected that teacher educators continue to grow throughout their careers. Therefore, the Standards for Teacher Educator Programmes that have been developed reflect the expectation that teacher educators will continue to grow in their professions as they strive to meet the Standards at higher levels of performance.

Framework for the Teaching Standards

The Implementation guide for the Standards describes the twelve Standards or Attributes that Teacher Educators in Colleges of Education in Nigeria should possess. They also articulate the knowledge, values and practices of ideal Programme teacher educators. Standards are not only about what teacher educators should know but also about what they should be able to do, as well as their dispositions towards their work.

The Standards are divided into three sections: **Programme Content Standards, Professional Development Standards,** and **ICT Standards for Instruction.**

a. The Programme Content Standards stipulate that teacher educators of Programmes should have in-depth and current knowledge of their area of specialisation, use methodologies that reflect best practices, create learning environments that respect all students, and develop appropriate assessments to measure student progress.
b. The Professional Development Standards map out the career path on which teacher educators can work towards and assess their progression toward promotion. The Attribute Standards centre on the teacher educator as a model for professional values and practices, and as a collaborator at both the institutional and community levels.
c. The ICT Standards for Instruction describe the level of ICT that Programmes teacher educators should possess and incorporate into their instruction.

To facilitate implementation at the college level, Attribute Indicators are provided for each Standard to help teacher educators and their evaluators clarify job expectations. Through a piloted process with Programme teacher educators, the Attribute Indicators have been allocated to levels of expected performance: Basic, Proficient, and Accomplished. The teacher educator who aspires to a position at the basic level will be assessed on the Basic

performance indicators, from which she/he will then begin to work toward achieving the indicators for the Proficient level. To achieve recognition at the Accomplished level, a teacher educator would have to possess the Basic level indicators plus all additional indicators assigned to the Proficient level, and at least 70% of Accomplished level indicators.

The teacher standards stipulate Attribute Assessment Evidence, which are best defined as artefacts (documents, objects, examples) that are used to demonstrate that the teacher educator has met the Attribute Standard described by the Attribute Indicators. Many of the artefacts can serve multiple purposes. It is the responsibility of the teacher educator to describe in a reflective analysis how the selected artefacts show performance of specific Attribute Indicators for a Standard.

Teaching Standards and examples of evidence for each of the levels and each of the indicators are presented on the following pages.

Programme Content Standards

Standard 1: Teacher educators of Programmes have an in-depth and current knowledge of their areas of specialisation.		
Basic	***Proficient***	***Accomplished***
• Exhibit knowledge of the subject of specialisation as defined in the curriculum at the level the teacher is teaching	• Choose appropriate problem-solving activities based on set objectives and demonstrate effective imple-mentation	• Display sound scientific literacy and numeracy by being well-grounded in fundamental concepts, laws, principles and theories in the chosen area of special-isation • Exhibit positive scientific attitudes, interest, skills and show an ability to motivate and arouse Programme interests.
Standard 2: Teacher educators of Programmes understand the nature of the programmes and society and the connections among them.		
Basic	***Proficient***	***Accomplished***

• Exhibit knowledge of the nature of the programme as an enquiry into the natural world • Demonstrate understanding of the programmes and how to use them in solving life problems	• Demonstrate an understanding of the historical and socio-cultural milieu in which the programme flourishes • Explore with students the history and importance of Programmes • Guide students to understand how progresses in Programmes have made useful contributions in alleviating human suffering.	• Assist students to develop the ability for critical evaluation and to understand that Programmes operate through curiosity and the accumulation of knowledge, values and skills • Help students to develop skills to evaluate critically the impact of Programmes, especially on the environment • Encourage students to interpret Phenomenon, based on knowledge obtained from diverse disciplines and to see the connection among them
Standard 3: Programmes teacher educators foster scientific enquiry within the instructional process.		
Basic	***Proficient***	***Accomplished***
• Demonstrate the process of scientific investigation • Build on students' prior knowledge on the programme • Provide students with opportunities to take part in hands-on, minds-on and eyes-on science activities	• Encourage students to acquire the fundamentals of Programmes with a view to solving Programmes-related problems • Demonstrate how scientists question, think and reason	• Facilitate participatory class activities, involving generation of investigable and researchable questions, and hands-on activities using scientific methods • Expand students' understanding and develop their capacity to recognise problems and the skills to ask relevant questions and proffer solutions • Provide activities that promote creativity, open-mindedness, critical thinking and team-work among the students.
Standard 4: Programmes teacher educators create enabling learning environments.		

Basic	*Proficient*	*Accomplished*
• Familiarise her (him) self with the laboratory and workshop safety requirements • Make Programmes education accessible to all students irrespective of state of origin, religion and background, gender and other cultural factors • Demonstrate effective classroom management skills • Provide opportunities for students to acquire laboratory skills.	• Involve the students effectively and actively in the learning process	• Create democratic and interactive learning environment • Encourage students with special learning needs to participate actively in Programmes' education
Standard 5: Teacher educators of Programmes employ diverse instructional resources in their classrooms.		
Basic	*Proficient*	*Accomplished*
• Use local materials and examples for effective teaching	• Use local resource persons and centres for effective teaching • Improvise instructional materials from local sources • Use ICT to harness the wealth of instructional resources • Aware of current trends in the development of instructional resources	• Expose students to effective use of library and Internet resources for independent research and problem solving.
Standard 6: Teacher educators of Programmes use formal and informal assessment strategies to evaluate students' progress.		
Basic	Proficient	Accomplished

• Use assessment strategies that reflect and are congruent with instructional goals • Use continuous assessment to support instruction and enhance learning • Provide timely feedback to students about their achievement on assessment tasks • Use assessment to provide feedback in the instructional process.	• Employ multiple methods of assessment that are fair and accurate to analyse the progress of students • Value students' self-assessment as an important component of the Programme's programme	

Professional Development Standards

Standard 7: Programmes teacher educators demonstrate the professional values and practices that support a teacher education programme.		
Basic	***Proficient***	***Accomplished***

• Treat students consistently with respect and consideration, and are concerned for their development as learners • Work within the statutory frameworks relating to teachers' responsibilities	• Demonstrate high expectations of all students: respect their social, cultural, linguistic, religious and ethnic background and are committed to raising their educational achievement • Model and promote positive values, attitudes and behaviour that they expect from their students • Appreciate the contributions that support staff and other professionals make to teaching and learning • Promote active and independent learning that enable students to think for themselves • Demonstrate enthusiasm and passion for Programmes as instructional disciplines • Support cross-disciplinary instruction in the school as a learning community	• Demonstrate professional self-esteem as a teacher of Programmes • Contribute to and share responsibility in the corporate life of the school • Contribute to and share responsibility in the life of the community.
Standard 8: Programmes teacher educators model teaching that demonstrates content and professional knowledge, skills, and dispositions, reflecting accepted best practices.		
Basic	***Proficient***	***Accomplished***

• Model professional demeanour, punctuality and effective record keeping: • Demonstrate mastery of subject matter • Demonstrate professional ethics in the teaching of Programmes	• Model effective instruction to meet the needs of diverse learners	• Demonstrate critical thinking and problem-solving and promote them among teacher educators, teachers, and/or prospective teachers • Raise awareness, alternative conceptions and world views to traditions in Programmes classrooms • Revise courses to incorporate current research and/or best practices • Mentor new entrants into the teaching profession and/or teacher educators • Facilitate peers' professional development experiences related to effective teaching practices • Anchor practice on current policy and research related to Programmes teacher education.
Standard 9: Programmes teacher educators enquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.		
Basic	***Proficient***	***Accomplished***
• Engage actively in life-long learning	• Reflect systematically on own practice and learning • Engage in professional development focused on career progression • Participate actively in and reflect on learning activities in professional associations, examination bodies and learned societies • Apply life experiences to teaching and learning • Submit self willingly to peer group assessment.	

Standard 10: Teacher educators collaborate with relevant stakeholders to improve teaching, research and student learning.		
Basic	Proficient	Accomplished
• Participate in joint decision making about teacher education • Engage in advocacy for Programmes education	• Participate in collaborative projects that contribute to improved teacher education	• Engage in cross-cultural and cross-institutional partnerships • Support teacher education • Foster cross-disciplinary endeavours • Foster school-community relations • Seek financial support for innovation in Programmes education.

ICT Standards for Instruction

Standard 11: Programmes teacher educators can make use of the basic ICT available in their colleges.		
Basic	***Proficient***	***Accomplished***
• Use the basic operations of available ICT applications, i.e. e-mail, word processing, database management programmes, presentation models and graphics • Perform Internet searches to develop materials for classroom instruction	• Evaluate quality of Internet-based materials • Develop Programmes activities that use available ICT • Use teacher online communities for collaboration and sharing • Use ICT for communication with stakeholders.	• Integrate and adapt curriculum content in ICT environment
Standard 12: Programmes teacher educators use their knowledge of subject matter, teaching and learning and ICT to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.		
Basic	***Proficient***	***Accomplished***

• Access relevant content from virtual libraries	• Engage in competitions to showcase the integration of ICT in education • Demonstrate skills of a facilitator rather than an instructor using ICT • Create e-learning materials.	• Promote, support, and model creative and innovative thinking about using ICT for teaching and learning Programmes • Engage students in exploring real-world issues and solving authentic problems using digital tools and resources • Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes • Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments • Promote project-based learning in a One-on-One ICT environment • Use virtual laboratories for experiments and projects

Programme Content Standards – Basic level examples of evidence

Standards	Examples of evidence for assessment
Standard 1: Teacher educators of Programmes have an in-depth and current knowledge of their area of specialisation.	• Observations from supervisors, colleagues, students, or other recognised professional bodies • Course outline • Student assignments • Student work samples • Videos, audiotapes, pictures and/or diagrams of teaching and resources • Develop instructional materials, • Relevant credentials (e.g. certificates, licenses) • Examples of student assessment • Interview performance • Performance in assessment tests • Performance test of basic laboratory safety measures • Quality of questions and marking schemes • Safety charts and manuals • Documents requesting for basic safety tools, equipment, and facilities • External examiners' reports • Accreditation reports • Students' Industrial Work Experience Scheme (SIWES) Reports • Annual Performance Evaluation Reports (APER)
Exhibit knowledge of the subject of specialisation as defined in the curriculum at the level the teacher is teaching	
Standard 2: Teacher educators of Programmes understand the nature of science, technology and society and the connections among them.	
Exhibit knowledge of the nature of science, science education, and science as an enquiry into the natural world	
Demonstrate understanding of the difference between science (as a body of knowledge and a process of acquiring and refining the knowledge) and technology (as an application of scientific principles and knowledge to solve human problems)	
Standard 3: Programmes teacher educators foster scientific enquiry within the instructional process.	
Demonstrate the process of scientific investigation	
Build on students' prior Programmes knowledge	
Provide students with opportunities to take part in hands-on, minds-on and eyes-on science activities	
Standard 4: Programmes teacher educators create enabling learning environments.	
Familiarise with the laboratory and workshop safety requirements	
Make Programmes education accessible to all students irrespective of state of origin, religion and background, gender and other cultural factors	
Demonstrate effective classroom management skills	
Provide opportunities for students to acquire laboratory skills.	
Standard 5: Teacher educators of Programmes employ diverse instructional resources in their classrooms.	

Standards	Examples of evidence for assessment
Use local materials and examples for effective teaching	
Standard 6: Teacher educators of Programmes use formal and informal assessment strategies to evaluate students' progress.	
Use assessment strategies that reflect and are congruent with instructional goals	
Use continuous assessment to support instruction and enhance learning	
Provide timely feedback to students about their achievement on assessment tasks	
Use assessment to provide feedback in the instructional process.	

Programme Content Standards – Proficient level examples of evidence (over and above Basic level examples of evidence already cited)

Standards	Examples of evidence for assessment
Standard 1: Teacher educators of Programmes have an in-depth and current knowledge of their area of specialisation.	• Letters of commendation/ testimonials • Teaching awards and/or other forms of recognition • Examples of ICT-based teaching and learning • Output of problem solving activities (e.g. models, projects, reports from field work, excursions and exhibitions)
Choose appropriate problem-solving activities based on set objectives and demonstrate effective implementation	
Standard 2: Teacher educators of Programmes understand the nature of science, technology and society and the connections among them.	
Demonstrate an understanding of the historical and socio-cultural milieu in which the scientific and technological enterprise flourishes	
Explore with students the history and importance of Programmes	
Guide students to understand how progresses in Programmes have made useful contributions in alleviating human suffering.	
Standard 3: Programmes teacher educators foster scientific enquiry within the instructional process.	

Standards	Examples of evidence for assessment
Encourage students to acquire the fundamentals of Programmes with a view to solving Programmes -related problems	
Demonstrate how scientists question, think and reason	
Standard 4: Programmes teacher educators create enabling learning environments.	
Involve the students effectively and actively in the learning process	
Standard 5: Teacher educators of Programmes employ diverse instructional resources in their classrooms.	
Use local resource persons and centres for effective teaching	
Improvise instructional materials from local sources	
Use ICT to harness the wealth of instructional resources	
Aware of current trends in the development of instructional resources	
Standard 6: Teacher educators of Programmes use formal and informal assessment strategies to evaluate students' progress.	
Employ multiple methods of assessment that are fair and accurate to analyse the progress of students	
Value students' self-assessment as an important component of the Programmes	

Programme Content Standards – Accomplished level examples of evidence (over and above Basic and Proficient level examples of evidence already cited)

Standards	Examples of evidence for assessment
Standard 1: Teacher educators of Programmes have an in-depth and current knowledge of their area of specialisation.	• Philosophical statement that reflects underlying knowledge and values of teacher education
Display a sound scientific literacy and numeracy by being well-grounded in fundamental concepts, laws, principles and theories in the chosen area of specialisation	

Standards	Examples of evidence for assessment
Exhibit positive scientific attitudes, interest, skills and show an ability to motivate and arouse Programmes interests.	
Standard 2: Teacher educators of Programmes understand the nature of science, technology and society and the connections among them.	
Assist students to develop the ability for critical evaluation and to understand that Programmes operate through curiosity and the accumulation of knowledge, values and skills	
Help students to develop skills to evaluate critically the impact of Programmes, especially on the environment	
Encourage students to interpret Programmes, based on knowledge obtained from diverse disciplines and to see the connection among them	
Standard 3: Programmes teacher educators foster scientific enquiry within the instructional process.	
Facilitate participatory class activities, involving generation of investigable and researchable questions, and hands-on activities using scientific methods	
Expand students' understanding and develop their capacity to recognise problems and the skills to ask relevant questions and proffer solutions	
Provide activities that promote creativity, open-mindedness, critical thinking and team-work among the students.	
Standard 4: Programmes teacher educators create enabling learning environments.	
Create democratic and interactive learning environment	
Encourage students with special learning needs to participate actively in Programmes education	
Standard 5: Teacher educators of Programmes employ diverse instructional resources in their classrooms.	
Expose students to effective use of library and Internet resources for independent research and problem-solving.	

Standards	Examples of evidence for assessment
Standard 6: Teacher educators of Programmes use formal and informal assessment strategies to evaluate students' progress.	

Professional Development Standards – Basic level examples of evidence

Standards	Examples of evidence for assessment
Standard 7: Programmes teacher educators demonstrate the professional values and practices that support a teacher education programme.	• Observations from supervisors, peers, students and other recognised professional bodies • Course outline • Videos, audiotapes, pictures and/or diagrams of teaching and resources • Develop instructional materials. • Relevant credentials (e.g. certificates, licenses) • Referee report • Annual performance report • Annual institutional report • Institutional Quality Assurance Report
Treat students consistently with respect and consideration, and are concerned for their development as learners	
Work within the statutory frameworks relating to teachers' responsibilities	
Standard 8: Programmes teacher educators model teaching that demonstrates content and professional knowledge, skills, and dispositions, reflecting accepted best practices.	
Model professional demeanour, punctuality and effective record keeping:	
Demonstrate mastery of subject matter	
Demonstrate professional ethics in the teaching of Programmes	
Standard 9: Programmes teacher educators enquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.	
Engage actively in life-long learning	
Standard 10: Teacher educators collaborate with relevant stakeholders to improve teaching, research and student learning.	
Participate in joint decision-making about teacher education	
Engage in advocacy for Programmes education	

Professional Development Standards – Proficient level examples of evidence (over and above Basic level examples of evidence already cited)

Standards	Examples of evidence for assessment
Standard 7: Programmes teacher educators demonstrate the professional values and practices that support a teacher education programme.	• Teaching awards and/or other forms of recognition • Individual and joint publications resulting from collaboration • Joint publications with students • Teachers' journals • Active membership of relevant professional associations • Examples of ICT-based teaching and learning
Demonstrate high expectations of all students	
Model and promote positive values, attitudes and behaviours that they expect from their students	
Appreciate the contributions that support staff and other professionals make to teaching and learning	
Promote active and independent learning that enables students to think for themselves	
Demonstrate enthusiasm and passion for Programmes as instructional disciplines	
Support cross-disciplinary instruction in the school as a learning community	
Standard 8: Programmes teacher educators model teaching that demonstrates content and professional knowledge, skills, and dispositions, reflecting accepted best practices.	
Model effective instruction to meet the needs of diverse learners	
Standard 9: Programmes teacher educators enquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.	
Reflect systematically on own practice and learning	
Engage in professional development focused on career progression	
Participate actively in and reflect on learning activities in professional associations, examination bodies and learned societies	
Apply life experiences to teaching and learning	
Submit self willingly to peer group assessment.	

Standards	Examples of evidence for assessment
Engage actively in life-long learning	
Standard 10: Teacher educators collaborate with relevant stake-holders to improve teaching, research and student learning.	
Participate in collaborative projects that contribute to improved teacher education	

Professional Development Standards – Accomplished level examples of evidence (over and above Basic and Proficient level examples of evidence already cited)

Standards	Examples of evidence for assessment
Standard 7: Programmes teacher educators demonstrate the professional values and practices that support a teacher education programme.	• Evidence of collaborative activities (e.g. minutes and agenda of meetings) • Letters of commendation/ testimonials • Records of awards, recognition, and financial support for research resulting from collaboration • Philosophical statement that reflects underlying knowledge and values of teacher education • Statement of philosophy of teaching and learning • Evidence of career and professional development goals and activities • Evidence of active participation in professional development experiences • Evidence of community outreach activities • Output of problem-solving activities (e.g. models, projects, reports from field work, excursions and exhibitions)
Demonstrate professional self-esteem as a teacher of Programmes	
Contribute to and share responsibility in the corporate life of the school	
Contribute to and share responsibility in the life of the community.	
Standard 8: Programmes teacher educators model teaching that demonstrates content and professional knowledge, skills, and dispositions, reflecting accepted best practices.	
Demonstrate critical thinking and problem-solving and promote them among teacher educators, teachers, and/or prospective teachers	
Raise awareness of alternative conceptions and world views to traditions in classrooms	
Revise courses to incorporate current research and/or best practices	
Mentor novice teachers and/or teacher educators	
Facilitate peers' professional development experiences related to effective teaching practices	
Anchor practice on current policy and research related to education, in particular Programmes on teacher education.	
Standard 9: Programmes teacher educators enquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development.	
Standard 10: Teacher educators collaborate with relevant stakeholders to improve teaching, research and student learning.	
Engage in cross-cultural and cross-institutional partnerships.	

