

# ARTS AND SOCIAL SCIENCES

## 1.1 PHILOSOPHY

Man, his complex nature and the increasingly more complex society in which he lives, and his relationship with the metaphysical world (expressed in myths and religions) have been interesting subjects for investigation by scholars. Using various instruments (qualitative and quantitative, or a combination of both), the Arts and Social Sciences disciplines have sought to answer the basic questions concerning man, his society and his relationship with the metaphysical world. The NCE Arts and Social Sciences programmes seek to draw the teacher and his student into a mutual dialogue about their collective realities.

## 1.2 GOALS

The goals of the Arts and Social Sciences programmes include the following:

- i) To produce NCE teachers of Arts and Social Sciences subjects who are capable of contributing meaningfully to the production of teachers of those subjects for the Basic Education in Nigeria.
- ii) To help the students acquire the basic knowledge and values needed to enhance the quality of their lives and the life of the nation.
- iii) To help the students acquire the spirit of self-reliance, positive self-image and balanced personality;
- iv) To prepare students for life-long education.

## 2.0 CHRISTIAN RELIGIOUS STUDIES (CRS)

### 2.1 PHILOSOPHY

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

### 2.2 OBJECTIVES

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

- i) Demonstrate professional proficiency for teaching Christian Religious Studies in Primary and Junior Secondary Schools.
- ii) Demonstrate sound knowledge and appreciation of the moral values needed to live as a Christian at the various stages of growth and development.
- iii) Explore the place and significance of religion in life and so make a distinctive contribution to one's search for a faith by which to live.
- iv) Express accurate knowledge of God the Father, Son and Holy Spirit needed to live as a Christian in the community.
- v) Radiate attitudes and values which are typical of a mature and responsible member of the Christian community such as love, respect, honesty and service.
- vi) Express satisfactory intellectual capacity to benefit from further education in Christian Religious Studies.

## 2.3 ADMISSION REQUIREMENTS

### a) General

- i. A Senior Secondary School Certificate (SSC) or G.C.E. 'O' Level with credit passes in 4 subjects in the same sitting or at two sittings.
- i. Two of the credits must be relevant to the course the candidate wishes to offer. Credit in English and Mathematics will be required.
- ii. A Grade II Teachers' Certificate (TC II) with credit or merit in four subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and Mathematics will be required.
- iii. For candidates wishing to offer courses in Vocational and Technical Education, R.S.A. or City and Guilds Intermediate Certificate with the Federal Craft Training Certificate with credits/merits in at least four subjects, are acceptable qualifications.
- iv. Associate Certificate in Education awarded by an approved institution in Nigeria or abroad is also an acceptable qualification.
- v. Successful candidates in the Pre-NCE final examinations would be required to regularize their admission with JAMB examination as the case may be.
- vi. All candidates wishing to be considered for admission must enroll for and write the selection examination organized by an accredited body such as JAMB.
- vii. It should be noted that colleges, in addition to all of the above, should administer their own qualifying tests and interviews. This is legitimate.

b) **Waiver:** candidates with a grade of pass in Mathematics at the SSCE or GCE or TC II is acceptable.

### c) Additional Admission Requirements

Without prejudice to the general admission requirements, candidates with relevant diploma from the seminaries or Certificate in Theology from recognised institutions may be considered for admission after clearance from the Commission.

## 2.4 FACILITIES

- a) Classrooms
- b) Methodology laboratory
- c) Staff offices: each senior staff should have a comfortable furnished office to himself. There should also be an office for support staff (typists, clerks) with relevant equipment e.g. typewriters, computer, etc.
- d) Books in the library. There must be enough books to cover all the areas of the subject to the ratio of one student to ten books.
- e) Other specialised facilities (needs)
  - i) RSV and other recognised versions of the Bible
  - ii) Hebrew texts
  - iii) Greek texts
  - iv) Commentaries and journals
  - v) Close - circuit television facilities
- f) List of equipment
  - i) Typewriters
  - ii) Computer
  - iii) Projector
  - iv) Slides of Bible land and cameras
  - v) Maps

- vi) Radio/video Cassettes
- vii) Reading desks
- viii) Tables and chairs

**2.5 PERSONNEL**

- a) 8 Academic staff with professional teaching qualifications (at least 2.2 degree in C.R.S.) or staff-students ratio of 1:25 per year of study.
- b) Other Staff
  - i) One typist
  - ii) One messenger/cleaner
  - iii) Clerical officers
  - iv) One computer operator

**2.6 MODE OF TEACHING**

Various methodological approaches should be employed during formal lessons. These include: lecture, inquiry; discussion, dramatization, demonstration, recitation, simulation, tutorial, and field trip.