Standards	Examples of evidence for assessment
Support teacher education for the Basic Education level	
Foster cross-disciplinary endeavours	
Foster school-community relations	
Seek financial support for innovation in Programmes education.	

ICT Standards for Instruction – Basic level examples of evidence

Standards	Examples of evidence for assessment
Standard 11: Programme teacher educators can make use of the basic ICT available in their colleges.	• Chats • SMS • e-mail address • Observations from supervisors, peers, students and/or other recognised professional bodies • Course outline • Videos, audiotapes, pictures and/or diagrams of teaching and resources • Develop instructional materials. • Annual performance report • Annual institutional report • Institutional Quality Assurance Report
Use the basic operations of available ICT applications, i.e. e-mail, word processing, database management programmes, present-ation models and graphics.	
Perform Internet searches to develop materials for classroom instruction	
Standard 12: Programmes teacher educators use their knowledge of subject matter, teaching and learning and ICT to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.	
Access relevant content from virtual libraries	

ICT Standards for Instruction – Proficient-level examples of evidence (over and above Basic-level examples of evidence already cited)

Standards	Examples of evidence for assessment
Standard 11: Programme teacher educators can make use of the basic ICT available in their colleges.	• Blog • Video and teleconferencing • Evidence of career and professional development goals and activities • Evidence of active participation in professional development experiences
Evaluate quality of Internet-based materials.	
Develop programmes and activities that use available ICT.	
Use teacher online communities for collaboration and sharing.	
Use ICT for communication with stakeholders.	
Standard 12: Programme teacher educators use their knowledge of subject matter, teaching and learning, and ICT to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.	
Engage in competitions to showcase the integration of ICT in education.	
Demonstrate skills of a facilitator rather than an instructor using ICT.	
Create e-learning materials.	

ICT Standards for Instruction – Accomplished level examples of evidence (over and above Basic and Proficient level examples of evidence already cited)

Standards	Examples of evidence for assessment
Standard 11: Programme teacher educators can make use of the basic ICT available in their colleges.	• Webpage • Evidence of collaborative activities (e.g. minutes and agenda of meetings) • Letter of commendation/testimonials • Records of awards, recognition, and financial support for research resulting from collaboration • Philosophical statement that reflects underlying knowledge and values of teacher education • Evidence of community outreach activities • Output of problem-solving activities (e.g. models, projects, reports from field work, excursions and exhibitions) • Patents/copyrights
Integrate and adapt curriculum content in ICT environment	
Standard 12: Programmes teacher educators use their knowledge of subject matter, teaching and learning and ICT to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.	
Promote, support, and model creative and innovative thinking about using ICT for teaching and learning Programmes	
Engage students in exploring real-world issues and solving authentic problems using digital tools and resources	
Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes	
Model collaborative knowledge construction by engaging in learning with students	
Promote project-based learning in a One-on-One ICT environment	
Use virtual laboratories for experiments and projects	

Demonstrating Compliance

Implementation of the Standards

Implementation of these Standards will be a phased-in process that will begin sensitising teacher educators at each NCE-Degree-Awarding institution to the nature of the Teaching Standards. NCE-Degree-Awarding institutions will be required to have their lecturers complete a self-assessment based on the Attribute Standards and the Attribute Indicators and provide appropriate available Attribute Evidence. From that self-assessment, the teacher educator will set goals and indicate what steps are needed to meet them. For example, what professional development experiences would assist in meeting these goals, or what changes in instructional approaches are needed. This self-assessment process will also encourage in-depth knowledge of the Attribute Standards, the Indicators, and the

types of Evidence that can be used as support. Activity 1 (Appendix A) and Activity 2 (Appendix B) are examples of how such a self-assessment should be implemented.

To assist teacher educators in meeting the standards, the Quality Assurance Unit and teacher educators in each College of Education will be trained to support the implementation of the Standards for providing appropriate feedback to teacher educators, college management and the National Commission for Colleges of Education (NCCE). The feedback received by the NCCE will be used to provide a database on the current level of performance of each Programme, teacher educators on the Standards, and the type of capacity-building programme needed to meet the identified gaps. In addition, the Standards will be part of the policy for the recruitment and career progression of Programme teacher educators.

To develop efficient and effective professional teacher educators for the 21st century, the following categorisation will become operational. This categorisation shall be based on the exhibition of evidence of the features enumerated by the teacher under each categorisation.

Assistant Lecturer to Lecturer III

Before employment, teacher educators shall be required to register with the Teachers Registration Council of Nigeria (TRCN), be conversant with the Code of Ethics of the teaching profession and undergo an internship of one academic year after employment under an Accomplished teacher, as part of School Based Teacher Development (SBTD).

SBTD is an approach to mentor teachers through sharing of classroom experiences of activities that worked and on challenges that were faced during instruction. These experiences must be part of documented records of teachers' reflective journals.

The focus is on developing teachers' competence under the watchful eyes of an Accomplished mentor.

Lecturer II to Senior Lecturer

In addition to meeting the requirements for Lecturer III and meeting the promotion requirements stated in the Conditions and Schemes of Service, the teacher educator should have cognate experience of at least three years.

Principal Lecturer/Associate Professor to Chief Lecturer/Professor

Lecturers going to the rank of principal and chief lecturer/Professor must meet the promotion requirements as stated in the Conditions and Schemes of Service.

Providing Evidence of Meeting the Teacher Educator Standards

The Quality Assurance Unit in each College of Education is charged with leading Teacher Educators through the initial self-assessment process, i.e. studying the Standards and Attribute Indicators and pulling together available Attribute Evidence (see Appendix A and Appendix B for activities to assist this process). From the self-assessment, Teacher Educators should identify what steps they need to take to meet the Standards (at least at the Basic Level), and what professional development, if any, will be needed to assist them in meeting the Standards. The Quality Assurance Unit will also assess the quality of the documentation in the Professional Portfolios.

Programmes teacher educators must examine their practice through the creation of a ***Professional Portfolio*** based on these Standards. Such a portfolio will serve to portray and articulate aspects of their practice that might inform others of their standing and progress. The process of creating a Professional Portfolio serves to provide a link between reflection and practice that has for some time been essential to viewing evaluation as professional development. Thus, the Professional Portfolio that is developed by each Programme teacher educator provides evidence of how (s)he is meeting the standards.

Selecting Artefacts that Demonstrate Teaching Effectiveness

One of the tasks in the process of creating a Professional Portfolio that demonstrates teaching effectiveness is to study the Standards and the Attribute Indicators delineated at the level of performance on which the teacher educator will be evaluated, i.e. Basic, Proficient, or Accomplished. Using, among others, the list of possible artefacts in the Standards as illustrated in this document, teacher educators will select the evidence that best shows the quality of their work in terms of the required specific indicators.

Reflective Analysis for the Portfolio

Selecting artefacts (evidence) is only the first step in presenting evidence of how the Standards for teacher educators have been met. In order to better communicate how those artefacts illustrate effective practice, accompanying written commentaries must be included to provide insight into the rationale for choosing each piece of evidence that has been provided.

In the written commentaries, the teacher educator must describe, analyse, and reflect on how his/her work relates to the Standards. The reflective written commentary is the identifying difference between a portfolio developed around the Standards for Programmes teacher educators and a simple collection of pedagogical specimens. The

description, analysis, and evaluation inherent in the reflective process form the basis for professional understanding and improvement. Reflection is important in sustaining one's professional competence and informing professional judgement.

Description is the first step in a reflective process. It must be used for the development of a portfolio of evidence to show that a Teacher Educator has met the required Standards. It provides the relevant context for the teacher educator's practice and the basis for analysis and reflective commentary and highlights the relevant features of the teacher educator's professional context that influenced the selection of artefact (s).

Analysis must provide explanations of how the evidence included meets the selected Attribute Indicator for each Standard. The teacher educator must provide a list of the documents in the portfolio with the explanation for each, for example in a table. However, there are several ways for presentation of this analysis that are acceptable, as long as clear explanations are provided for how each artefact meets the requirements of a specific Attribute Indicator.

Reflective commentary on the aspects of the teacher educator's practice represented in the portfolio involves a synthesis of the findings. This reflective commentary shall highlight the impact of the educator's practice and justify why a certain artefact provides evidence of such practice. Reflection is a process that facilitates the development of future action from the contemplation of past and/or current behaviour.

In summary, finding artefacts to meet indicators within a standard is crucial for providing evidence. A portfolio is more than just individual pieces put together under a standard. A rationale, reflection, or some other media must provide "the glue" to bind the pieces into one cohesive product.

Uses of the Standards

The Standards for Programmes Teacher Educators in the Colleges of Education in Nigeria will be used as one of the bases for determining expectations and assessing the performance of teacher educators. Those who employ teacher educators, universities, schools, and others, will benefit from having an external set of Teaching Standards defining the quality level of teacher education that applies to all Colleges of Education in Nigeria.

Examples of uses for the standards

1. Guide to the search process for hiring individuals who will have a primary role as teacher educators.

2. Guide to the design of a staff development programme for teacher educators.
3. Guide to the annual evaluation of an individual who is a teacher educator.
4. Promoting dialogue among their members about the issues of teacher education.
5. Guide to the development of portfolios for teacher educators.
6. Guide to the construction of curriculum vitae.
7. Guide to the development of programmes that are designed to prepare teacher educators.
8. Guide to offering professional development on the standards.
9. Workshops or clinics at professional meetings to instruct about the standards.
10. Basis for research on teacher education.
11. Disseminate the standards to other working groups.
12. Promote reference to the standards in discussions about teacher education.
13. Catalyse debate and discussion about the definition, role, and expectations of teacher educators.
14. Use as a reference to collect data on the performance, expectations, and working conditions of teacher educators.

In summary, the implementation of the Teaching Standards for teacher educators in the Colleges of Education will provide a basis for quality assurance and enhance the quality of graduates.

Mentoring and Learning Opportunities

It is observed that the classic approach of teacher preparation, whereby teacher trainees are given a large body of curriculum content with the hope that it can support them in their teaching roles on graduation, has failed the Nigerian education system. This position is predicated on the large public outcry about the poor quality of basic education in the country. To completely reverse the trend, NCCE is introducing mentoring in the 2026 edition of the NCE-Degree Minimum Standards as a vital approach to improving the quality of the available teaching force. Under the mentoring approach introduced, each teacher education institution would have to introduce a School-based Teacher Development Programme (SBTD) that would be closely monitored and supervised by the NCCE.

SBTD is an approach to mentor teachers through the sharing of classroom experiences, activities that worked and challenges that were faced during instruction. These experiences must be part of documented records of the teacher's reflective journal. SBTD recognises the need for a teacher to keep written records of his plans, his observations and his thoughts in the journal. The focus is on developing teachers' competence under the watchful eyes of an accomplished mentor.

Keeping a journal by a teacher is an important aspect of a reflective teaching process. The journal (diary) helps him to keep track of events and to compose his thoughts and plans more efficiently. SBTD also involves seeking assistance and collaborating with other teachers and mentors. Mentors and mentees meet once or twice a month to review what happened in the classroom since the last meeting. Colleagues, mentors and mentees compare notes and learn from one another. The whole process of SBTD involves self-criticism, self-evaluation and feedback on the teaching process. It leads to the improvement of the teacher's function.

The SBTD envisaged shall use a ***co-operative*** learning strategy that focuses on *team-based activities* in which mentors and mentees work together to solve problems. It should be emphasised that the approach should ensure that teachers really understand the key roles being covered. Team learning should ensure that younger teachers learn from their mentors and experienced teachers reinforce their knowledge by explaining the desirable approaches to others.

It is important that teachers learn to interact effectively. Teachers should face situations in which all three interactive patterns (competition, collaboration, leadership) are operating

and will need to be effective in each. There is considerable evidence that working together to achieve a common goal produces higher achievement and greater productivity than working alone. Cooperative SBTD improves mastery and retention in the learning of difficult tasks, problem solving, creativity, and sharing of experiences, among others.

The introduction of mentoring and SBTD has become imperative because we employ a lot of novice teacher educators in our teacher education programmes. The characteristics of SBTD are that it is a self-learning, school-based mentoring and supervision support that encourages group collaboration that results in whole-school development. As an essential component of Continuous Professional Development, SBTD is cost-effective. Its emphasis is on active learning and reflective teaching, not passive exposition of students to tested content. Under the programme, teachers are facilitators who observe and do. The teacher learns to dialogue with self-reflection on the lesson topic, thinking about appropriate materials and employs the help of others who listen and support his career development **(**see sample classroom observation Instrument in the appendices at the back of this framework**)**. He reflects on his actions during lesson delivery, keeps a record of teaching activities, evaluates actions and reactions, uses evidence to reflect change in behaviour, caters for individual differences, and improves professional practice continuously.

As a mentor, he/she offers student-teachers positive support in their journey to be qualified teachers by:

a) being clear about expectations of the student-teacher in terms of professional behaviour and the type of teaching he/she wants to see;
b) being calm and gentle, accepting mistakes and helping them to learn from them;
c) being approachable, accessible and available when really needed;
d) asking reflective and open questions to encourage depth of thought;
e) listening to students, allowing them to express themselves and trying not to interrupt them
f) guiding them to find their own solutions to any difficulties they are facing and supporting them when those difficulties need further discussion to find a solution;
g) using creative and problem-solving approaches to learning that stimulate the teacher and the student;
h) being honest about things that they did well, areas they could improve and explaining how to improve them. Giving examples of where he/she observed the behaviour, so they know what is expected of them;

i) keeping track of the student's progress and knowing the areas where they need support

j) encouraging the student to make decisions and to exercise an appropriate degree of autonomy so that they can develop their own approach to teaching;

k) identifying, acknowledging and appreciating what the student teacher brings to the school;

l) being a passionate, positive role model, expecting, setting and demonstrating high examples of professionalism;

m) fostering positive, productive relationships with all members of staff, students, their families and the wider community, demonstrating respect for culture and diversity;

n) being respectful of the student-teacher and understanding them, taking into account what they already know and can do;

o) being knowledgeable and understanding of how adults learn;

p) Observing and assessing student-teachers objectively, using agreed criteria

Guidelines for mentorship

To be an effective mentor**,**

a. It is important that the mentor builds a trusting relationship with the mentee;

b. Spend time with the mentee outside the classroom or the meeting room to get to know the mentee; what he/she is interested in, what he/she thinks about teaching, etc.;

c. Listen to the mentee and try not to interrupt when he/she is speaking;

d. Ask open questions to make him/her think;

e. Be calm and gentle; accept his/her mistakes and help him/her to learn.

f. Be honest about things which the mentee did well and things which he/she did not do well;

g. When giving feedback, the mentor should not just say 'good' or 'unsatisfactory'; he/she should give examples of things that they did well or could do better and explain why.

Leading the periodic meetings with the mentees

Mentors in an NCE-degree-awarding institution should note that:

a. The purpose of the meeting is to give the mentees a chance to talk about their day;

b. The mentees should do most of the talking;

c. The mentor needs to guide the discussion by asking questions, then adding any observations and suggestions.

Steps in mentorship

1. Reflection

Read the mentee's reflective journal with them and use the questions to guide their thinking. What was their biggest success today?

a. What challenges did they face?
b. Why do they think the challenges arose?
c. What did they do to help them overcome the challenges?
d. Did they feel they were well-prepared?
e. What will they do differently tomorrow?
f. Have they asked anyone for help today?
g. How would they like you to help them tomorrow?

2. Planning

The guidelines that follow can help with planning and will be beneficial to the mentee.

a. Routinely discuss the daily plan for the next lesson;
b. Talk about the content the mentor will be teaching the mentee;
c. Check the activities the mentee must do;
d. Discuss ideas on how to improve the mentee's practice in the next lesson;
e. Guide mentees to recognise learning experiences that shall be beneficial to learners in the lesson to be taught;
f. Find out how they are going to support learners who find learning difficult;
g. Help the mentees prepare teaching aids, lesson plans, etc.

How to lead a periodic meeting with mentees

The purpose of this meeting is to look at what mentees have learnt during the week and to discuss plans for the next week.

What are the steps?

1. Before each meeting, the mentor will ask the mentees to bring along exercise books of three learners:

a. One who has struggled to learn

b. One who learnt at a steady pace

c. One who found learning easy

2. The mentor shall ask the mentees to reflect on the week

a. How were the plans successful in improving students' learning?

b. What could have been changed to help more students learn?

3. The mentor should examine the mentee's work with him/her and identify what was done

a. Did he/she complete the work he/she set to do in the week?

b. Did learners do any independent work, or is it all copied off the board?

c. If it is copied off the board, find out from the mentee what opportunity he/she would give to enable learners to do independent work.

d. From your assessment, what support do you think is needed to be given to those learners who are "not learning?"

e. How could that support be part of the mentees' planning for the next week?

4. Discuss the mentee's plan for the week

a. How will they plan to help all three groups of students to learn?

b. How will they involve learners in activities?

c. Go through the content and discuss if there is anything the mentee needs to study.

Note that you may be able to give some advice, but you will not be able to solve all the mentee's difficulties. Supporting a mentee to learn about teaching will be very rewarding if you spend the time to help them develop. You will have the pleasure of seeing the growth of someone who may at first lack confidence and find it difficult to learn, thereby ensuring that every mentee learns to become a confident teacher who is ready to join the profession.

Qualities of a good Mentor

It shall be the responsibility of the NCE-degree-awarding institution to select deserving mentors in programmes offered in their institutions. However, the following shall be the qualities that mentors should possess. Mentors shall be academic staff:

a. not below Senior Lecturer or its equivalent among non-teaching staff with proven ability, integrity, and experience in identified areas of interest; and

b. recommended by the head of department through the Dean, Director of Mentoring and Professionalisation, and appointed by the Provost;

c. Directorate of Mentoring and Professionalisation

The Directorate of Mentoring and Professionalisation should exist in all NCE-Degree-Awarding Institutions in Nigeria.

The functions of the directorate are as follows

i. To coordinate and oversee the mentoring activities of teacher educators for better productivity.
ii. To coordinate and oversee the mentoring of students to enhance learning of pedagogy.
iii. To induct new entrants into the teaching profession.
iv. To collect and document relevant information on mentoring activities in the College.
v. To liaise with quality assurance, guidance and counselling and other relevant units for better service delivery on mentorship in the College.
vi. To ensure better standards in professionalisation in teacher education programmes.
vii. To perform all other functions that will improve mentorship and professionalisation of teachers and students.

Officers of the Directorate

The directorate shall have the following officers:

1. The Director

The Director should be a Chief Lecturer with a Ph. D. in his/her area of specialisation.

The functions of the Director are

The Director shall:

i. Be answerable to the Provost;
ii. Ensure effective mentoring in the NCE-degree-awarding institution;
iii. Supervise the activities of Deputy Directors in the Directorate;
iv. Recommend mentors to be appointed by the Provost in consultation with relevant Deputy Directors;
v. Coordinate the affairs of the Directorate;
vi. Keep records of all mentoring activities in the college; and

vii. Coordinate the induction of new staff

2. Deputy Director teaching staff/professionalisation

The Deputy Directors should not be below the rank of Principal Lecturer.

The functions of the Deputy Director:

a. To be responsible to the Director for mentoring and professionalisation (MP);
b. To collate and recommend mentors from schools and departments to the Director;
c. To perform the duty of the Directorate as it relates to mentorship/professionalisation of teaching staff in the college;
d. To collate data on new entrants into the college;
e. To recommend new entrants to the Director for induction exercise; and
f. To liaise with school coordinators about mentorship and professionalisation of teacher educators.

3. Deputy Director Students mentoring

The Deputy Director should not be below the rank of Principal Lecturer.

The functions of the Deputy Director:

a. To be responsible to the Director for mentoring and professionalisation (MP);
b. To perform the duty of the Directorate as it relates to mentorship of students in the college;
c. To collate data on newly admitted students into the college;
d. To recommend newly admitted students to the director for mentorship; and
e. To liaise with school coordinators for teaching practice and micro-teaching with regard to mentorship of students.

4. School coordinators, mentorship

The Coordinators of schools' mentoring programmes should not be below the rank of Senior Lecturer.

Functions of School coordinators, mentorship

The functions of the school mentoring coordinators shall be:

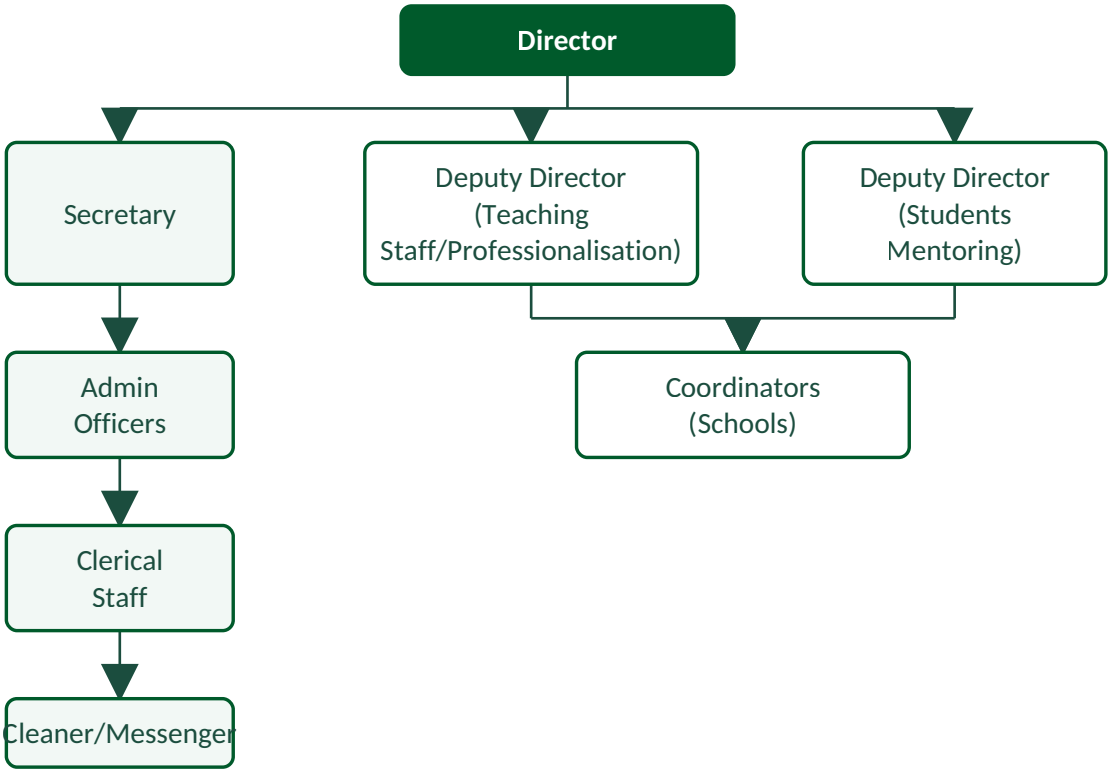
a. To serve as a link between schools and the Directorate;
b. To coordinate mentorship at the school level for both staff and students;

c. To collect and keep data on mentorship at the school level;

d. To organise mentorship meetings at the school level; and

e. To liaise with the Directorate on the professionalisation of teacher educators in the school.

Organogram of the Directorate of Mentoring and Professionalisation



Organogram of the Directorate of Mentoring and Professionalisation

Learning Opportunities

In line with the shift in focus from 'teaching' to 'learning' in the current educational approach, the NCCE emphasises the importance of Institutions creating effective Learning Opportunities for all student teachers. This is with a view to ensuring that there is an appropriate *teaching input* into the 3-year NCE programmes and a quality *learning output*, i.e. what is taught, how it is taught by teachers and how students learn. How are teachers implementing the new NCE curricula?

Learning Opportunities are all those environmental characteristics (classroom, group, and individual activities; learning resources; assessment processes; etc.) that purposefully enhance learning. Therefore, the focus of 'Learning Opportunities' in NCE-Degree-

Awarding Institutions should be the creation of an enabling environment for quality education in all NCE-Degree-Awarding institutions.

Learning Opportunities in NCE-Degree-Awarding institutions shall encompass:

1. teachers taking the suggested content as laid out in the curriculum implementation guide and designing a Learning Programme that is effective in mastery of knowledge, skills and attitudes;
2. mentoring student-teachers to develop and grow as competent teachers of basic education;
3. providing a variety of learning materials: not simply course books, but genuinely effective and high-quality open-source materials available on the Internet and other improvised materials;
4. student-teachers having the opportunity to practise learned content during and after classes as well as asking questions during classes whenever they need to;
5. student-teachers being given regular group assignments;
6. student teachers being given regular individual assignments;
7. student teachers being engaged in sit-in observation;
8. student teachers being given sufficient opportunities to practise their skills in Micro-Teaching and in Teaching Practice;
9. student teachers being given regular feedback on their performance in achieving the Teacher Standards.
10. student teachers being encouraged to use student-centred pedagogies (think-pair-share, problem-based learning in organised groups, activity-based, discovery method, etc.)

During accreditation and monitoring visits, the NCCE will verify the Institution's compliance with the above to ensure adequate development of knowledge, skills and attitudes in the student teachers. The NCCE will also ensure that all learning is based on best practices in Teacher Education.

Educational Approach

Teaching is a dynamic profession that requires continuous review to address contemporary issues and challenges. The public is of the view that there is a decline in the quality of education in the country. Part of the reason for the decline could be attributed to the

existing NCE programme that is not tailored enough towards the production of teachers for the Basic Education Programme.

The new educational approach also has implications for the way lecturers in NCE-Degree-Awarding Institutions conduct assessment, provide learning opportunities and undertake teaching practice. This Framework provides some assistance in these areas as well.

There are two main characteristics of the Education Approach underlying the new Teacher Education Programmes:

1) The shift from Teaching to Learning:

What is of utmost importance to any education system is what learners can *learn*, and not just what teachers are required to *teach*.

This is an important shift in educational approach which recognises that teaching can be ineffective when it focuses solely on the transmission of curriculum content without considering whether anything is being learnt. In an approach that emphasises teaching input only, it is often assumed that content can be perfectly 'transmitted' to students because all learners will automatically 'receive' the correct content. Research has shown that this is not the case. Learners need to be engaged actively in the learning process and their learning must be supported and monitored explicitly. Learning only becomes meaningful if it is centred on the learner and on the development of the learner's ever-growing and changing understanding and application of professional content knowledge, skills and attitudes.

Therefore, in line with the shift from teaching to learning, it is expected that courses will be offered by the lecturers not through a relatively simple 'Teaching Programme', but rather through a comprehensive 'Learning Programme'. A Learning Programme provides a comprehensive plan to ensure that the required knowledge, skills and attitudes are developed by each student-teacher. Therefore, in the 2026 edition of the NCE-Degree Minimum Standards, each course has a prescribed Learning Programme that describes what resources (learning materials, learning activities, tasks, etc.) will be used, as well as what assessment strategies will be applied to show evidence of achievement of learning goals. Such a Learning Programme also focuses on making sure that effective learning takes place, rather than simply providing a plan to cover course content.

The new approach also requires a redefinition of the lecturers'/teacher educators' role from the transmitter of content to a facilitator of learning. Even if resources to be used are described and outcomes are specified, it may still not be clear as to how lecturers will

change their teaching strategies and focus on what and how students learn. How will the transformation from 'transmitter of content' to 'facilitator of learning' take place through mentoring?

The paradigm shift envisaged is in the methodology employed by lecturers/teacher educators to deliver instruction. There must be a shift from methodology that promotes rote learning and mastery of content to constructivist ones that help learners to construct their knowledge using activity-based, learner-centred approaches. There is therefore a need to carry along the teacher educators for them to fit well into the new arrangement by re-orienting and retraining them for successful implementation of the programme.

2) Not only content is learnt, but also skills and attitudes:

The new Teacher Education Programmes aim at producing professional teachers. From this perspective, it is essential that apart from the required content knowledge, student-teachers are also provided with opportunities to acquire the *skills and attitudes* of an effective teacher.

Therefore, the new Teacher Education Programmes use the learning of content (professional knowledge) in such a way that it also relates to and supports the development of professional skills and professional engagement or attitude. The development of appropriate teaching skills will require the provision of adequate opportunities to "practice teaching". It will require not just supervision but a well-organised mentoring system that provides support to the student-teacher and the newly qualified teacher. What this means is that a mentoring component needs to be integrated into the existing teacher preparation exercise, and more time needs to be devoted to practical school experience. Mentoring of both new entrants into the teacher education service and student-teachers shall be complemented by Teaching Practice (TP) supervision that can engender the development of excellent teaching skills; hence the need to re-conceptualise TP and re-organise it as suggested. For instance, in a Mathematics course, it is not enough for student-teachers to learn how to do 'addition'. What is needed as well is that student-teachers learn how to teach 'addition'. That is, the student-teachers themselves need to develop both the content knowledge and the skills to assist their own learners to learn 'addition'.

Course Credit System and Students' Assessment

Course Credit System

The National Policy on Education, FGN (2013), stipulates that a credit system which is transferable among Universities and other institutions of higher learning on a reciprocal basis will be initiated. This is to enable a student who may be compelled to change his residence before completing his course to finish it in another institution.

The insistence by the Government on excellence in education led to the establishment of the National Commission for Colleges of Education (NCCE), the National Universities Commission (NUC) and the National Board for Technical Education (NBTE). These three bodies, ministering to the academic needs at their various levels, have agreed that the issue of Minimum Standards cannot be compromised. On its own part, the NCCE under the current dispensation of Dual Mandate is geared towards ensuring that teachers earning NCE and Degree are professionally, intellectually and morally qualified for the task of servicing the Basic and Post Basic Education system. The Dual Mandate Minimum Standards guarantee the acceptability of the NCE and Degree certificates earned from Colleges of Education in Nigeria.

Definition of Course Credit System

The course credit system is a quantitative system of organising the curriculum in which subject areas are broken into units which are examinable and for which students earn credit (s) if they pass. The courses are arranged in a progressive order or in levels of academic progress, e.g. level 1 or year 1 courses are 100 and level II or year 2 courses are 200 series, etc.

Advantages of Course Credit System

The adoption of the course credit system for all colleges of education and other NCE-Degree-Awarding institutions has the following merits:

i. allows students within limits to move at their own pace;
ii. allows a thematic structuring of the programmes of study; i.e. ability to break courses into convenient and manageable modules;

iii. allows inter-departmental and inter-disciplinary collaboration in curriculum processes (curriculum planning, development, implementation, evaluation) and minimises duplication of courses;

iv. permits a diagnostic approach to a student's learning as well as a continuous examination of students in each subject area;

v. provides students with greater flexibility in taking elective courses from outside their area of specialisation, thereby broadening their educational horizon;

vi. facilitates inter-institution transfers, thus enhancing student mobility;

vii. enhances comparability, national standard and national unity.

Credit Unit

Courses are assigned weights called credit units. Credit units consist of a specified number of student-teacher contact hours per week, per semester. Credit units are used in two complementary ways: as a measure of course weighting and as an indicator of student workload.

i) As a measure of course weighting, a course may earn 1, 2, or 3 credit units, etc. 1 credit means 1-hour lecture, plus 1 hour of mentoring and tutorial; 2 credit units mean 2-hour lectures, plus 2 hours of mentoring and tutorial; 3 credit units mean 3-hour lecture, plus 3 hours of mentoring and tutorial per week for 15 weeks of the semester.

ii) For another form of teaching requiring student-teacher contact, the following equivalents may apply:

   a) Two hours of seminar

   b) Three hours of laboratory work, field work, studio work, practicum, stadium supporting activity etc., in addition to lecture hours

iii) **Teaching Practice:** Eighteen (18) and twelve (12) weeks of teaching practice at NCE and Degree levels respectively, to earn 6 credits each.

iv) **Students' Industrial Work Experience Scheme (SIWES):** SIWES for NCE and Degree as prescribed in the dual mandate minimum standards.

v) **Acculturation/Language Immersion:** Minimum of twelve (12) weeks to earn two credits

vi) **Entrepreneurship:** Attachment shall be compulsory for all NCE students in any one of the following key trade areas: **Solar Installation and Maintenance, GSM/ Computer Repairs/Hardware, Cosmetology, Tailoring/Garment Making, Livestock/Poultry and Horticulture.**

vii) Field Work Experience in Adult Education for 8 weeks to earn 2 credit units.

Staff/Student Workload

i) Every full-time student should be required to register for a minimum of 15 and a maximum of 24 credit units per semester, except for students on field experience, teaching practice or industrial attachment.

ii) A full-time academic staff member shall have a minimum teaching load of 4 credit units per semester.

(a) For Science and TVE-based disciplines, this should mean a minimum of 4 lecture hours and 8-hour laboratory work per week.

(b) For Arts and Social Science-Based disciplines, this should mean a minimum of 4 lecture hours and 8-hour tutorial work per week.

(c) For certain service courses, the size may be very large, and therefore, proportionate contact hours should be used.

Grade Point Average (GPA)

i. The NCCE is adopting the grading system using both letter (A–F) and figure (5–0) grades. It is more consistent with the degree classification in use in Nigeria and has therefore been adopted by Colleges of Education.

ii. The percentage score, letter grade, Grade Point Average (GPA), and Cumulative Grade Point Average (CGPA), and the status of pass are:

A minimum pass mark of 40% (equivalent to Grade Point of 1) shall apply in every NCE-degree-awarding institution. Similarly, a minimum GPA of 1.00 is required for graduation.

1. Definitions of Grade Point, Grade Point Average and Cumulative Grade Point Average:

i) Grade Point

Grade point derives from the actual percentage raw score for a given course. To obtain the grade point, the raw score is converted into a letter grade and a grade point. How grade point is obtained is detailed in the table below.

Table 1: Approved Scoring and Grading System

I Credit Units	II Percentage Score	III Letter Grade	IV Grade Point (s) (GP)	V Grade Point Average (GPA)	VI Cumulative Grade Point Average (CGPA)	VII Level of Pass in NCE Subjects	VIII Level of Pass in Degree Subjects
Varies according to contact hours assigned to each course per week, per semester and according to workload earned by the student.	70–100	A	5	Derived by multiplying I & IV and dividing by total Credit Units.	4.50-5.00	Distinction	First Class
	60–69	B	4		3.50-4.49	Credit	Second Upper
	50–59	C	3		2.40-3.49	Merit	Second Lower
	45–49	D	2		1.50-2.39	Pass	Third Class
	40–44	E	1		1.00-1.49	Low Pass	Pass
	0–39	F	0		0.00-0.99	Fail	Fail

ii) Grade Point Average (GPA)

This is the average of weighted grade points earned in the courses taken during the semester. The Grade Point Average is obtained by multiplying the Grade Point attained in each course by the number of credit unit (s) assigned to that course, and then summing these and dividing by the total number of credit unit (s) taken for the semester.

iii) Cumulative Grade Point Average (CGPA)

This is the up-to-date mean of the Grade Point (s) earned by the student in a programme of study. It is an indication of the student's overall performance at any point in the training programme.

$$\text{CGPA} = \frac{\text{Sum of Total Grade Points} \times \text{Respective Credit Units for Semester}}{\text{Total Credits for all courses registered by the Student}}$$

Cumulative Grade Point Average (CGPA) and Related Issues

Credit Units

These refer to the weight in terms of units given to a course. For instance, EDU 111 is given a credit weighting of 1 and EBN 111 is given 2 credit units. The credit units may consist of hours of lecture/practical/seminar/industrial attachment and so on.

Grade Point (GP)

This is the point assigned to a range of percentage scores or a letter grade obtained in a given course. These, according to the Dual Mandate Minimum Standards, are as follows.

No.	Percentage Score	Letter Grade	Grade Points
i	70–100	A	5
ii	60–69	B	4
iii	50–59	C	3
iv	45–49	D	2
v	40–44	E	1
vi	0–39	F	0

Thus, a percentage score of 55 is assigned the letter grade C and a grade point of 3. In the same vein, a percentage score of 70 is assigned the letter grade A and the Grade point of 5. A percentage score of 39 and below is assigned the letter grade F and the grade point of 0.

Grade Point Average (GPA)

This is the average of the grade points earned in all the courses ***taken*** in a semester. This is obtained by multiplying the grade point obtained in each course by the number of credit units assigned to the course. The sum of these is then divided by the total number of credit units ***taken*** in that semester. Consider the example from the first semester (result) of a student (Olu).

Olu's results: First Semester

Subject	Course	Credit	Score	Letter Grade	Grade Point	Total Points
Education	EDU 111	1	77%	A	5	5
	EDU 112	2	50%	C	3	6

Subject	Course	Credit	Score	Letter Grade	Grade Point	Total Points
	EDU 113	3	42%	E	1	3
Social and Citizenship Education	SOS 111	2	57%	C	3	6
	SOS 112	1	62%	B	4	4
	SOS 113	3	72%	A	5	15
English	ENG 111	2	60%	B	4	8
	ENG 112	2	38%	F	0	0
	ENG 113	2	46%	D	2	4
General Studies	GSE 101	1	69%	B	4	4
	GSE 105	2	58%	C	3	6
	GSE 109	2	49%	D	2	4
Total		**23**				**65**

Total Credit Units (Semester 1) = 23

Total Grade Points (Semester 1) obtained = 65

Grade Point Average (GPA) (Semester 1) = 65/23 = 2.83

Cumulative Grade Point Average (CGPA)

This is the average of the GPA for a given session. It is used to determine the academic progress of the student. A minimum CGPA of 1.00 is required for graduation. A CGPA of less than 1.00 earns the student probation for one academic session. *Any student who obtained a CGPA of less than 1.00 during probation is required to withdraw from the institution. An example of calculating* CGPA is given. Consider the student's (Olu's) results for semester II as follows:

Olu's results: Second Semester

Subject	Course	Credit	Score	Grade Point	Total Points
Education	EDU 121	2	60%	4	8
	EDU 122	1	40%	1	1
	EDU 123	2	47%	2	4
English	ENG 121	2	72%	5	10

Subject	Course	Credit	Score	Grade Point	Total Points
	ENG 122	2	49%	2	4
	ENG 123	2	63%	4	8
Social and Citizenship Education	SOS 121	2	59%	3	6
	SOS 122	2	44%	1	2
	SOS 123	2	48%	2	4
	SOS 124	2	79%	5	10
	SOS 125	1	61%	4	4
General Studies	GSE 102	2	55%	3	6
	GSE 103	1	43%	1	1
	GSE 104	1	79%	5	5
Total		**24**			**73**

Total Credits (Semester II) = 24

Total Grade Points (Semester II) = 73

Grade Point Average (GPA) (Semester II) = 73/24 = 3.04

Then his Cumulative Grade Point Average (CGPA) for the first year is:

	Credit	Points
1st Semester	23	65
2nd Semester	24	73
Total Credits	23 + 24 = 47	
Total Grade Points	65 + 73 = 138	
CGPA	**138/47 = 2.94**	

Carrying Failed Courses

Any core or compulsory course failed must be taken at the next opportunity. However, a student must not take, in any semester, a total load of more than 24 credits. Thus, if a student is carrying 6 credit units and the courses are available at the next session, the student should take only a maximum of 18 credit units from the new courses and should take the course he failed – i.e. 6 credit units, making a total of 24 credit units. Of course, the actual credit registered/taken during probation is used in the calculation of the new

GPA and new CGPA. The previous score is, however, reflected in the records of the semester the courses were earlier taken and failed. ***It should be noted that there should be no waiver of attendance of classes during probation.***

Duration of NCE-Degree (Regular)

The duration for obtaining NCE and Degree certificates is a minimum of three academic sessions for NCE and two for Degree, of two semesters each. A semester must not be less than 15 weeks of teaching, plus 3 weeks for registration and examination, making a total of 18 weeks.