**2.7 GRADUATION REQUIREMENTS**

- a) Distribution of minimum credits required for graduation:
- b) Education courses - 30 credits
- c) General Studies courses - 18 Credits
- d) Teaching Practice - 6 Credits
- e) C.R.S. courses - 32 Credits
- f) Second teaching subject - 32 credits

**2.8 TEACHING PRACTICE** - Every student is required to do Teaching Practice and the credit earned recorded in EDUC 324.

**2.9 PROJECT** - Every student is required to write a project in either Christian Religious Studies or Education and the credit earned recorded in EDUC 323.

**2.10 SUBJECT COMBINATION** - Christian Religious Studies as a Single Major may be combined with any one of the following subjects: Social Studies (Single Major), Yoruba, Hausa, Igbo, English, French, Theatre Arts, Music, Fine Arts, Cultural and Creative Arts.

**2.11 COURSE CONTENTS**

<b>COURSE CODE</b>	<b>COURSE TITLE Year 1, First Semester</b>	<b>CREDIT</b>	<b>STATUS</b>
CRS 111	Introduction to the study of Religions	1	C
CRS 112	Early History and Religion of Israel from Genesis to the Judges	2	C
CRS 113	Introduction to the Bible	1	C
CRS 114	Early Church History	1	C
CRS 115	Introduction to the study of elementary Greek	1	E
CRS 116	Introduction to Sociology of Religion	1	E
CRS 117	African Traditional Religion	1	E
	TOTAL	7	Units

	<b>Year I, Second Semester</b>		
CRS 121	The Life and Teaching of Christ	2	C
CRS 122	Introduction to the Study of the Pentateuch	1	C
CRS 123	From the Monarchy to the Fall of Judah	2	C
CRS 124	Introduction to the Study of Elementary Hebrew	1	E
CRS 125	Introduction to the Theology of the Old Testament	1	E
CRS 126	Introduction to the Study of Islam	1	E
	<b>TOTAL</b>	<b>6</b>	<b>Units</b>

	<b>Year II, First Semester</b>		
CRS 211	Paul and his Writings	1	C
CRS 212	Methodology of Christian Religious Studies	2	C
CRS 213	Research Methods	1	C
CRS 214	Biblical World of the Old Testament	1	E
CRS 215	The Church from the Reformation to the Evangelical Revival of the 18 <sup>th</sup> Century	2	C
CRS 216	Christian Doctrine	1	C
	<b>TOTAL</b>	<b>7</b>	<b>Units</b>

	<b>Year II, Second Semester</b>		
CRS 221	The Synoptic Gospels	2	C
CRS 222	Introduction to Biblical Ethics	1	C
CRS 223	Exilic and Post-Exilic Judaism	1	E
CRS 224	Biblical World of the New Testament	1	E
CRS 225	The History of Christianity in West Africa to the 19 <sup>th</sup> Century	1	C
CRS 226	African Independent Church Movement	1	C
	<b>TOTAL</b>	<b>6</b>	<b>Units</b>

	<b>Year III, First Semester</b>		
	Teaching Practice	6	Units
	Project	3	Units

	<b>Year III, Second Semester</b>		
CRS 321	St. John's Gospel	1	C
CRS 322	The Prophets of Israel	2	C
CRS 323	Ecumenism and Religious Dialogue	1	C
CRS 324	Acts of the Apostles	1	C
CRS 325	Philosophy of Religion	2	
	<b>TOTAL</b>	<b>7</b>	<b>Units</b>

**Summary**

<b>NCE YEAR</b>	<b>COMPULSORY</b>	<b>ELECTIVE</b>	<b>TOTAL</b>
Year One	10 Credit	5 Credit	15 Credit
Year Two	12 Credit	3 Credit	15 Credit
Year Three	6 Credit	-	6 Credit
<b>Over all Total</b>	<b>28 Credit</b>	<b>8 Credit</b>	<b>36 Credit</b>

Minimum credits required for graduation

Compulsory	-	30 Credits
Elective	-	2 Credit
<b>Total</b>	-	<b>32 Credit</b>

## 2.12 COURSE DESCRIPTION

### **CRS 111 Introduction to the Study of Religions (1 Credit) C**

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

- i) Theories and Origin of religion
  - Element of religion
  - Different approaches to the study of religion
  - Religion and culture
  - Religion and politics
  - . Hinduism
  - . Buddhism
  - . Shintoism
  - . Confucianism
  - . Bahaim
  - . Judaism
  - . Zoroastrianism
  - . Islam

### **CRS 112 Early History and Religion of Israel From Genesis to the Judges (1 Credit) C**

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

1. **Introduction**  
The primeval History - Gen. 1 - 11;
2. **Survey of content.**
  - a) The Patriarchs
  - b) The sojourning in Egypt to the settlement in Canaan (major events)
3. **The period of the judges**  
The political situation under the judges (with emphasis on Deborah, Gideon and Samson).

### **CRS 113 Introduction to the Bible (1 Credit) C**

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

Below is the course outline.

1. The Uniqueness of the Bible
2. The inspiration and authority of the Bible
3. Canon of the Old Testament
4. Canon of the New Testament
5. Canon and canonicity
6. The apocryphal and pseudo apocryphal writings
7. Biblical Archaeology

- CRS 114 Early Church History (1 Credit) C**  
 The course deals with the history and doctrine of the early church from the Apostolic Age to the Council of Chalcedon in 451. A.D. Attention will focus on the following themes:-
1. The foundation of the church and its expansion
  2. Early schismatic and heretical movements
  3. The persecution - The martyrs and Apologists (Nero, Trojan and Diocletian) Polycarp, Cyprain, Clement, Turtulian, Augustine, etc.
  4. Emancipation of the church under emperor Constantine
  5. The Doctrinal controversies
  6. Various Church Councils. E.g. Council of Nicea - 325 A.D., Council of Chalcedon - 451 A.D.
- CRS 115 Introduction to the Study of Elementary Greek (1 Credit) E**  
 A study of elementary New Testament Greek Grammar, syntax and vocabulary.
- It will prepare students for the study of Greek New Testament with the aid of Lexicon and grammar. Greek syntax and continuation of the study of the noun, infinite and finite verbs through selected passages.
- i. Greek alphabet
  - ii. Vowels and articles
  - iii. Accents and punctuation modes
  - iv. Verbs in present active indicative
  - v. Nouns of the 2<sup>nd</sup> declension
  - vi. Order of words in Greek
  - vii. Nouns of the first declension
  - viii. Adjectives and their agreement in gender, number
  - ix. Forming transaction of simple sentences
- CRS 116 Introduction to Sociology of Religion (1 Credit) E**  
 This course examines insights from psychology, anthropology, sociology, economics and political science as they relate to scientific study of religion.
1. Definition of Sociology of Religion
  2. Psychological theories of Religion with reference to the following:
    - a) Sigmund Freud
    - b) Augustine Comte
    - c) Abraham Moore
  3. Sociological theories of Religion with reference to the following:
    1. Max Weber
    2. Karl Marx
    3. Emile Durkheim
  4.
    - a) The functions of religion on the individual and society.
    - b) Influence of urbanization on Religion.
- CRS 117 African Traditional Religion (1 Credit) E**  
 This course attempts to define African tradition Religion. The following concepts should be studied.
- a) Supreme Being



**CRS 126****Introduction to the Study of Islam****(1 Credit) E**

This course introduces students to the study of Islam. It treats life in Arabia before and after the advent of Islam. It touches on the life history of Prophet Muhammad. It teaches the five pillars of Islam.