The maximum residency period for an NCE student is five academic sessions, and four academic sessions for Degree. ***This means that only two probationary years are allowed at the NCE and Degree level.***

Role of Level Adviser

Level advisers shall be appointed by the Dean to guide students. They help students to navigate academic matters such as course selection, registration and solving academic problems. They monitor and counsel students on their academic progress.

Semester Examinations

With the adoption of the course credit system, examinations come at the end of every semester.

Continuous Assessment (CA)

The Commission approved the following:

i. A weighting of 40% should be adopted for continuous assessment and 60% for semester examinations by all colleges of education in view of the work input expected from students in the various approved programmes of study;

ii. A weighting of 60% should be adopted for continuous assessment with emphasis on practical and hands-on activities and 40% for semester examinations in the schools of computing, technology and vocational education at both NCE and Degree levels;

iii. Assessment should be in workshops, laboratories, studios, etc., as may apply to respective disciplines;

iv. For effective implementation of the course credit system and the continuous assessment scheme, each college should:

a) Provide essential tools for information storage, retrieval and analysis in the form of microcomputers along with relevant software e.g. course administration programmes, licensed databases and word processors. Such computer applications can facilitate access to analytical tools which can greatly facilitate the grading, analysis and interpretation processes.

b) The standard of teaching/instruction and quality of examinations should be raised through the institutions' use of students' opinion surveys and peer evaluation to assess the quality of teaching in all courses. The lecturers evaluated should be informed about the outcome, which should be discussed with them individually as a basis for improvement.

In addition, short courses on teaching and examination methods should be mounted for staff during the long vacation periods. The National Policy on Education, FGN (2013) recognises the need for the re-training of teachers at all levels of the education system.

Conditions for Probation and Withdrawal

i. The common denominator for assessing a student's overall performance in a programme of study, regardless of the number of credit units taken, is the Cumulative Grade Point Average (CGPA).

CGPA should be used as a guide for assessing students for probation and withdrawal, considering the minimum CGPA of 1.00 required for progression.

ii. Probation

Probation is a status of a student whose academic performance falls below an acceptable standard. A student whose Cumulative Grade Point Average (CGPA) is below 1.00 at the end of a year of study earns a period of probation for one academic session. A student on probation will not progress to the next level but will retake all failed courses to enable him or her to meet the 1.00 CGPA requirement.

iii. Withdrawal

A candidate whose Cumulative Grade Point Average (CGPA) is below 1.0 at the end of a period of probation should be advised to withdraw from the College.

iv. Repeating Failed Courses

Subject to the conditions for probation and withdrawal, a student may be allowed to repeat the failed courses at the next available opportunity provided that the total number of Credit

Units carried during that semester does not exceed 24, and that the grade earned at all the attempts shall count towards the calculation of the CGPA.

Moderation

Each Head of Department, through the Dean, shall recommend a list of external examiners to the Academic Board of the College for approval

External Examiners so recommended may either come from sister institutions or Universities outside the geopolitical zones or may be respectable professionals in the field.

External Examiners from Colleges of Education and Polytechnics must not be below the rank of Principal Lecturers, while those from the Universities must be Senior Lecturers and above. Professionals in the field must have not less than fifteen years of post-qualification experience before they can be appointed external examiners in their field of practice.

Such External Examiners shall moderate the questions, the marked answer scripts of 200 and 300 level NCE and 400 and 500 level Degree courses, as well as the projects, and send their written reports to the Academic Board through the Director of Academic Planning. In addition to all the above, the NCCE shall appoint a monitoring team of experts in each discipline to go around Colleges from time to time to vet their academic standards and forward written reports to the Commission.

Academic Year and Semester

i. For proper computation of contact hours for each course in a programme of study, the Commission approved the following:
    a. Two-semester year (first and second semesters for regular courses) for all colleges of education. A long vacation period should be adopted for vacation courses; and
        b. The first and second semesters should last between 17 and 18 weeks each (including registration, teaching and examination periods) provided that not less than 15 weeks during each semester is devoted to teaching. Programmes of study for the long vacation period should last between 11 and 12 weeks, of which 10 weeks are devoted to teaching.
ii. For maximum utilisation of staff and resources, and to give more opportunity to students to take additional courses under the course credit system, Dual Mandate Colleges of Education should operate programmes of the long vacation period in line with the course credit system.

Assessment

In line with the desire of the NCCE to foster quality learning among student teachers, assessment, which measures how well learners have attained the learning outcomes (i.e. the Teacher Standards), is considered pivotal in the 2026 Dual Mandate Minimum Standards for Teacher Education Programmes.

Consequently, accreditation and monitoring exercises in NCE-Degree-awarding institutions shall be geared towards evaluating the extent to which assessment is used to enhance the quality of College graduates as exemplified by the Teacher Standards. The new curricula suggest that Teacher educators need to know and use assessment procedures for learning and not just to gauge student-teachers' mastery of content or skills.

It is expected that each institution has an Internal Quality Assurance (IQA) Unit that shall monitor assessment in the Institution. This IQA Unit should collect, collate, analyse, and regularly update all available forms of data on assessment (from schools, departments, examination offices, student notebooks, teachers' Learning Programmes or Course Outline, etc.).

The NCCE shall audit reports from this Unit during its visits and use them to make judgements about the quality of the programmes of the institution.

In line with the overall educational approach, assessment should not only measure whether student teachers have acquired the necessary content knowledge but also provide evidence that student teachers have acquired the necessary professional skills and attitudes.

Characteristics of Assessment

All NCE-Degree-awarding institutions shall focus on assessments that are:

a. consistent with stipulated Teacher Standards;
b. reliable, valid, credible, and relevant to the learning it measures;
c. held in a suitable and conducive assessment environment;
d. focused on finding out whether students have developed the expected conceptual understanding, as well as problem-solving and practical teaching skills;
e. conducted regularly to enhance and monitor the effectiveness of the learning process; and
f. ensures prompt feedback.

Time and Kinds of Assessment

NCE-Degree-awarding Institutions shall maintain Semester Examination/Continuous Assessment (CA) as currently practised, based on the prescriptions provided in the Dual Mandate Minimum Academic Standards: 60:40 (examination to continuous assessment) for Arts, Humanities, Languages, Sciences and Social Sciences, while for TVET programmes it shall be 40:60 (examination to continuous assessment) with emphasis on practical and hands-on activities.

In addition, all assessments shall be designed to reflect the kind of learning that it intends to measure, so that learning of practical skills is not measured by a theoretical test. Lecturers shall also ensure that their students get feedback after every assessment to give the students the opportunity for improvement in their learning. At the end of each course, an overall assessment shall be given. This overall assessment shall show evidence of the students' achievement of the overall learning in that course.

Management of Assessment

The Management of Assessment shall be based on the prescriptions in the Dual Mandate Minimum Standards. In addition, NCCE shall ensure that every institution shall show evidence of effective examination/assessment procedures by:

a. keeping samples of C.A questions/tests that must be made available for monitoring purposes;
b. appointment of qualified external examiners;
c. analysis and action based on comprehensive reports from external examiners;
d. ensuring that student teachers receive results of each CA task or test within 4 weeks, and of final examinations within 8 weeks after assessment;
e. ensuring the use of appropriate examination questions in terms of the Teacher Standards and the coverage of content;
f. ensuring that student teachers' scripts are consistently assessed with quality marking schemes;
g. maintaining an examination system that provides for adequate redress in case of alleged irregularities;
h. ensuring that the entire assessment procedure for a course is investigated by the IQA Unit where the CA results differ significantly from the overall result; and
i. CA results in a course must be submitted to the HOD and captured by the IQA Unit before the examination of that course takes place.

Review of Assessment Guidelines

One of the mandates of the NCCE as encapsulated in the ACT is the revision of assessment methods and the development of a scheme of National Certification for various products of Colleges of Education. The NCCE has reviewed the methods of assessment in Colleges of Education with a view to harmonising them to ensure parity among these Colleges and ensure consistency with recent developments in education. After due consideration of the responses from Colleges, consideration by the Academic Programmes, Evaluation and Accreditation Committee and the approval by the Boards, the following guidelines were arrived at.

Guidelines

i. Types of Question

All NCE-Degree-Awarding institutions shall use essay type questions and/or objective test items. However, equitable weighting shall be given to practical examinations in some specific schools and subjects that are practically oriented.

ii. Venue of Examination

Examination shall be held in the classrooms or lecture halls arranged for the purpose of examination. However, in some specific schools and subjects, practical examinations shall be conducted on the field or in the laboratory (ies).

iii. Number of Questions

Number of questions shall vary according to the number of Credit Unit (s) as follows:

Essay Question

Credit Unit(s)	Maximum No. of Questions Set	No. of Questions to be Answered	Duration
1 Credit Unit	3	2	1 hr 30 mins
2 Credit Units	5	3	2 hrs
3 Credit Units	6	4	3 hrs

Objective Or Multiple-Choice Questions

Credit Units	Minimum Question Items to be Set	Duration
1 Credit Unit	25	45 mins
2 Credit Units	50	1 hr
3 Credit Units	75	1 hr 30 mins

A question bank should be established and operated from the Deputy Provost's (Academic) office.

Examination Personnel

The following Officers/Committees should be appointed to handle examinations:

i) Departmental Examination Officer

ii) School Examination Officer

iii) College Examination Committee

Functions

The College Examination Committee, membership of which shall comprise (i) and (ii) above and chaired by the Deputy Provost (Academic), shall plan college examinations, set the timetable for examinations, arrange rooms and halls for the examination, secure comfortable accommodation for external moderators, among others.

Collection, Collation and Production of Questions

The Head of the Department shall be responsible for collection, collation and production of questions, and may direct the Departmental Examination Officer to carry out the responsibility on his/her behalf. NCE I Examination Questions shall be internally moderated while NCE II – Degree courses shall be externally moderated before production.

General Examination Regulations

All Examinations shall be conducted by:

i) Chief Examiner (HODs)

ii) Examiner (Course Lecturers excluding Corps members and Assistant Lecturers)

iii) External Examiner (s)/Moderator (s)

iv) Departmental and School Examination Officers.

Note: *Every department shall have Examination Officers.*

Functions

i) Chief Examiner

The Chief Examiner shall:

a. Arrange and supervise departmental Examination (s);

b. Present the results of examinations from the department to the School Board of Examiners and the Academic Board;

c. Ensure that result slips are given out before the commencement of the succeeding semester;

d. Receive examination questions and marking schemes from all course lecturers and course coordinators in the department;

e. Ensure that questions are moderated before final production;

f. Arrange the production and supervision of departmental question papers after External Moderation;

g. Ensure submission of External Moderators' reports to the Director of Academic Planning;

h. Ensure that examination results undergo vetting at a Departmental Meeting;

i. Ensure that results are externally moderated before they go to the College Examination Committee;

j. Present the examination results to the Academic Board Business Committee; and

k. Perform any other examination duties referred to him/her by the Provost.

ii) Examiner

The examiner shall:

a. Set examination questions as and when due and provide the marking scheme;

b. Invigilate examination (s) as scheduled;

c. Mark scripts and make returns within two weeks after the paper has been written;

d. Collate and compute results; and

e. Perform any other duty assigned to him/her by the Chief Examiner.

iii) External Moderator

The External Examiner shall:

a) Scrutinise questions and the marking scheme to ensure coverage of the course content.

b) Reject or reframe questions where necessary.

c) Ensure that scripts are treated in line with the set marking scheme.

d) Ensure correctness of mark summation

e) Write a report in which the following are highlighted in detail:

i. Quality of questions and candidates' responses.

ii. Coverage of course content.

iii. Consistency in awarding marks.

iv. General observation (s) and suggestion (s) for future improvement.

f) Shall submit the report to the Director of Academic Planning through the Chief Examination Officer for onward transmission to NCCE.

iv) Departmental Examination Officer

The Departmental Examination Officer shall:

a. Be a member of the College Timetable Committee;

b. Participate in developing the College examination Timetable, and assign invigilators for all departmental courses to be examined in a semester;

c. Collate examination scores and process examination results in line with the guidelines specified in this curriculum implementation framework; and

d. Perform any examination-related functions as may be referred to him/her from time to time by the Chief Examiner.

College Timetable Committee

Members of the College Timetable Committee are:

i. Director of Academic Planning (Chairman)

ii. Departmental Examination Officers

iii. Director of Quality Assurance

iv. Academic Secretary (Secretary)

The Timetable Committee shall be responsible for setting the lecture and examination timetables, assigning invigilators and supervisors for all examinations;

1. Conduct of Examination (s)

The following guidelines shall apply in the conduct of examinations in NCE-Degree-Awarding institutions:

a. All candidates shall register for College examination by completing appropriate forms to be signed by course Lecturers and HOD(s).

b. To qualify for examination a candidate must have fulfilled all College, School and Departmental requirements including 75% attendance at Lectures in respect of the course (s) to be examined.

c. Knowledge of examination date (s), time (s) and place (s) shall be the responsibility of candidates.

d. A candidate shall arrive at the examination hall and be seated at least 15 minutes before the advertised time on the timetable.

e. Candidates shall not be allowed to leave the examination hall unaccompanied by the invigilator.

f. Candidates shall not be allowed to leave examination hall in the last 15 minutes of the examination.

g. It is compulsory for candidates to display their identity cards on the desk.

h. Candidates must ensure that they sign in and out of examination halls.

i. Answer scripts must be handed over to the invigilator before signing out of the examination hall.

j. Candidates shall not give or receive any form of assistance from any source or anybody during an examination.

k. Candidates shall call the attention of the invigilator only by raising a hand.

l. The use of scrap paper is not permitted. All work must be done on the answer booklets provided by the invigilator. Such paper must be submitted to the invigilator after the examination.

m. Handbags, briefcases and unauthorised calculators are prohibited from the examination hall.

n. Any candidate who violates any of the regulations and those issued from time to time shall be deemed to have displayed indiscipline. Such a candidate shall be treated as appropriate.

o. All electronic devices (handsets, smart rings or watches, smart pen, Bluetooth, smart eyeglasses, etc.) are prohibited in the Examination Hall.

p. Colleges can make additional rules and regulations that will enhance the smooth conduct of examinations.

2. Marking of Examination Scripts

Course lecturers shall mark script (s) in respect of course (s) examined by them. Assistant Lecturers or Youth Corpers on National Service shall only mark scripts under the supervision of an officer of higher academic rank.

3. Academic Board of the College

Academic Board shall continue to perform all functions as stated in the Colleges of Education Establishment Acts.

4. Academic Board Business Committee (ABBC)

There shall be an Academic Board Business Committee (ABBC) that shall comprise the following members:

Member	Role
i. Deputy Provost (Academics)	Chairman
ii. Director, Academic Planning	Member
iii. Director, Quality Assurance	Member
iv. Dean, Students' Affairs	Member
v. Deans of Schools (may come with the HODs to present results/memos)	Members
vi. Deputy Registrar, Academic Affairs	Secretary

Functions

The Committee shall be responsible for

i. Vetting students' results,

ii. Scrutinising memos from schools and presenting them to the Academic Board.

iii. Preparing memos to the Academic Board for consideration and approval

iv. Any other assignment given by the Academic Board

v. Any other matter referred to it by the Provost.

5. Handling of Examination and Result Complaints

Examination Complaints Committee is an Academic Board Committee that shall be set up at the beginning of each academic session to ensure neutrality in the consideration of examination and result complaints affecting students. The Committee shall be chaired by an Academic Staff member not below the rank of Chief Lecturer/Professor. Membership shall comprise representatives of each School in the College and the Secretary shall be provided by the Academic Office. The reports and recommendations of the Committee shall be considered and disposed of by the Academic Board of the NCE-Degree awarding institutions.

6. Minimum Credits Required for Graduation

i. **NCE component:** A student must earn a total minimum of 80 credits for NCE

ii. **Degree component:** A student must earn a total minimum of 70 credits, excluding 30% local content.

iii. For NCE, institutions may have additional courses to the minimum, which shall not exceed 10 credit units (making a maximum of 90 credit units) and shall be peculiar to the individual institution's local content.

7. Attendance

A registered student must attain 75% attendance, which includes both physical and virtual lectures, before he/she may write the end-of-semester examination.

8. Record Keeping

All NCE-Degree-Awarding institutions shall have an 'Examinations and Records' Section in the Registry of the institution. The Section shall be responsible for:

a. Keeping all examination records;

b. Issuance of transcripts;

c. Processing and issuance of results, and final certificates as approved by the Academic Board.

d. And any other responsibility that may be assigned by the College Management

9. Transcripts and Grading

The grading systems shall conform with the NCCE Standards clearly stated in the summary of Dual Mandate Minimum Academic Standards. Students are to be issued with transcripts of their performance either on request by the students or by any recognised

institutions for purpose of admission, job placement or transfer from/to a college. The format (sample) for transcripts is attached and marked Appendix 1.

10. Certificate

All Certificates to be issued to graduates of NCE-Degree-Awarding institutions shall be according to the NCCE specifications and guidelines.

The Security Certificate has:

i) Name and Logo of the Institution

ii) Name of the Recipient

iii) Name of the Certificate

iv) Subjects

v) Date of approval by the Academic Board of the institution

vi) Signature of Provost & Registrar

vii) Signature of Executive Secretary of NCCE (State and Private COEs)

viii) The statement “The above programme is accredited by the NCCE” shall also be on the certificate

Note

a. A sample of the type of certificate is attached and marked Appendix II.

b. Students who graduate from unaccredited programmes shall not be certified.

Quality Assurance

NCCE shall carefully monitor curriculum implementation in NCE-Degree-Awarding Institutions to ensure effectiveness. It shall be the focus of the implementation of the curriculum to attain the desired output (professional teachers). To achieve this, the NCCE shall enhance its Quality Assurance system. The Quality Assurance system shall continue to monitor Institutional curriculum inputs, processes and products to determine whether the intended target (the creation of a body of professional teachers) is achieved.

In the case of the new Programmes to be implemented in NCE-Degree-Awarding Institutions QA system will:

1) assess the quality of leadership and support services and their impact on the quality of administration and the quality of graduate output;
2) assess the quality of staff and student welfare in NCE–awarding Institutions in Nigeria;
3) ascertain the conditions and status of equipment, learning materials and facilities in NCE-Degree-Awarding Institutions in Nigeria;
4) encourage innovation and re-orientation toward the changing needs of the target beneficiaries;
5) encourage and facilitate a variety of learning methods within the Institution's Schools, Departments, etc., that is conducted in a consultative and consensus building fashion [mentoring process];
6) ensure the choice of appropriate and credible student assessment methods relevant to the chosen learning methods;
7) be concerned with good outcomes of the curriculum content;
8) ensure there are adequate resources to deliver the curriculum and
9) ensure the quality of input, process, and output variables that provide information on learning outcomes and their improvement for the purpose of decision making and decision taking.