1. Birth and childhood of Prophet Muhammad
2. Call to prophethood
3. Persecution of the Prophet and lessons of his life
4. Death of the Prophet and lessons of his life
5. Pillars of Islam
  - a) Belief in the unity of God.
  - b) Salat (prayer and worship)
  - c) Fasting (Sawm)
  - d) Pilgrimage (hajj)
  - e) Zakat - Charity

**CRS 211****Paul and His Writings****(1 Credit) C**

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

1. Romans
2. Galatians
3. Corinthians

**CRS 212****METHODOLOGY OF CHRISTIAN RELIGIOUS STUDIES (2 CREDITS) C**

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

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

**CRS 213****Research Methods****(1 Credit) C**

This course is meant to acquaint students with research techniques.

The following areas shall be considered:

1. Definition of the concept - research
2. Types of Research methodology
3. Choosing a research topic
4. Elements of Research

5. Data Collection
6. Referencing/Bibliography

*Students should be encouraged to write on topics relevant to the courses taken in the department.*

**CRS 214      Biblical World of Old Testament      (1 Credit) E**  
This course acquaints the student with the geographical and cultural knowledge of Palestine.

The Fertile Crescent route which ensured interaction between Palestine and the ancient eastern countries of Mesopotamia, Babylonia, Assyria, etc. The culture and geography of the area will be studied.

**CRS 215      The Church from the Reformation to the Evangelical Revival of the 18th Century      (2 Credits) C**

The course examines the following:-

1. The church from the Reformation time
2. The Counter Reformation
3. The Evangelical Revival in Europe and America in the 18th Century.
4. The Protestant Movements
5. The effects of the Evangelical Revival on the planting of Christianity in West Africa.

**CRS 216      Christian Doctrine      (1 Credit) C**  
This course examines the Biblical basis for some selected fundamental Christian doctrines

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

**CRS 221      The Synoptic Gospels      (2 Credits) C**

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

1. Authorship date and place of composition of each of the synoptic gospels.
2. The synoptic problems and solutions.
3. What Christ taught about
  - a. God
  - b. Christ
  - c. Holy Spirit
  - d. Kingdom of God
  - e. Faith
  - f. Salvation

- g. Baptism and the Lord's supper
- h. Resurrection
- i. Eschatology

- CRS 222 Introduction to Biblical Ethics (1 Credit) C**  
 The course discusses the origin, nature and uses of social ethics, the identification of family problems, societal and political problems such as delinquency, war, violence, capital punishment etc. National ethics are also to be considered along with the role of the Church in African society.  
 This course examines the biblical views on contemporary ethical issues, facing the church such as marriage; divorce, sex, birth control, abortion, Euthanasia, property, poverty, wealth, hunger, stranger, work, age, personal life concepts such as HIV/AIDS, Homosexuality, Lesbianism, Bribery and Alcoholism/Drug Abuse, Abstainers, Interpersonal Relationship.
- CRS 223 Exilic and Post Exilic Judaism (1 Credit) E**  
 This course is a continuation of the history and religion of Israel from the last days of Judah to the intertestamental period with a brief study of Isaiah, Jeremiah, Ezra and Nehemiah.
- CRS 224 The Biblical World of the New Testament (1 Credit) E**  
 This study looks at Palestine in the time of the Roman Empire with special reference to the intertestamental period. The religious, cultural and social life of the various' Sectarian groups will be examined. e.g. the Scribes, Pharisees, Sadducees, Essenes, Zealots, etc. The structure of Judaism and the geography of the area will be outlined.
- CRS 225 History of Christianity in West Africa to the 19<sup>th</sup> Century (1 Credit) C**  
 The course gives the background to the evangelical revival and modern missionary movements with particular attention to the following:
1. The role of Henry the Navigator.
  2. Anti-slavery movements
  3. The establishment of Sierra-Leone
  4. Roman Catholic and Protestant Missionary activities in West Africa with particular reference to Nigeria.
- CRS 226 African Independent Church Movement (1 Credit) C**  
 This course examines:-
1. The causes of the rise of independent churches in West Africa.
  2. The distinguishing features of the main movements
  3. A comparative study of orthodox and independent churches.
  4. A detailed study of four of the following:-
    - a) The Cherubim and Seraphim
    - b) The Christ Apostolic Church
    - c) The Church of the Lord Aladura
    - d) Living Faith International
    - e) Musama Disco Christo Church
    - f) The Celestial church of Christ
    - g) Deeper Life Bible Church