To enhance its effectiveness, Quality Assurance shall be conducted at two levels, namely:

- Internal Quality Assurance (by the institution offering the NCE programme).
- External Quality Assurance (by the NCCE);

In the case of External Quality Assurance, the NCCE shall continue to carry out Accreditation of institutions and Academic Programmes, Resource Visits, (establishment of new

NCE-Degree-Awarding Institutions and mounting of new programmes), and the Monitoring and Evaluation of Academic Standards in NCE-Degree-Awarding institutions.

The NCCE shall also continue with its responsibility of monitoring institutions' level of compliance with the implementation of Teacher Standards, such as, monitoring of the Teaching Practice, monitoring of Assessment procedures, monitoring of Acculturation/ Language Immersion Programmes and the aspects of Professional Practice.

In the case of Internal Quality Assurance, all NCE-Degree-Awarding institutions must establish an Internal Quality Assurance Directorate to ensure that the guidelines provided in this Implementation Framework are followed. The Directorate should be headed by an experienced and accomplished lecturer not below the rank of a Chief Lecturer/Professor. The Director will head the Directorate for a tenure of 2 years which is also renewable for another two years. There should also be a Deputy Director who should also be an accomplished academic staff not below the rank of Principal Lecturer/Associate Professor. The Directorate should have not less than four support staff which should include a clerk, an administrative staff, a data analyst and an Office Assistant.

Below is the organogram of the Quality Assurance Directorate:

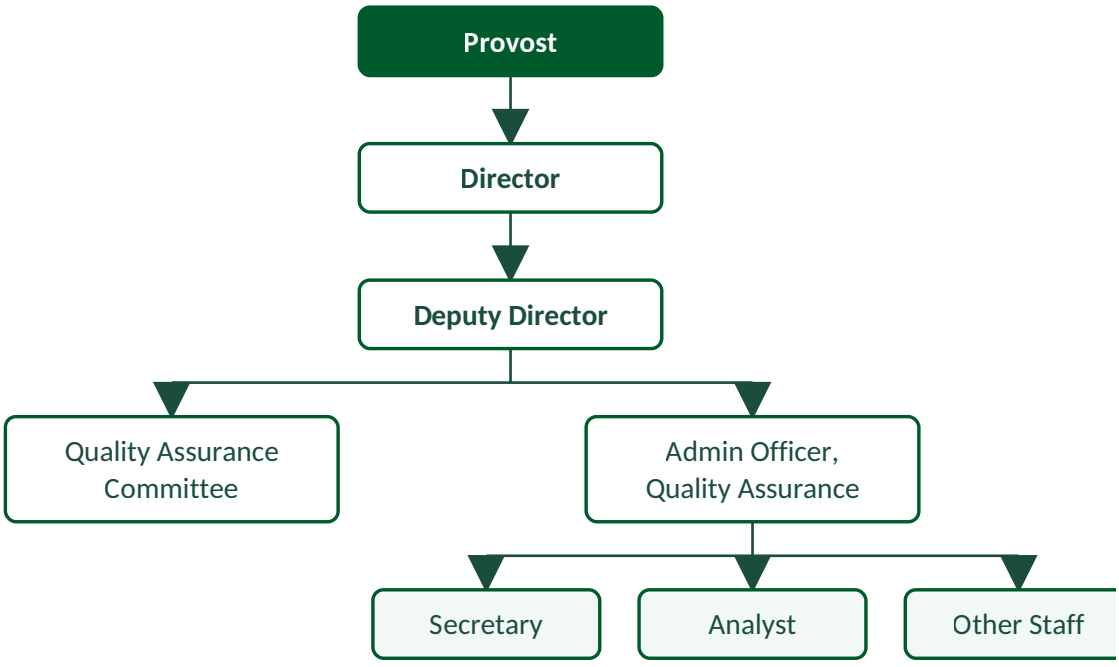


Fig. 1. Structure of the Quality Assurance Directorate (Organogram)

The roles of the Directorate will include the following:

I. Generates formative data that can be used to improve the quality of the management and delivery of the NCE and Degree courses;

II. Provides information to the public and other interested partners about quality and standards;

III. Authenticates and keeps samples of students' journals;

IV. Ensures that quality and standards are maintained in the schools and the college in general;

V. Collates, analyses and provides self-assessment records of the institution and

VI. Reports to the Management on a monthly basis or as the need arises.

VII. Monitors Teaching and learning

VIII. Reports of the external examiner shall be made available to the Directorate.

IX. Periodic internal accreditation is carried out.

The Directorate needs some degree of autonomy and full support from the College Management if it is to achieve its goals.

Internal quality assurance processes and procedures shall be carried out at three levels; input, process and output.

INPUT	PROCESS	OUTPUT
• Entry requirements used to admit candidates • Qualification of students admitted and conformity to entry requirements • Number registered versus carrying capacity • Facilities and equipment (quality and adequacy) • Curriculum availability and content adequacy and relevance • Environment (academic, social, welfare, safety, gender-sensitive)	• Orientation of students and staff • Adequacy of teachers (qualification, experience, number) • Number of lectures and early commencement • Attendance of lectures by students • Adequacy of practical/SIWES/TP • Extent of coverage of curriculum (moderators' report); TP report from schools • Diversity of questions • Standard of examination questions and marking schemes (moderators' report) • Implementation of external examiners' reports • Teacher–student relations • Evaluation of teachers by students	• Distribution of class of degree/certificates • Employers' evaluation • Adaptability of product to open market • Comparative assessment by visiting lecturers; report from collaborators • SIWES report from industries/institutions

To carry out internal accreditation, the Quality Assurance Directorate shall use the Accreditation Toolkits. To get full accreditation of the institution and academic programmes, the institution should score a minimum of 'satisfactory' in key area A and the programme should score a minimum of 'satisfactory' in key area B as contained in the Accreditation Toolkits.

Feedback mechanisms shall be obtained from the following sources among others:

- Teachers assessment by their students
- CA scores and marked scripts (these should get back to students at least two weeks before the examinations).
- Report of internal moderation of Examination questions.
- Feedback from employers
- Report of course experience questionnaire on students
- External moderators report.
- Feedback from products that are self-employed, particularly in some areas like Technical and Vocational Education and Theatre Arts, etc.

Uses of the Feedback

Data from the feedback shall be used by the Institution for decision-making towards improvement in the system.

Students shall also use feedback available to them to improve on their performance and overall conduct in the College.

To enable the Directorate to generate data to monitor input, process and output, instruments shall be developed for each expected task. Samples of the instruments are presented as Appendixes I-III. It is hoped that more shall be developed and validated by the Quality Assurance Directorates of Colleges.

Teaching Practice Unit

Functions

a) Develop, apply and periodically review the Teaching Practice Assessment Booklet; Student Reflective Journal, Training Manual for Mentors, etc.;

b) Plan, organise and coordinate the entire Teaching Practice Programme;

c) Assess and ensure that all schools to be used for TP are learner-friendly and appropriate for the TP exercise;

d) Disseminate information on various quality parameters of Teaching Practice;

e) Organise inter- and intra-institutional workshops and seminars on the effective implementation of Teaching Practice guidelines;

f) Document the various programmes/activities of Teaching Practice;

g) Work closely with academic departments, the Cooperating Schools, relevant stake-holders (e.g. NCCE, NUC, TETFund, SUBEB, etc.) and the Directorate of ICT for the purpose of maintaining /enhancing quality of Teaching Practice exercise;

h) Promote and help sustain the culture of quality in the Teaching Profession;

i) Prepare and submit the Report/result of the Teaching Practice Exercise annually to the Academic Board through the Chairman of the Teaching Practice Committee.

j) Coordinate logistics during external assessment.

Appointment of the Head of Teaching Practice

- The Dean, School of Education, shall be the Chairman of Teaching Practice. The Head of the Department of Curriculum and Instruction is the coordinator of the Teaching Practice and shall be answerable to the Dean of Education, while the Dean is answerable to the Provost and the Academic Board.

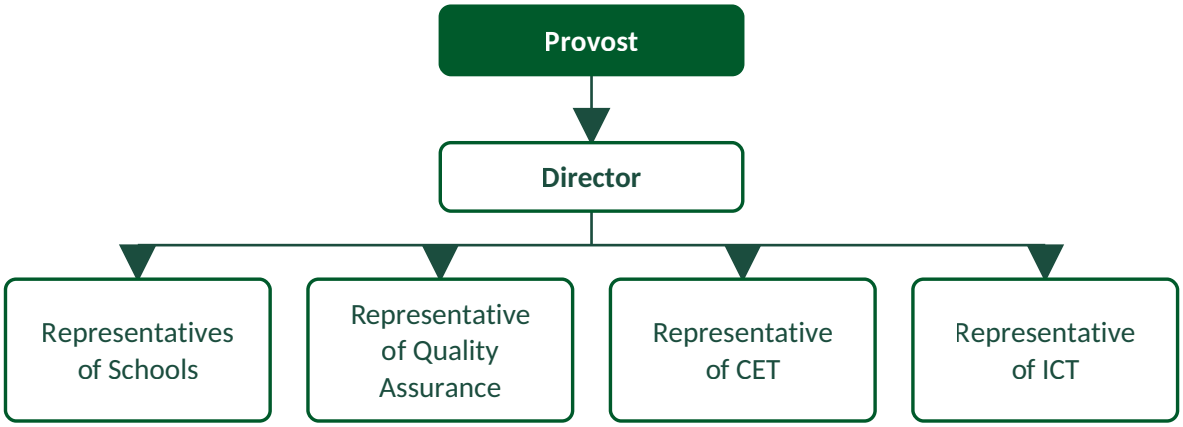
Membership of the Teaching Practice Committee

The members of the Committee shall include:

- The Dean, School of Education (Chairman)
- Director, Academic Planning
- Director of Quality Assurance
- Director of ICT
- Deans of Schools

- Representative of Centre of Educational Technology (CET)
- Coordinator (HOD Curriculum and Instruction) of Teaching Practice (Secretary)

Organogram of the Teaching Practice Directorate



Organogram of the Teaching Practice Directorate

Teaching Practice Guidelines

Teaching Practice (TP) is a crucial aspect of Teacher Education. Teaching Practice provides student teachers with an opportunity for the acquisition of necessary professional skills through practical experience. This will prepare them for effective professional practice after graduation.

The Dual Mandate Academic Minimum Standards lay great emphasis on Teaching Practice. The new Minimum Standards specify that Teaching Practice should be done in the first semester of the third year for a minimum period of 18 weeks. Teachers must be assigned to student-teachers for mentoring. Teachers with not less than 5 years' experience should be appointed and trained by colleges as school-based mentors, using the Mentoring Training Manual. The appointed officers shall mentor the practising teachers in the Cooperating Schools. NCE-Degree-Awarding institutions shall take responsibility for the training of student-teachers on TP. In addition, micro-teaching shall be elevated to continuously support teacher trainees before teaching practice and before they graduate. Evaluative comments on the progress of the students should form part of their Reflective Journals. Colleges must also provide adequate support in the form of orientation for the trainees.

NCE-Degree-Awarding Institutions must assign specialised supervisors to student teachers in their specific areas of study such as ECCE and Special Needs Education to ensure that such supervision is focused, well-informed and based on the supervisors' practical/ professional skills and knowledge.

A prerequisite to Teaching Practice is a pass in Micro-Teaching which should span through the entire duration of the penultimate year. Students must pass Micro-Teaching Practicum (EDU 224) and all first semester courses before proceeding on Teaching Practice. Therefore, it is essential that NCE-Degree-Awarding institutions ensure that methodology courses and their related content are planned to complement Micro-Teaching opportunities. Students shall also take advantage of the Centre for Educational Technology (CET) in acquiring skills in improvisation and teaching aids preparation long before they begin teaching practice.

Consequently, NCE-Degree-Awarding institutions shall ensure that teacher educators design and coordinate a comprehensive Teaching Practice Preparation Programme for student teachers. Such a Preparation Programme shall present student teachers with a gradual building up of TP preparation assignments. These assignments shall require student teachers to design lesson plans, learning materials, and assessment tasks which they can use when they are in a school during Teaching Practice. Micro-Teaching and classroom observation activities are also to be done.

Classroom observation shall begin with teacher trainees taking turns to visit demonstration or relevant schools to observe how teaching and learning take place in the relevant methodology courses. Students shall render relevant reports about their experiences. Such reports shall be reviewed and thoroughly discussed during class sessions with a view to driving home needed experiences for successful Teaching Practice and teaching roles. All students shall undergo a two-week classroom observation towards Teaching Practice preparation and should be carried out in the various College Demonstration Schools. This shall be captured in the Dual Mandate Minimum Standards for General Education curriculum. In this way, student teachers shall be prepared in a consistent and effective manner for a Teaching Practice experience that adds value and allows student teachers to develop and apply professional skills.

Student teachers shall keep extensive Students Reflective Journals as the build-up towards Teaching Practice and during Teaching Practice itself. Such Journals shall be regularly reviewed by mentors in the presence of practising teachers to reinforce desirable skills. In addition, cooperating teachers shall study the Journal and provide comments to aid student teachers to identify strengths and weaknesses in their professional skills. During TP

supervision, Supervisors shall take into account documented records of practising teachers in their assessment and correction of teacher trainees.

NCE-Degree-Awarding Institutions are also expected to design and operate School-based Teachers Professional Development Programmes (SBTD) that assist teachers in these schools to enhance their profession and also to become effective mentors. Meetings of various Departments within a School must be held at least three times in a semester to share ideas on Teaching Practice and provide peer-support for teachers.

NCCE shall carry out a regular quality assurance exercise to ensure that NCE-Degree-Awarding institutions comply with the Teaching Practice guidelines. NCE-Degree-Awarding Institutions shall be required to provide reports outlining the quality of the outcomes of Teaching Practice to NCCE. These reports will include samples of Students Reflective Journals.

Generally, NCE-Degree-Awarding institutions shall provide evidence on how they have assessed students on Teaching Practice in line with the Teacher Standards.

In summary, it is expected that:

1. NCE-Degree-Awarding institutions shall provide a comprehensive Preparation Programme (Classroom observation, scouting/contact/survey, orientation for staff and students, mentorship, etc. shall be carried out by the College) for Teaching Practice, by effectively coordinating content and method courses and linking these meaningfully with Micro-Teaching opportunities;

NCE-Degree-Awarding institutions shall conduct Teaching Practice Orientation that shall address:

a) Student teachers' expectations
b) Ethical and professional issues in Teaching Practice;
c) Areas for Student Teachers to focus on during Teaching Practice;
d) Practical activities: mentoring, improvisation of instructional materials;
e) Relationship between supervisors, mentors and Student Teachers;
f) The importance of feedback; and
g) Different aspects of pedagogy that the students will be trying out in the classroom

Teaching Practice Code of Conduct

Every NCE-Degree-Awarding institution shall provide Code of Conduct for students during Teaching Practice. In general, all Student Teachers are expected to:

a) Have a positive attitude towards teaching
b) Attend school every day
c) Arrive on time
d) Dress smartly and appropriately
e) Build appropriate relationships with pupils and teachers, parents and the school community
f) Plan and prepare lessons in advance
g) Teach classes using a variety of appropriate techniques
h) Manage behaviour of pupils positively without using physical or emotional punishment
i) Meet regularly with the school-based mentor
j) Attend professional development meetings
k) Complete a journal about their experiences
l) Learn from classroom observation by observing different teachers, learning from what they observe and putting new ideas into practice
m) Take part in all the activities in the school (curricular and co-curricular)

2. Micro-Teaching shall be coordinated by the School of Education and the Department of Curriculum & Instruction in collaboration with the Centre for Educational Technology.
3. Teaching Practice shall take place in the appropriate school.
4. Student teachers must go to their practising schools with samples of prepared lesson plans, lesson notes, learning materials, and assessment tasks;
5. Student teachers shall participate in all activities of the school when on Teaching Practice;
6. Each student teacher shall be assessed at least **ten** times during the Teaching Practice period (six assessments by the College (60%), the host institution (20%) and the Reflective Journal (20%)).
7. NCCE is to ensure that NCE-Degree-Awarding Institutions comply strictly with the use of Teaching Practice Assessment Form.
8. Supervision of Teaching Practice exercise shall be carried out by both the internal and external Supervisors/Monitoring Team/ Cooperating Schools.
9. Student teachers shall keep a Student Reflective Journal as part of the Teaching Practice assessment.

Appendices: Official Instruments, Forms and Samples

Teaching Practice Assessment Form

TEACHING PRACTICE ASSESSMENT FORM

NAME OF STUDENT: .....

MATRIC NO: .....

SUBJECT: .....

TOPIC: .....

CLASS TAUGHT: .....

TIME: .....

DATE: .....

TEACHING PRACTICE SCHOOL: .....

DATE: .....

		MAXIMUM	MARK AWARDED	COMMENT
1	**PREPARATION (12 Marks)**			
	(a) Statement of objectives: Stated in behavioural terms	5		
	(b) Content: Logical, properly sequenced…	2		
	(c) Adequacy/Comprehensive (as reflecting facts/knowledge, values/attitude & skills).	3		
	(d) Conformity of topic with scheme of work/ Weekly Diary	2		

		MAXIMUM	MARK AWARDED	COMMENT
2.	**PRESENTATION (52 Marks)**			
	(a) Introduction (Relevance) to the topic	5		
	(b) Development of Lesson	5		
	(c) Mastery of subject matter	10		
	(d) Skilful use of chalkboard	3		
	(e) Time Management skills	3		
	(f) Questioning Skills	5		
	(g) Competence in use of instructional materials: – Relevance (2) Appropriate timing (2) – Adequacy (2) Variety (2)	8		
	(h) Competence in Enhancing Class participation	8		
	(i) Capacity for Effective Conclusion.	5		
3.	**SKILLS OF CLASS MANAGEMENT**			
	(a) Class Control	5		
	(b) Class Arrangement	2		
	(c) Reaction of pupils to reinforcement of pupils' responses	2		
4.	**COMMUNICATION SKILLS (7 Marks)**			
	(a) Clarity of Voice/Audibility	2		
	(b) Appropriate use of language	5		
5	**EVALUATION SKILLS (10 Marks)**			
	(a) Suitability of assessment tool	4		
	(b) Comprehensiveness of the assessment	3		
	(c) Attainment of stated objectives.	3		

		MAXIMUM	MARK AWARDED	COMMENT
6.	**TEACHER'S PERSONALITY/PROFESSIONAL ATTITUDE AND VALUES (10 Marks)**			
	(a) Neatness & Appropriate Dressing	3		
	(b) Readiness/Diligence/Adaptability	2		
	(c) Learner-friendliness	2		
	(d) Comportment	3		
	TOTAL SCORE	**100**		
Additional Comments				
……				
Name and Signature of Supervisor: …… Date: ……				

Teaching Practice Monitoring Form A

INSTITUTIONAL MONITORING

1.	Name of Institution:	.....
2.	State:	.....
3.	Programme:	.....
4.	Session:	.....
5.	Duration of Teaching Practice:	.....
6.		.....
a.	Availability of Teaching Practice Committee:	.....
b.	Structure of Teaching Practice Committee:	.....
7.	Availability of Code of Conduct for Student-Teachers:	.....
8.	Organisation of Orientation/Induction Workshop for Supervisors:	.....
9.	Organisation of Orientation/Induction Workshop for Student-Teachers:	.....
10.	No. of Supervisors per student:	.....
11.	Average No. of Visits per student:	.....
12.	Documentation of Cooperating Schools and Teachers	.....
13.	Ratio of Assessment by College and Cooperating Schools	.....
14.	Particulars of External Moderators	.....
i.	Name:	.....
ii.	Address:	.....
iii.	Qualification:	.....
iv.	Rank:	.....
15.	Adequacy of Funds:	.....
i.	Provision of Transport Allowance	.....
ii.	Provision of Night Allowance	.....
iii.	Honorarium	.....
iv.	Provision of Teaching Practice Materials	.....
16.	Availability of a vehicle for Teaching Practice	.....