- CRS 321 St. John's Gospel (1 Credit) C**  
 St. John's Gospel, date and place of writing, similarity and dissemination between John's Gospel and Synoptic Gospels. Major themes in St. John's Gospel i.e. Christology, miracles, etc.
- CRS 322 Prophets of Israel (2 Credits) C**  
 This course gives general and brief introduction of the rise of prophecy in Israel and its significance for the faith of Israel. The prophets to be studied include:  
 a) Amos  
 b) Hosea  
 c) Micah  
 d) Isaiah  
 Common themes and distinctive features will be projected.
- CRS 323 Ecumenism and Religious Dialogue (1 Credit) C**  
 The course examines what Ecumenism is, the need for ecumenical movements and the history of ecumenism among Christian bodies. The World Council of Churches, the Roman Catholic Church, Pentecostal Churches, Aladura Churches, the Christian Association of Nigeria (CAN) and the Christian Council of Nigeria (CCN).  
 The course also examines the effects of divisions among Christians in Nigeria. The need for dialogue between Traditionalists, Muslims and Christians in Nigeria.
- CRS 324 Acts of the Apostles (1 Credit) C**  
 The course provides an account of the young church in action as contained in the book of Acts of the Apostles. The expansion in the immediate regions and the Gentile world is to be considered.  
 i. Authorship  
 ii. Holy spirit theme and tongues  
 iii. The Diaconate  
 iv. The inauguration and expansion of the Church  
 v. The question of gentiles converts inclusion in the Church (Jerusalem Council).  
 vi. Saint Paul's role in the expansion of the Early Church.
- CRS 325 Philosophy of Religion (1 Credit) C**  
 This course introduces the students to the nature of philosophical thinking, the way philosophical problems arise and the characteristics of philosophical questions. Issues to be considered include:-  
 1. Characterization of philosophy  
 2. Faith and reason  
 3. Existence of God  
 4. Immortality of the soul  
 5. The problem of sin and evil  
 6. Personal skill for handling emotional and mental illness.

## ISLAMIC STUDIES (ISS) SINGLE MAJOR

### 3.1 PHILOSOPHY

Islam is a comprehensive religion that pervades all aspects of man's life including matters of faith and practical living. For a Muslim to conduct his personal and social life in accordance with the tenets of Islam, there is need for him to acquire an in-depth knowledge of Islam. Islamic studies at the NCE level is therefore directed towards 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 towards the achievement of social solidarity, ethical harmony, human equality and brotherhood in the society, particularly the Nigerian society.

### 3.2 OBJECTIVES OF THE PROGRAMME

- i) To acquaint the students with the broad outlines of Islam.
- ii) To prepare the students to understand Islam as a culture and civilisation
- iii) To provide high quality training to enable graduands make rigorous and scholarly approach to the contemporary problems of the Muslim community with particular reference to Nigeria.
- iv) To instill in the students the spirit of God consciousness, to lead them to appreciate and uphold the values and teachings of Islam, and to live by it.
- v) To adequately prepare students to teach at the Basic Education level
- vi) To give the students adequate intellectual exposure that will enable them pursue further education in Islamic studies particularly at the B.Ed degree level.

### 3.3 ADMISSION REQUIREMENTS

- a) A Senior Secondary School Certificate (SSC) or G.C.E. 'O' Level with credits in four subjects including English Language, at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer. Credit in English and a pass in Mathematic are required.
- b) A Grade II Teacher's Certificate (TC II) with credit or merit in four subjects, at two sittings two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and a pass in Mathematics are required.
- c) Associate Certificate in Education awarded by an approved institution in Nigeria or abroad, with credit or merit in three subjects which should include Islamic studies is also an acceptable qualification.
- d) A Senior Arabic and Islamic Studies Certificate 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 four credits or merits which must include Islamic Studies; Arabic and English.
- e) All candidates wishing to be considered for admission must enroll for and write the selection examination organized by an accredited body such as JAMB.
- f) It should be noted that colleges in addition to all of the above should administer their own elimination tests and interviews.

**Waiver:** A pass in Mathematics is acceptable.

### 3.4 FACILITIES

- a) Three classes/lecture rooms
- b) One studio room

- c) **Staff Offices:** Each senior staff should have a comfortably furnished office to himself. There should also be an office for support staff (typists, clerks etc.) with relevant equipment e.g. typewriters, reproduction machines etc.
- d) **Books in the Library.** There must be enough books to cover all the areas of the subjects to the ratio of one student to ten books.
- e) **Other Specialised Facilities:**
  - i) Maps of Islamic world
  - ii) Other historical maps, diagrams and charts etc
  - iii) Arabic typewriter
  - v) Computer (hard and software)
  - vi) Audio and video cassettes
  - vii) Projector (overhead film projector)
  - viii) T.V, radio, tape-recorder, video-slides
  - ix) Cardboards

### 3.5 PERSONNEL

- a) The minimum qualification for a lecturer of Islamic studies at the NCE level is any of the following:
  - A graduate of Islamic Studies or Arabic with at least a Second Class degree and a professional teaching qualification of not less than NCE.
  - A graduate having B. Ed (Islamic Studies) or B.A Ed (Islamic Studies) with at least Second Class division.
  - Any combined honours degree in Islamic Studies with at least Second Class division and NCE as professional teaching qualification.
  - All lecturers must have a working knowledge of Arabic
  - A minimum of 8 academic staff must be appointed for the Islamic Studies Department or staff-students ratio of 1:25 per year of study.
- (b) Others are:
  - i) One Arabic typist
  - ii) One English typist
  - iii) One clerical officer
  - iv) One cleaner/messenger

### 3.6 MODE OF TEACHING

A combination of various methods is recommended. These include lecture, narration (story), discovery, dramatisation, assignments, discussion, recitation, field trips and distant learning.

### 3.7 GRADUATION REQUIREMENTS

Distribution of minimum credits required for:

- |    |                         |   |             |
|----|-------------------------|---|-------------|
| a. | Education courses       | - | 30 Credits  |
| b. | General Studies courses | - | 18 Credits  |
| c. | Teaching Practice       | - | 6 Credits   |
| d. | Islamic Studies course  | - | 32 Credits  |
| e. | Second Teaching subject | - | 32 credits. |

### 3.8 TEACHING PRACTICE

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

### 3.9 PROJECT

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

### 3.10 SUBJECT COMBINATION

Islamic Studies as a Single Major subject may be combined with any of the following subjects: English, Hausa, Yoruba, Igbo; Social Studies, Arabic, Special Education.

### 3.11 COURSE CONTENTS

COURSE CODE	COURSE TITLE	CREDIT	STATUS
	<b>Year I, First Semester</b>		
ISS 111	Iman in Islam (Articles of faith)	1	C
ISS 112	Taharah (Purification)	1	C
ISS 113	Arabic I	1	C
ISS 114	Introduction to Qur'an Al-Karim	2	C
ISS 115	Pre-Islamic Arabian History and the Life of Prophet Muhammad (S.A.W)	1	C
	TOTAL	6	Units

	<b>Year II, Second Semester</b>		
ISS 121	As-Salah	1	C
ISS 122	Introduction to Hadith	1	C
ISS 123	History of Khulafau Ar-Rashiduna (Rightly Guided Caliphs)	1	C
ISS 124	Teaching Methodology	2	C
ISS 125	Introduction to Tajwid I	1	C
	TOTAL	6	Units

<b>Year II, First Semester</b>			
ISS 211	Zakat and Sawm	1	C
ISS 212	Arabic II	1	C
ISS 213	Introduction to Islamic Law	1	C
ISS 214	Islamic Philosophy	1	E
ISS 215	Muslim Thought	1	E
ISS 216	Textual Study of Hadith	2	C
ISS 217	Research Method	1	C
	TOTAL	8	Units

<b>Year II, Second Semester</b>			
ISS 221	Islamic Personal Law (Nikah and Talaq	1	C
ISS 222	Islamic Ethics and Morality from Selected Suwar	2	C
ISS 223	Hajj In Islam	1	C
ISS 224	Tajwid II	1	C
ISS 225	Islam in West Africa	1	E
ISS 226	The Role of Some Muslim Organisations in the Spread of Islam in Nigeria	1	E
ISS 227	Mirath	1	C
	<b>TOTAL</b>	<b>8</b>	