Instrument for Analysis of Examination Question Papers

Department .....

Session/Semester .....

Course Code .....

Course Title .....

Checklist

No.	Item	Yes	No
1.	**Is the question paper well titled?**		
	(i) Does it have the name of the College?	☐ Yes	☐ No
	(ii) Does it have the name of the School?	☐ Yes	☐ No
	(iii) Does it have the name of the Department?	☐ Yes	☐ No
	(iv) Is the session indicated?	☐ Yes	☐ No
	(v) Is the semester indicated?	☐ Yes	☐ No
	(vi) Is the course code indicated?	☐ Yes	☐ No
	(vii) Is the course title indicated?	☐ Yes	☐ No
	(viii) Is the credit unit indicated?	☐ Yes	☐ No
2.	Are there clear instructions on the question paper?	☐ Yes	☐ No
3.	Is the duration given on the question paper?	☐ Yes	☐ No
4.	Is it in conformity with the credit load?	☐ Yes	☐ No
5.	Is the print on the question paper legible?	☐ Yes	☐ No
6.	Is the language appropriate?	☐ Yes	☐ No
7.	Is the language free from error?	☐ Yes	☐ No
	If no, state the error:		
8.	Are the questions benchmarked?	☐ Yes	☐ No
9.	Do the questions adequately cover the course content?	☐ Yes	☐ No
10.	Are formulae, equations and diagrams well written (where applicable)?	☐ Yes	☐ No
	If no, state the problem:		

No.	Item	Yes	No
11.	Does the number of questions comply with the NCCE guideline?	☐ Yes	☐ No

Essay Questions

Credit Unit(s)	Number of Questions Set	No. of Questions to be Answered
1	3	2
2	5	3
3	6	4

Objective or Multiple-Choice Questions

Credit Unit(s)	Minimum Number of Questions Set
1	25
2	50
3	75

No.	Item	Yes	No
12.	**Do the questions reflect Bloom's Taxonomy?**		
	(i) Knowledge (Remembering)	☐ Yes	☐ No
	(ii) Comprehension (Understanding)	☐ Yes	☐ No
	(iii) Application (Applying)	☐ Yes	☐ No
	(iv) Analysis (Analysing)	☐ Yes	☐ No
	(v) Synthesis (Evaluating)	☐ Yes	☐ No
	(vi) Evaluation (Creating)	☐ Yes	☐ No
13.	What suggestion(s) would you like to make for further improvement?		

Instrument for Monitoring Students' Hostel Accommodation

Using the scale below, please evaluate to the best of your ability the following:

Strongly Agree (A = 4); Agree (B = 3); Disagree (C = 2); Strongly Disagree (D = 1)

Put a circle wherever appropriate

1	Hostel rooms are maintained clean always	4	3	2	1
2	Hostel toilets/bathrooms are kept clean and disinfected	4	3	2	1
3	Hostel environment is grassed and kept clean	4	3	2	1
4	Regular water supply is provided	4	3	2	1
5	Electricity is regularly provided	4	3	2	1
6	Bed spaces are adequate	4	3	2	1
7	Wardrobes are available in the hostel	4	3	2	1
8	Reading tables and chairs are available	4	3	2	1
9	Hostel rules and regulations are enforced	4	3	2	1
10	There is fairness and transparency in room allocation	4	3	2	1
11	There is quick/prompt response to genuine problems in the hostel	4	3	2	1
12	Security in the hostel is adequate	4	3	2	1
13	Availability of functional common rooms/relaxation centres	4	3	2	1
14	Overall I am happy with my accommodation	4	3	2	1

Sample Mentoring Observation Instrument

Purpose

The ***sample mentoring Observation Instrument*** is designed primarily to elicit feedback aimed at improving teaching processes and programme effectiveness in colleges of education. Summative data collected using this instrument will inform the development of quality assurance measures to improve programme efficiency and effectiveness. It will also be used to develop systemic structures for ongoing teacher professional development training during mentoring.

To be successful in its purpose, the use of this instrument is to be **non-judgemental and embedded in mutual respect and trust between mentors and mentees observed**.

The goals of successful mentoring are to:

- Support teacher reflective practice.
- Provide constructive feedback to enhance professional practice.
- Improve the teaching and learning environment.
- Provide a framework for mentor support of less experienced teachers.
- Increase programme effectiveness and efficiency through development and implementation of systemic strategies directly linked to identified areas of need
- Attain best practices in higher education
- Support effective experiences and learning outcomes for higher education students
- Ultimately promote increased effectiveness and capacity of programme graduates to meet required competency in the field

Note

- **Information collected from peer-peer use of this instrument is NOT to be used for determination of promotion or professional benefits.**

Who Should Use this Observation Instrument?

- Peer groups made up of teachers of colleges of education
- Quality Assurance officers in Institution of higher learning
- Mentors assigned mentees in on-going School-based Teacher Development (SBTD)
- Relevant departments of educational organisations

How to Use This Classroom Observation Instrument

Pre-Observation

- Get familiar with the observation instrument
- Meet with the teacher at least 48 hours before the class to be observed.
- During the meeting, explain the goal of the observation i.e. to improve teaching and learning processes by identifying aspects of classroom processes that are working well and aspects that need to be improved/supported.
- Contact the teacher to be observed at least 48 hours before the observation date, to complete sections 1 and 2 of the observation form. The teacher may be contacted via email or other alternative means and the sections provided, allowing time for the teacher to think through and provide answers. This section is crucial to lay the foundation for reflective practice and to engage the teacher as a partner in the observation process.

- Facilitate a positive, friendly meeting. Remember your role is a peer/mentor and researcher. Bear in mind that the goal of the observation is to collect data to strengthen teaching and learning processes within programme departments. The teacher is a volunteer and partner, enabling the process.

Observation

- Arrive before the class starts and preferably before most students should typically arrive.
- Remind the teacher to introduce you to the students and ask the teacher to direct you to sit where you would not obstruct the teaching-learning process.
- Pay attention to student behaviours, reactions, interactions, engagement and participation during the lesson.
- Do NOT participate in classroom activities.
- Take separate notes as the class progresses to assist with your reflections, completion of the instrument and constructive feedback.
- Write specific examples related to each component as specified in the instrument. These examples are critical to grounding feedback and developing relevant professional development strategies. Remain after the class ends to give immediate overall feedback regarding observed strengths/weakness to the teacher.
- Mentors of non-teaching staff should give specific examples of components of assigned duties given to mentees. These examples are critical to grounding feedback and developing relevant professional development strategies.

Post-Observation

- Develop detailed feedback within 48 hours from observation date.
- Use “I” rather than “you” statements to give constructive feedback e.g. instead of saying “you only used one example throughout” say “I found your example about … was very helpful. I think using more of such examples may be powerful to help students connect”.
- Give feedback on areas to be strengthened by using starting phrases such as “what do you think about…”, “I wonder how students would respond if ….”
- Provide copies of the completed observation form and any additional writing to:
    - The teacher.
    - College quality assurance unit.

Note

- Other relevant agencies such as NCCE, FME, NERDC, UBEC etc. may utilise this instrument to gather information for quality assurance purposes.

Observation Instrument

Section 1: General Information **Please complete sections 1 & 2 at least 48 hours before the observation date. Information may be obtained via email/ phone or other means of communication prior to observation date**	**Observation Date:**
Observer/mentee Data	
Name: Rank:	
Phone:	
Years of teaching experience in higher education: Years of teaching the programme:	
Trainings attended in the last three years: 1 ☐ 2 ☐ 3 ☐ 4 and above ☐ Purpose of observation is Monitoring and Mentoring ☐ Others (please specify):_____	
Teacher/mentor Data	
Name: Rank:	
Years of teaching experience in the college of education: Years of teaching the course:	
Phone: email:	
Trainings attended: number of in-service trainings 1☐ 2☐ 3☐ 4 and above☐ Any previous Monitoring and Mentoring experience Yes ☐ No ☐ Others (please specify):_____	
Section 2: Pre-Observation	

Section 1: General Information **Please complete sections 1 & 2 at least 48 hours before the observation date. Information may be obtained via email/ phone or other means of communication prior to observation date**	**Observation Date:**
Course Code: Course Title:	**Semester:**
Lesson Topic:	
Lesson start time: Lesson end time:	
Course objectives:	
Teacher Goals	
Teacher's Lesson Goals: Two key concepts/learning I expect my students to gain from this lesson	
1	
2	
List of instructional materials/aids I (teacher) plan to use for the lesson:	
Specific Feedback: Two areas of my teaching I would like to be observed and receive feedback on	
1	
2	
CLASSROOM OBSERVATION **Reminders:** • **Do NOT participate in classroom activities.** • **Ask the teacher to introduce you to the class and to direct you to sit in a place where you will not obstruct the teaching-learning process.**	
Section 3: Teaching Method	
Please tick all boxes that apply and fill in all observation report boxes	

Section 1: General Information **Please complete sections 1 & 2 at least 48 hours before the observation date. Information may be obtained via email/ phone or other means of communication prior to observation date**	**Observation Date:**
1	Lesson started on time: Yes ☐ No ☐
2	Lesson included: Small group activities ☐ Student Presentation (s) ☐ Game (s) ☐ Small gr discussions ☐ None of the above ☐
3	Strategies used to support student critical thinking included: Open-ended questions ☐ Inviting evaluation/challenge of theoretical ideas ☐ Inviting student interpretation/examples from the field ☐ Others (please specify): _____ None ☐
4	Lesson included content related multimedia in the form of: Presentation slides ☐ Video ☐ Online Resources/Websites ☐ Photos ☐ Animation ☐ Others (please specify): _____ None ☐
5	Lesson consisted primarily of: Note taking ☐ Teacher lecture ☐ Participatory approaches ☐
6	All students were encouraged to participate in activities: Yes ☐ No ☐
7	Students appeared interested and engaged: Most of the time ☐ Half of the time ☐ Not much of the time () Not at all ☐
8	At what point of the lesson (if any) did the attention of students begin to drift? Near the beginning ☐ Near the middle ☐ Near the end ☐ Not applicable ☐
9	Based on your observation, list factors that might have caused students' attentions to drift (if applicable)
10	What did the teacher do to recapture student's attention (if applicable)?
11	All students were treated respectfully: Yes ☐ No ☐ Give example from observation:

Section 1: General Information **Please complete sections 1 & 2 at least 48 hours before the observation date. Information may be obtained via email/ phone or other means of communication prior to observation date**	**Observation Date:**
12	There was a general atmosphere of respect regardless of gender, culture or age: Yes ☐ No ☐ Give example from observation:
13	A general positive and comfortable atmosphere was maintained regardless of gender, culture or age: Yes ☐ No ☐ Give example from observation:
14	Male and female students had equal access to: • Materials Yes ☐ No ☐ • Make presentations Yes ☐ No ☐ • Answer questions Yes ☐ No ☐ • Participate in classroom discussion: Yes ☐ No ☐ Give example from observation:
15	Student questions were answered clearly: Yes ☐ No ☐ Give example from observation:
16	Students were redirected to research the answers to questions for themselves, for discussion at the next class: Yes ☐ No ☐ Give example from observation:
17	Students were mostly addressed by their names: Yes ☐ No ☐
18	Professional ethics was the standard in the classroom: Yes ☐ No ☐ Give example from observation:
Section 4: Curriculum content	
19	Lesson was clearly introduced? Yes ☐ No ☐ One specific example from lesson:
20	Lesson objectives/goals were well clarified: Yes ☐ No ☐ One specific example from lesson:

Section 1: General Information **Please complete sections 1 & 2 at least 48 hours before the observation date. Information may be obtained via email/ phone or other means of communication prior to observation date**	**Observation Date:**
21	Learning concepts were linked to practical real life examples: Yes ☐ No ☐ One specific example from lesson:
22	Clear linkage was made between the previous and current lesson: Yes ☐ No ☐ One specific example from lesson:
23	Lesson content related directly to expected learning outcomes: Yes ☐ No ☐ One specific example from lesson:
24	The following professional practice components were integrated in the lesson: 1. Field work/Community involvement practice Yes ☐ No ☐ 2. Development of play-based activities for children's learning Yes ☐ No ☐ 3. Child observation Yes ☐ No ☐ One specific example from lesson:
25	Delivery of curriculum content was organised to simulate child learning environment wher applicable: One specific example from lesson:
26	Formative evaluation opportunities were used to assess student learning during the lesson Yes ☐ No ☐ One specific example from lesson:
27	Summative evaluation opportunities were used at the end of the lesson to assess student overall attainment of lesson objectives: Yes ☐ No ☐ One specific example from lesson:
28	List all instructional materials used by the teacher:
Section 5: Physical Environment	
29	Total number of students in the class: _____

Section 1: General Information **Please complete sections 1 & 2 at least 48 hours before the observation date. Information may be obtained via email/ phone or other means of communication prior to observation date**	**Observation Date:**
30	Seating consisted of: Movable chairs ☐ Movable desks ☐ Fixed desks: ☐ Fixed chairs: ☐ Others (please specify): _____
31	There were enough seats for all students to work comfortably Yes ☐ No ☐
32	Seating arrangements would support small group collaboration when necessary Yes ☐ No ☐
33	Physical space for the number of students was: Cramped ☐ Just adequate ☐ Very large ☐
34	Lighting consisted of: Adequate natural lighting ☐ Adequate electrical lighting ☐ Not enough lighting ☐
35	Functioning technology in the classroom included: Video Cassette Recorder (VCR) ☐ Projector ☐ Linked computer with internet access ☐ Others (please specify): _____ None ☐
36	Location of classroom had: No noise intrusion from outside ☐ Disruptive noise from outside ☐ Source of outside noise (if noisy) _____
37	List all teaching/learning resources available in the classroom
Section 6: Suggestions for Improvement (based on post observation reflection) **Please clearly identify the following:**	
38	What worked well to support lesson goals (based on the teacher's identified lesson goals in section 2)

Section 1: General Information Please complete sections 1 & 2 at least 48 hours before the observation date. Information may be obtained via email/ phone or other means of communication prior to observation date	Observation Date:
39	What did not work well (in relation to achieving the teacher's identified lesson goals in section 2)
40	Provide practical and constructive suggestions for the teacher regarding methods (other/n ideas to further enhance achievement of teacher's identified lesson goals)
41	Provide practical suggestions for management regarding professional development needs the teacher (one to two areas where the teacher will benefit from additional support to further enhance their teaching. Must be clearly linked to identified areas that did NOT wo well in lesson delivery/classroom management)
42	Provide practical suggestions for management regarding facilities (physical facilities of the classroom that need improvement to increase lesson delivery/comfort/student collaborati etc.)
43	Provide specific effective strategies observed that may be shared to support peer development (list successful strategies used by the teacher that contributed to effective student learning and engagement)

Other comments:
Section 7: Comments of the mentee
The mentee's signature in this section is to signify that the mentee has reviewed the completed observation. It does not denote agreement with the mentor's comments.
I have reviewed the content of the observation Yes ☐ No ☐
Other comments:
Signature: Date:

Instrument for Students' Evaluation of Lecturers

(The student should not write his/her name on this form)

Please be honest in your response to the following statements about each of the lecturers of this course. All information supplied shall be treated with utmost confidentiality

A) I. Is the lesson taught by a team of lecturers Yes () No ()

ii. Lecturers' Name……

iii. Lecturers' School…….

iv. Lecturers' Department ……

v. Course Code and Title ……..

vi. Semester ……..

vii. Date …….

viii. Number of Students in the class ……

B) Please tick () in the column that best expresses your opinion with respect to each statement about the lecturer of this course. (5=excellent; 4=very good; 3=good; 2=fair; 1=poor).

S/N	STATEMENT	5	4	3	2	1
1	Lecturer's punctuality for lectures					
2	Lecturer's regularity at lectures					
3	Provision of course outline to the students					
4	Coverage of course content					
5	Explanation of the course content to the under-standing of the students					
6	Avoids scheduling lectures at obscure or odd hours					
7	Lecturer's voice clear and audible					
8	Lecturer communicates well					

S/N	STATEMENT	5	4	3	2	1
9	Lecturer simplifies the course content to the understanding of the students					
10	Practices team teaching					
11	Lecturer's use of teaching resources/aids					
12	Regular attendance taken					
13	Student's participation and involvement in the lesson					
14	Effective time management					
15	Recommendation of relevant and useful textbooks					
16	Attaches score to purchase of textbooks/ learning materials					
17	Accessibility to students					
18	Readiness to answer students questions					
19	Lecturer conducts continuous assessment regularly					
20	Attaches gifts to the award of grades					
21	Lecturer's moral conduct					
22	Dresses decently					
23	Lecturer's comportment					
24	Does not condone academic dishonesty among students					

S/N	STATEMENT	5	4	3	2	1
25	Discourages indiscipline among students					
26	Maintains fairness to all students					

(C) Mention two things you like best about the lecturer
……
……

(D) Mention two things you dislike about the lecturer
……
……

For official use only

Excellent	
Very good	
Good	
Fair	
Poor	

Sample NCE Transcript

Name of College

College Logo

Official Transcript

(Any erasure invalidates this transcript)

(A) Name	……	**Matriculation Number**	……
Date of Birth	……	**Sex**	……
Programme	……	**Year of Admission**	……

Year of Graduation .....

Course Code(s)	Course Title(s)	Course Status	Course Unit(s)	Course Score %	Letter/ Grade Point(s)	Remarks
NCE I 2000/2001: 1st Semester						
i)						
ii)						
iii)						
NCE I 2000/2001: 2nd Semester						
i)						
ii)						
iii)						
NCE II 2000/2001: 1st Semester						
i)						
ii)						
iii)						
NCE II 2000/2001: 2nd Semester						
i)						
ii)						
iii)						
NCE III 2000/2001: 1st Semester						
i)						
ii)						
iii)						
NCE III 2000/2001: 2nd Semester						
i)						
ii)						
iii)						

MUNG ..... **CNUT** ..... **CNUP** ..... **CGPA** .....

Certificate Obtained and Class .....

HOD's Comment .....

.....

Signature/Date .....

_____

Signature of Registrar

Note

MUNG	Minimum Number of Units for Graduation
CNUT	Cumulative Number of Units Taken (Registered)
CNUP	Cumulative Number of Units Passed (Earned)
CGPA	Cumulative Grade Point Average

Sample Degree Transcript

Name of College

College Logo

Official Transcript

(Any erasure invalidates this transcript)

(B) Name ..... **Matriculation Number** .....

Date of Birth ..... **Sex** .....

Programme ..... **Year of Admission** .....

Year of Graduation .....

Course Code(s)	Course Title(s)	Course Status	Course Unit(s)	Course Score %	Letter/ Grade Point(s)	Remarks
400 Level (year): 1st Semester						
i)						
ii)						
iii)						
400 Level (year): 2nd Semester						
i)						
ii)						
iii)						
500 Level (year): 1st Semester						
i)						
ii)						
iii)						
500 Level (year): 2nd Semester						
i)						
ii)						
iii)						

MUNG ..... **CNUT** ..... **CNUP** ..... **CGPA** .....

Certificate Obtained and Class .....

HOD's Comment .....

.....

Signature/Date .....

_____

Signature of Registrar

Note

MUNG	Minimum Number of Units for Graduation
CNUT	Cumulative Number of Units Taken (Registered)
CNUP	Cumulative Number of Units Passed (Earned)
CGPA	Cumulative Grade Point Average

Sample NCE Certificate

Certificate No. ……

THE INSTITUTIONAL LOGO

This is to certify that

_____

having completed an approved course of study, passed the examinations and fulfilled all the requirements prescribed by the College, has this day …… under the authority of the Academic Board been awarded the

NIGERIA CERTIFICATE IN EDUCATION (NCE) ……

in

……

Registrar

…… ……

Date **Provost/Rector**

The above programme is accredited by the National Commission for Colleges of Education (NCCE).

NCCE Seal

Executive Secretary
National Commission for Colleges of Education

Date ……

Sample Degree Certificate

INSTITUTIONAL LOGO

CERTIFICATE OF AWARD

This is to certify that

FULL NAME OF GRADUATE

having satisfied the requirements prescribed by the University

has been duly awarded the degree of

NAME OF DEGREE

CLASSIFICATION / SPECIALISATION, WHERE APPLICABLE

in recognition of the successful completion of the approved programme of study.

Faculty/School	Department	Date of Award	Certificate No.
FACULTY	DEPARTMENT	DATE	[REFERENCE NUMBER]

_____ _____ _____

REGISTRAR **VICE-CHANCELLOR** **DATE**

Certification

At the end of the training, all NCE-degree-awarding institutions shall award Certificates in the approved programmes.

Graduate Employability Tracking Framework for Dual Mandate Curriculum Implementation

Introduction and Rationale

The Dual Mandate allows Colleges of Education to award degrees in education alongside the Nigeria Certificate in Education (NCE). A new curriculum is only as good as the graduates it produces, and the clearest test of that is whether they find work that uses their training.

At present, the colleges of education have no routine way of knowing what happens to graduates after graduation. Accreditation looks mainly at inputs and processes such as staffing, facilities and curriculum delivery. It says little about outcomes beyond employers' rating. Yet, employers continue to report gaps in graduates' teamwork, problem-solving, communication, digital and classroom skills. Without outcome data, colleges cannot tell which programmes are working, and NCCE cannot tell whether the dual mandate is achieving its purpose.

This framework closes that gap. It makes graduate employability tracking a standing part of the curriculum, so that every cohort's outcomes are measured and used to improve the next one.

Purpose and Objectives

The purpose of the framework is to give the NCCE and every college a reliable, comparable measure of how employable their graduates are, and to use it to improve teaching and the curriculum.

The objectives are to:

1. Establish a standard set of employability indicators for NCE and degree graduates across all colleges.
2. Track every graduating cohort at fixed points after graduation, using common instruments.
3. Capture employers' views of graduates' skills and the skills they need.
4. Identify skill gaps at student, programme, college and national level.
5. Feed findings into curriculum review, accreditation and student support.

6. Publish an annual national report on graduate employability in the Colleges of Education sector.

Scope and Coverage

The framework applies to every College of Education approved to run the dual mandate curriculum, whether federal, state or private.

Area	Covered
Graduates	All NCE and Bachelor's Degree Graduates of each cohort, full-time and part-time
Cohorts	Every graduating cohort from the first dual mandate graduates onward; existing NCE cohorts from the last three sessions as a baseline
Programmes	All NCE and degree programmes, reported separately by school and subject combination
Employers	Public and private schools, State Universal Basic Education Boards (SUBEBs), and non-teaching employers of graduates
Students	Final-year students, through the exit survey and employability portfolio

Degree graduates are tracked from the end of their National Youth Service Corps (NYSC) year. NCE graduates, who do not serve, are tracked from graduation.

Definition of Key Terms

Term	Meaning in this framework
Cohort	All graduates who complete the same programme in the same academic session
Dual mandate	The arrangement under which colleges of education award both the NCE and Bachelor's Degrees in education
Employability portfolio	A record, kept by each student, of skills, Teaching Practice reports, projects and certificates
Graduate employability	A graduate's capacity to gain and keep work that uses their training, or to sustain self-employment
Graduate Employability Unit (GEU)	The office in each college responsible for running this framework

Term	Meaning in this framework
Graduate-level employment	Paid work, including teaching, for which the graduate's qualification is required or clearly relevant
Self-employment	Running one's own business or practice, including private tutoring and school ownership, as the main occupation
Skill gap	The difference between the skills employers require and the skills graduates show
Tracer survey	The standard questionnaire used to collect each graduate's employment status at a tracking point
Tracking point	A fixed time after graduation (or after NYSC) at which a cohort is surveyed

Guiding Principles

(i) **Comparability:** All colleges use the same indicators, definitions, instruments and tracking points, so results can be compared across colleges and over time.

(ii) **Whole-cohort coverage:** Every graduate is followed, not a convenient sample. Response rates are reported with every result.

(iii) **Both sides of the market:** Graduates' outcomes are read alongside employers' views of the skills they need.

(iv) **Use, not just collection.** Every indicator must lead to a decision in curriculum review, accreditation or student support.

(v) **Protection of graduates' data:** Personal data are collected with consent and handled in line with the Nigeria Data Protection Act 2023.

(vi) **Fairness:** Results are used to improve programmes and support students, never to penalise individual graduates.

(vii) **Proportionate effort:** Data collection is digital, short and built into existing college processes.

Employability Indicators and How They Are Computed

The headline measure is the **Graduate Employability Rate (GER)** at 12 months: the share of graduates available for work who are in graduate-level employment or self-employment.

$$\text{GER} = \frac{\text{graduates in graduate-level employment + graduates in self-employment}}{\text{respondents} - \text{those in full-time further study} - \text{those not seeking work}} \times 100$$

Graduates in full-time further study, and those not seeking work, are left out of the denominator so that colleges are not penalised for graduates who choose to keep studying. Every indicator below is reported separately for NCE and degree graduates, by programme, sex and college.

No.	Indicator	How it is computed	Tracking point
1	Graduate Employability Rate (headline)	As above, × 100	12 and 36 months
2	Teaching Placement Rate	Graduates employed as teachers ÷ graduates available for work × 100	12 and 36 months
3	Relevant Employment Rate	Employed graduates whose job uses their field of study ÷ all employed graduates × 100	12 and 36 months
4	Self-Employment Rate	Self-employed graduates ÷ graduates available for work × 100	12 and 36 months
5	Graduate Unemployment Rate	Graduates seeking work without a job ÷ graduates available for work × 100	12 and 36 months
6	Further Study Rate	Graduates in full-time further study ÷ all respondents × 100	12 months
7	Time to First Employment	Median months from graduation (or end of NYSC) to first graduate-level job	12 and 36 months
8	Informal Employment Share	Employed graduates without a written contract or pension cover ÷ all employed graduates × 100	12 and 36 months
9	TRCN Registration Rate	Graduates registered with the Teachers Registration Council of Nigeria ÷ all respondents × 100	12 months
10	Employer Satisfaction Index	Mean employer rating of graduates across the standard skills list, on a 1–5 scale	Yearly
11	Skill Gap Score (per skill)	Mean importance employers attach to the skill minus mean rating of graduates on it, both 1–5	Yearly
12	Tracer Response Rate	Completed tracer surveys ÷ graduates in the cohort × 100	Every tracking point

A result is published only when the response rate for that cohort and programme is at least 50%, or is flagged as indicative when it is lower.

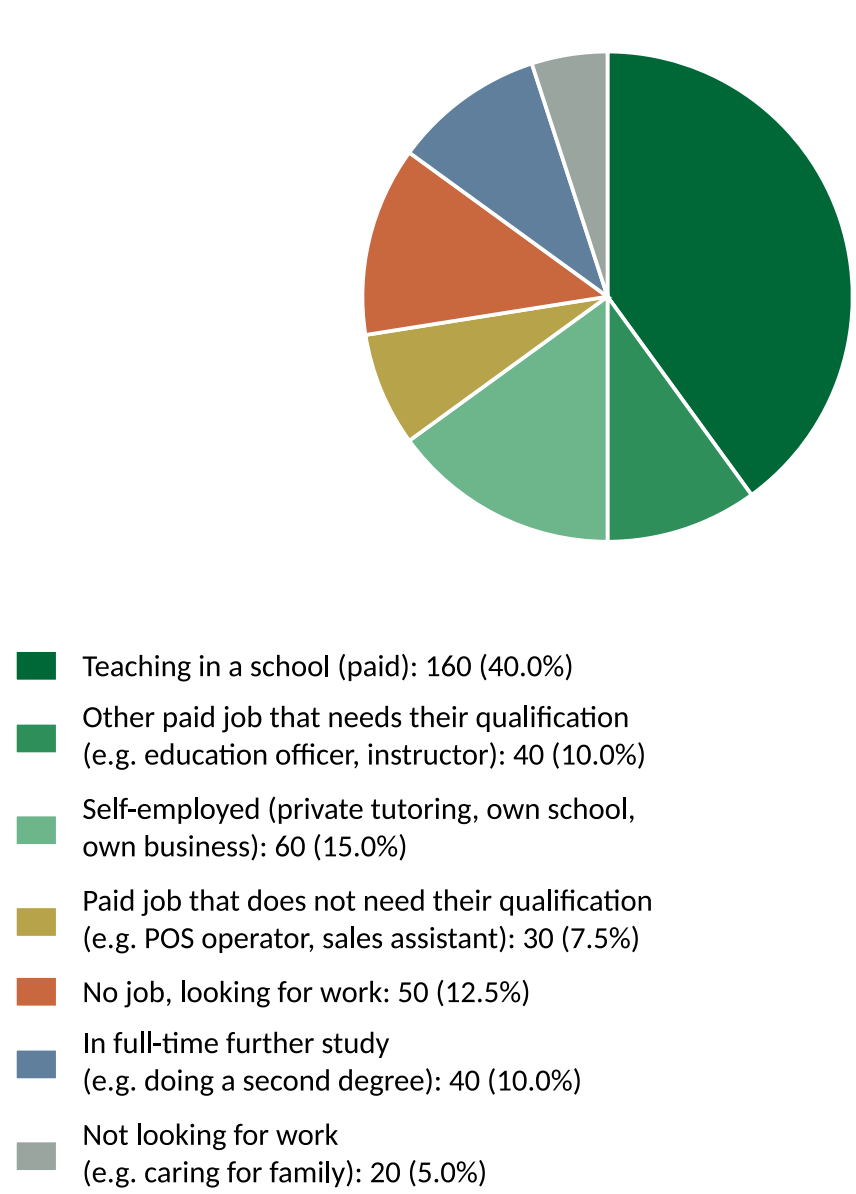
Sample of How to Determine and Interpret Employability Indicators

The data presented below are for illustrative purposes only.

Federal College of Education (Technical), Gombe, had **500 NCE/DEGREE graduates** in 2025. Twelve months later, **400 of them completed the tracer survey**. These 400 are the **respondents**. Their answers:

Table 1: Sample Data

What the graduate is doing	Number
Teaching in a school (paid)	160
Other paid job that needs their qualification (e.g. education officer, instructor)	40
Self-employed (private tutoring, own school, own business)	60
Paid job that does **not** need their qualification (e.g. POS operator, sales attendant)	30
No job, looking for work	50
In full-time further study (e.g. doing a 2nd degree)	40
Not looking for work (e.g. caring for family)	20
Total respondents	**400**



Distribution of graduates in the sample data (Table 1)

Step 1: Get the "graduates available for work". Most of the formulas divide by this number, so it is better to get it first.

Graduates Available for work = Respondents (400) − Further study (40) − Not seeking work (20) = 400 − 40 − 20 = **340**

Step 2: Next, get the "graduate-level employment". These are the people whose paid job requires their qualification: teachers (160) + other relevant paid jobs (40) = **200**.

The headline formula: GER

$$\text{GER} = \frac{\text{graduates in graduate-level employment + graduates in self-employment}}{\text{respondents} - \text{those in full-time further study} - \text{those not seeking work}} \times 100$$

$$\text{GER} = \frac{200 + 60}{400 - 40 - 20} \times 100$$

$$\text{GER} = \frac{260}{340} \times 100$$

$$\text{GER} = 0.7647 \times 100$$

$$\textbf{GER = 76.5\%}$$

This means that about 3 in every 4 graduates who wanted work found good work or created their own. The 30 graduates in jobs that do not require their qualifications are counted as available for work, but not as successes.

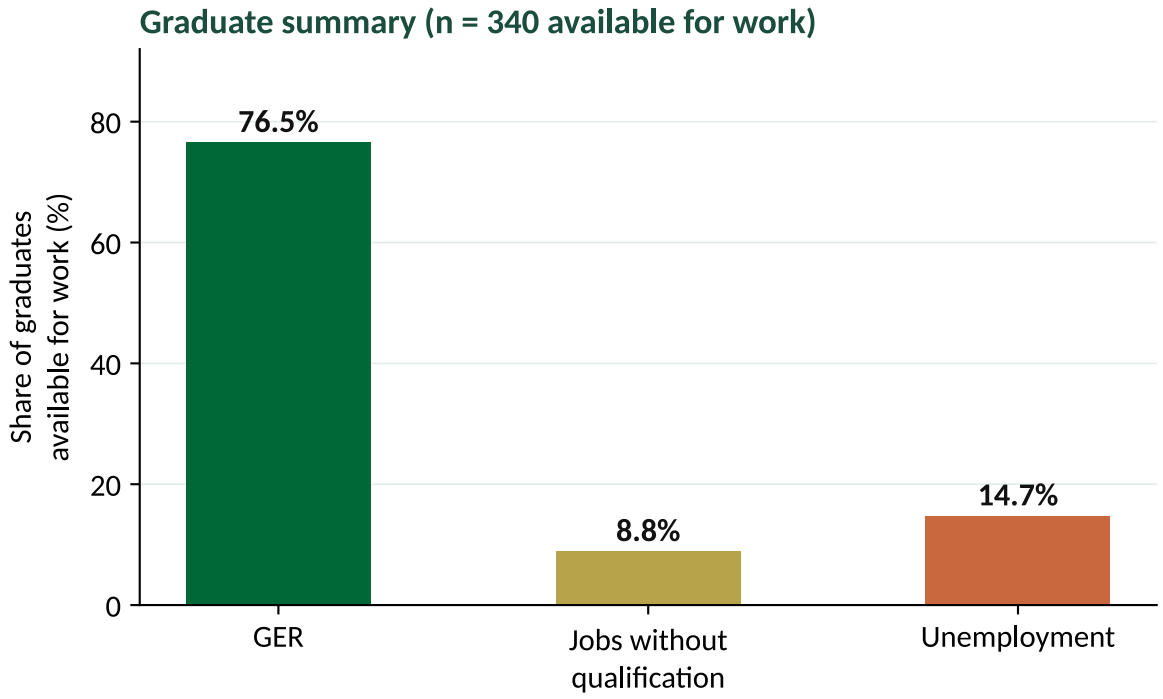
Table 2: Further Calculations

For these other indicators, use the same college and Table 1

No.	Indicator	Working	Result
2	Teaching Placement Rate	Teachers ÷ available = 160 ÷ 340 × 100	**47.1%**
3	Relevant Employment Rate	All employed = 200 + 60 + 30 = 290. Of these, say 215 use their field (160 teachers + 30 out of 40 of the other paid jobs with their qualification + 25 private tutors). So, 215 ÷ 290 × 100 **Note: "say 215" or "say 25" will be the actual data from the survey**	**74.1%**
4	Self-Employment Rate	60 ÷ 340 × 100	**17.6%**
5	Graduate Unemployment Rate	50 ÷ 340 × 100	**14.7%**
6	Further Study Rate	40 ÷ **400** × 100 (all respondents, not 340)	**10%**
8	Informal Employment Share	Say 116 of the 290 employed have no written contract or pension. 116 ÷ 290 × 100 **Note: "say 116" will be the actual data from the survey**	**40%**

No.	Indicator	Working	Result
9	TRCN Registration Rate	Say 180 are registered. 180 ÷ 400 × 100	**45%**
11	Skill Gap Score (per skill)	Mean importance employers attach to the skill minus mean rating of graduates on it, both 1–5 **Go to 10 and 11 below**	Yearly
12	Tracer Response Rate	400 completed ÷ 500 in the cohort × 100	**80%**

Justification: GER (76.5%) + people in jobs that do not need their qualification (30 ÷ 340 = 8.8%) + unemployment (14.7%) = **100%**.



Graduate summary: GER, jobs without qualification and unemployment

The calculations below are not percentages

7. **Time to First Employment (the median).** From the survey, get the number of months it took each graduate to get their first graduate-level job, from smallest to largest, then take the middle value.

Example

- 7 graduates took 3, 5, 6, **8**, 9, 12 and 14 months. The middle (4th) value is **8 months**.

- With an even number, take the two middle values and average them. For 3, 5, 6, 8, 9 and 12 months, the median is (6 + 8) ÷ 2 = **7 months**.

The median is used instead of the average because one graduate who took 40 months would pull the average higher.

10. **Employer Satisfaction Index.** Three employers each rate graduates on 4 skills, on a 1–5 scale (1 means the lowest rating while 5 means a high rating):

- Employer A: skill1: 4, skill2: 3, skill3: 5, skill4: 4 (total 16 in 4 skills)
- Employer B: skill1: 3, skill2: 3, skill3: 4, skill4: 2 (total 12 in 4 skills)
- Employer C: skill1: 5, skill2: 4, skill3: 4, skill4: 3 (total 16 in 4 skills)

$$\text{Index} = \frac{\text{sum of ratings}}{\text{number of ratings}}$$

$$\text{Index} = \frac{44}{12}$$

Index = 3.67 out of 5

11. **Skill Gap Score (one skill at a time).** Gap = average importance employers give the skill − average rating employers give the graduates on it.

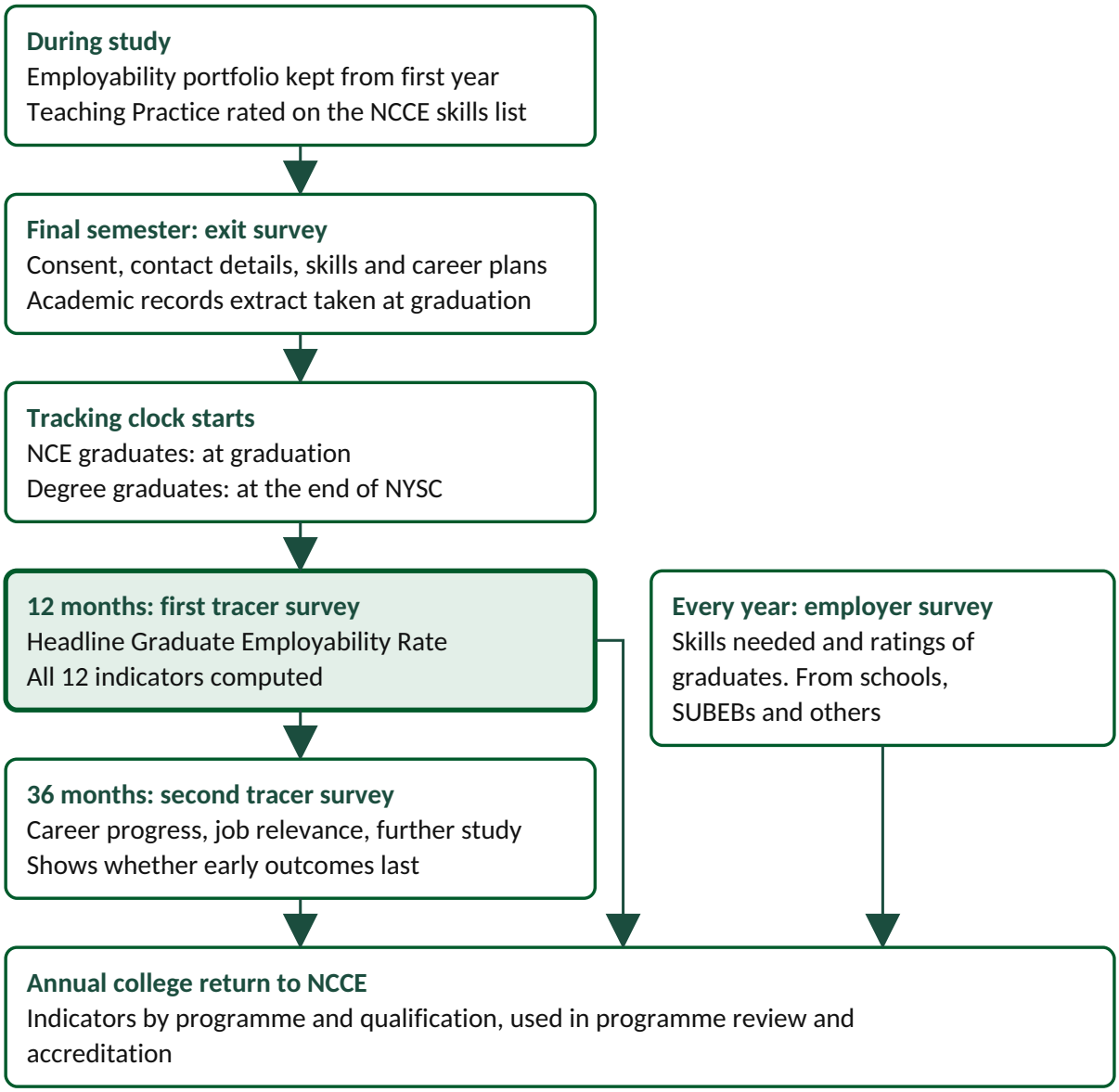
Skill	Importance (3 employers)	Graduates' rating	Gap
Digital skills	5, 5, 4 → average 4.67	3, 2, 3 → average 2.67	**2.00**
Classroom management	5, 4, 5 → average 4.67	4, 4, 5 → average 4.33	**0.33**

Note: *The bigger the gap, the more the curriculum needs to work on that skill. Here, digital skills are the urgent one. A gap near zero means graduates already meet what employers need.*

The Tracking Mechanism

Each graduate is followed at fixed points from study to 36 months after graduation, and every college reports the results to NCCE once a year.

The 12-month tracer survey gives the headline rate; the 36-month survey shows whether early outcomes last. Every survey round runs in the same months nationally, so results are comparable across colleges.



Each tracer round follows the same steps:

a. The GEU sends the online survey to every graduate in the cohort due for tracking.

b. Non-respondents receive SMS and phone reminders over six weeks.

c. The GEU cleans the data and uploads it to the NCCE database.

d. NCCE checks quality, computes the indicators and returns results to the college.

Data Sources and Collection Instruments

Five standard instruments, issued by NCCE and used unchanged by every college, supply the data.

Instrument	Who completes it	When	What it collects
Exit survey	Every final-year student	Final semester, before results are released	Contact details and consent, programme, Teaching Practice and other work experience, self-rated skills, career plans
Graduate tracer survey	Every graduate	12 and 36 months after graduation (degree: after NYSC)	Employment status, employer type, job title, relevance to training, contract type, time to first job, TRCN registration, further study
Employer feedback survey	Schools, SUBEBs and other employers of graduates	Once a year	Skills required and their importance, rating of graduates on the standard skills list, hiring intentions
Academic records extract	College registry	At graduation	CGPA, class of NCE pass or degree class, Teaching Practice grade, programme and subject combination
Job vacancy scan	College GEU, with NCCE	Once a year	Skills and qualifications requested in teaching and other vacancies relevant to graduates

Surveys are completed online, with SMS and phone follow-up for non-respondents. Phone numbers and e-mail addresses given at exit, plus alumni associations and social media, are used to reach graduates.

The minimum data items for each instrument are listed in the annexes.

Institutional Structures, Roles and Responsibilities

NCCE sets the standard and holds the national data; each college runs the tracking through a dedicated Graduate Employability Unit (GEU).

Actor	Responsibilities
NCCE	Issue indicators, instruments and guidelines; host the national graduate tracking database and dashboard; check data quality; publish the annual national report; use results in accreditation and curriculum review
College management (Provost)	Establish and fund the GEU; appoint a GEU coordinator; approve and submit the college's annual employability return

Actor	Responsibilities
Graduate Employability Unit (GEU)	Run the exit, tracer and employer surveys; maintain graduate contact records; analyse results; prepare the college report; run career guidance and employability activities
Schools and departments	Appoint an employability focal person; review programme results each year; propose curriculum and teaching changes
Academic Board	Approve changes to programmes arising from employability results
Students and graduates	Complete the exit survey and keep an employability portfolio; respond to tracer surveys; update contact details
Alumni association	Help locate graduates and encourage responses
Employers and SUBEBs	Complete the employer survey; host Teaching Practice and placements; sit on an Employer Advisory Panel
Employer Advisory Panel	Advise the college each year on skills in demand and on programme relevance

Embedding Employability in the Curriculum

Tracking measures employability; the curriculum must also build it. Every dual mandate programme should include the following.

(i) **Employability skills mapping:** Each course lists the employability skills it develops, drawn from a standard NCCE skills list covering teaching, digital, communication, problem-solving, teamwork, leadership and entrepreneurial skills.

(ii) **Career guidance:** Structured career guidance in every year of study, led by the GEU, including CV writing, interview preparation and job search.

(iii) **Digital skills:** Practical training in productivity tools, digital teaching tools and online professional presence.

(iv) **Employability portfolio:** Each student keeps a portfolio from first year, reviewed at exit and linked to the exit survey.

(v) **TRCN readiness:** Final-year preparation for TRCN registration and the professional qualifying examination.

Data Management, Privacy and Ethics

Graduates' personal data are collected only with their consent and handled in line with the Nigeria Data Protection Act 2023.

a. **Consent:** Students give informed consent to be contacted for tracking in the exit survey, and may withdraw at any time.

b. **Minimum data:** Only the data items listed in the annexes are collected.

c. **One national database:** Colleges upload data to a secure NCCE database using a standard template. Each record carries a unique graduate identifier, not a name, for analysis.

d. **Access:** Colleges see their own graduates' records. NCCE sees all records. Published results contain no information that identifies an individual.

e. **Small groups:** Results for any group of fewer than 10 graduates are not published separately.

f. **Retention:** Personal contact details are kept for five years after graduation, then deleted. Anonymized records are kept for trend analysis.

g. **Data quality:** NCCE checks each upload for completeness and consistency and returns errors to the college within 30 days.

Analysis, Reporting and Use of Results

Results are reported at four levels and each level has a named user who must act on them.

Report	Prepared by	Goes to	Used for
Student employability feedback	GEU	Each final-year student	Personal skill gaps and suggested training before graduation
Programme report	GEU, with the department	Department, school and Academic Board	Changes to course content, teaching methods and placements
College annual employability return	GEU, approved by the Provost	NCCE	Accreditation evidence and college improvement plan
National graduate employability report	NCCE	Colleges, Federal Ministry of Education, the public	Curriculum review, policy and sector planning

NCCE maintains an online dashboard showing each indicator by College, programme, qualification and year. Colleges see their own results against the national average.

Where data allow, analytics such as predictive models may be used to identify students at risk of poor outcomes early, so that the GEU can support them. Any such tool must explain its results and must not be used to make decisions against an individual student.

Link to Accreditation and Performance Benchmarks

Graduate employability becomes an accreditation criterion for dual mandate programmes, phased in so that colleges first build their data before being judged on results.

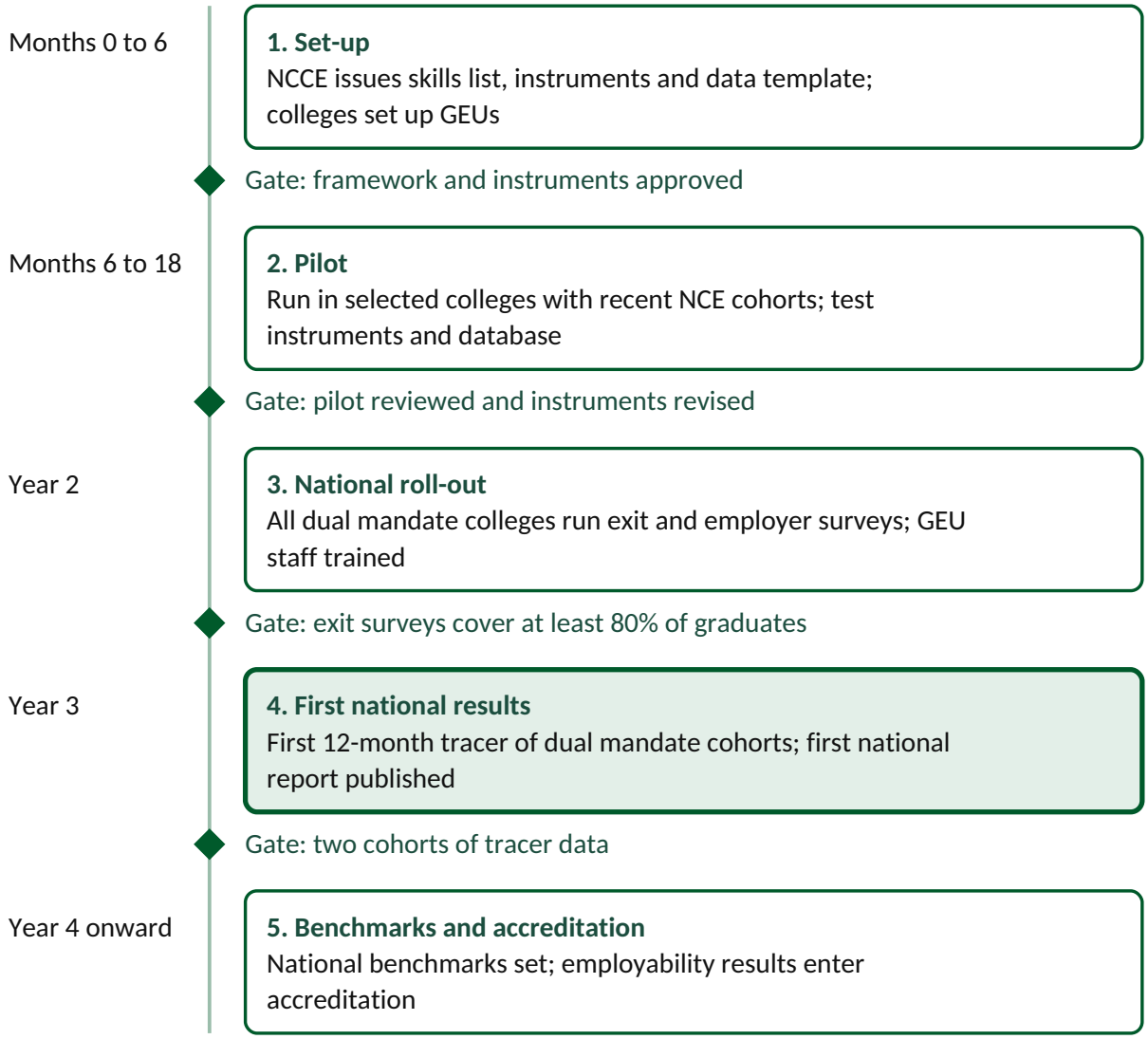
Phase	What accreditation checks
Phase 1 (first two graduating cohorts)	A functioning GEU; exit surveys completed for at least 80% of graduates; tracer survey run on schedule
Phase 2 (from the third cohort)	Tracer response rate of at least 50%; annual return submitted on time; evidence that results were used in programme review
Phase 3 (once national baselines exist)	Programme results compared with the national benchmark for the same qualification; an improvement plan for programmes below it

NCCE sets the national benchmarks for each indicator after two full cohorts of data, rather than in advance. A programme below benchmark is not penalised automatically; it must show a credible improvement plan and progress at the next review.

Implementation Roadmap

The framework is introduced in five phases over about four years, counted from NCCE's approval, with a gate to pass before each next phase.

Employability results enter accreditation only after two cohorts of data



The pilot uses recent NCE cohorts, so that instruments and the database are proven before the first dual mandate graduates leave.

Monitoring and Review of the Framework

NCCE reviews this framework every three years, or sooner if the curriculum changes significantly.

(i) Each year, NCCE reports on how many colleges submitted returns, response rates, and data quality.

(ii) The review checks whether the indicators are still the right ones, whether instruments need updating, and whether results are being used.

(iii) Colleges, employers, SUBEBs, TRCN and graduates are consulted during each review.

(iv) Changes to indicators are introduced at the start of a new cohort, so that each cohort is measured the same way throughout.

Annex A: Minimum Data Items for Exit and Tracer Surveys

Section	Exit survey	Tracer survey (12 and 36 months)
Identification	Graduate ID, college, programme, qualification (NCE or degree), year of graduation	Graduate ID
Background	Sex, age, state of origin	(none)
Contact and consent	Phone, e-mail, alternative contact, consent to be tracked	Updated contact details
Experience	Teaching Practice school type and rating, other work experience, placements	(none)
Skills	Self-rating (1–5) on the standard NCCE skills list	Self-rating on the same list
Career plans	Intended occupation, intention to study further	(none)
Status	(none)	Employed, self-employed, unemployed and seeking work, further study, not seeking work
Job details	(none)	Job title, employer type (public school, private school, SUBEB, other public, other private, own business), state, relevance to training (1–5), contract type, monthly pay band
Job search	(none)	Months to first graduate-level job, main job-search channels
Professional status	(none)	TRCN registration, further qualifications
Feedback	Rating of the programme's preparation for work	Skills most needed in current job and not taught

Annex B: Employer Feedback Items

(i) Employer type, sector, state and number of graduates employed from colleges of education.

(ii) For each skill on the standard list: importance to the job (1–5) and rating of recent graduates (1–5).

(iii) Overall satisfaction with recent graduates (1–5).

(iv) Skills hardest to find in graduates.

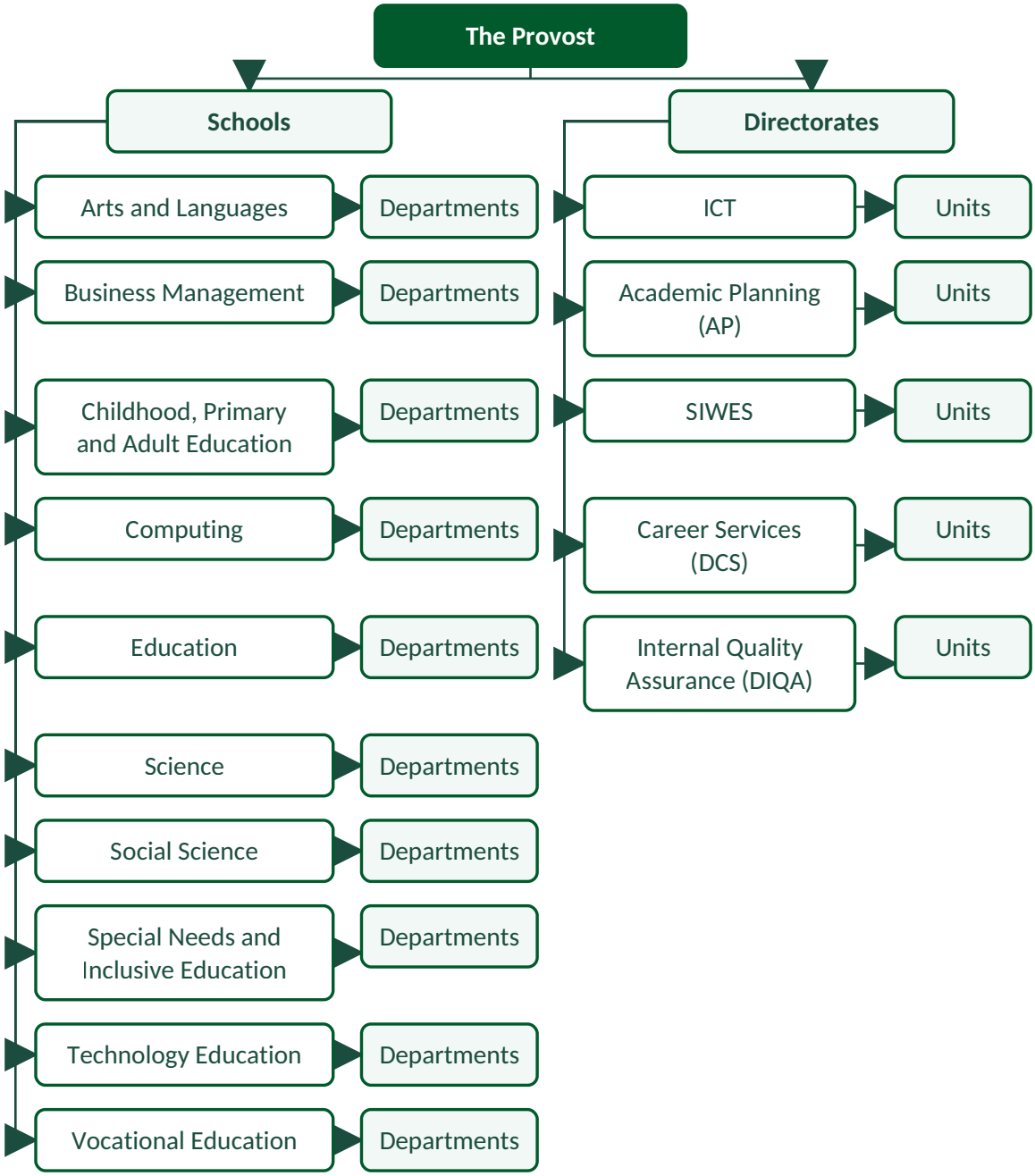
(v) Expected hiring of NCE and degree graduates in the next year.

(vi) Willingness to host Teaching Practice students or join the Employer Advisory Panel.

Annex C: Outline of the College Annual Employability Return

1. College profile and GEU staffing.
2. Cohorts tracked and response rates by programme and qualification.
3. Results for the 12 indicators, with the previous year and national averages.
4. Employer feedback and the five largest skill gaps.
5. Actions taken on last year’s results and their effect.
6. Planned curriculum, teaching and student-support changes for the coming year.

Proposed Organogram for Academic Schools and Directorates



Proposed organogram for academic Schools and Directorates

** Colleges running degree programmes could create a directorate for an undergraduate programme, or such a programme should come under the Directorate of Academic Planning.*