<b>Year I, First Semester</b>			
See EDUCATION	TEACHING PRACTICE	6	C

<b>Year I, Second Semester</b>			
ISS 321	Texts of the Qur'an	2	C
ISS 322	Textual Study of Hadith	1	C
ISS 323	Comparative Religion Studies	1	C
ISS 324	Introduction to Sufism	1	C
	<b>TOTAL</b>	<b>5</b>	<b>Units</b>

### Summary

<b>NCE YEAR</b>	<b>COMPULSORY</b>	<b>ELECTIVE</b>	<b>TOTAL</b>
Year One	12 Credits	-	12 Credits
Year two	12 Credits	4 Credits	16 Credits
Year three	06 Credits	-	06 Credits
<b>Overall Total</b>	<b>30 Credits</b>	<b>4 Credits</b>	<b>34 Credits</b>

Minimum credits required for graduation

Compulsory - 30 Credits

Elective - 2 Credits

**Total - 32 Credits**

### 3.1.2 COURSE DESCRIPTION

- ISS 111 Imam in Islam (1 Credit) C**  
This is a general course aimed at introducing students to a n in-depth study of the articles of faith in Islam. It is intended to cover the following areas:
- Unity of Allah
  - The names and attributes of Allah and their implications Asmahullahil Husnah (99) names of Allah.
  - Kalimat al-shahada and its significance
  - Belief in the prophets and its significance with particular reference to prophets Adam, Nuhu, Musa, Ibrahim, Yusuf, Isa (Alayhimus Salam) and Muhammad (S.A.W).
  - Belief in the angels and their functions
  - Belief in the Holy Books sent by Allah and their significance
  - Belief in the last Day and its significance
  - Belief in al-Qadar and its significance
  - The concept of al-Ghaib and its significance
  - The concept of al-ikhlas in contrast to shirk (polytheism)
  - The concept of Taubah (Repentance)
- ISS 112 Taharah (Purification) (1 Credit) C**  
The course examines the whole concept of Taharah, its kinds and performance. The course intends to acquaint the students with the following:
- Taharah and its significance
  - Major and minor impurities
  - Water and its classifications
  - Istinja'a and Istijmar
  - Ritual Bath (Al-Ghuslu)
  - Al-wudhu'u and Tayammum: Definitions, significance and performance.
  - Fard, Sunnah, and Mustahab steps of wudhu'u and Tayammum
  - Things which vitiate Al-wudhu'u and Tayammum
  - Environmental Sanitation
- ISS 113 Arabic I (1 Credit) C**  
It is observed that most often two categories of students are encountered by course lecture in this class; a group of students with fair knowledge of Arabic and those with no knowledge of Arabic. It was suggested therefore that the course should have no two syllabuses. Regular syllabus (to be known as Syllabus A) to be offered by the group with fair knowledge of Arabic while Syllabus B be offered by Arabic beginners.
- Syllabus A**
- The importance of Arabic in Islamic Studies
  - Word formation in Arabic
  - Simple sentences structure
  - Teaching of simple Arabic sentences
- Syllabus B**
- Introduction to Arabic alphabet

- Vocalization of signs
- Formation of words
- Formation of short sentences
- Nominal phrases
- Verbal phrases

**ISS 114 Introduction to Qur'an Al-Karim (2 Credits) C**

This course deals with a general introduction to the Qur'an and a textual study of few Suwar. The students should be acquainted with the following:-

- A historical survey of how the Qur'an came into existence
- An examination of the contents and divisions of the Qur'an
- The compilation of the Qur'an
- The development of Tafsir
- A study of the text of the following Suwar with their translation and commentaries:
  - a) Suratul-Fatiha (Chapter 1)
  - b) Suratul-Kafirun(Chapter 109)
  - c) Suratul-Nasr (Chapter 110)
  - d) Suratul-Lahab (Chapter111)
  - e) Suratul-Ikhlis (Chapter112)
  - f) Suratul-Falaq (Chapter113)
  - g) Suratul-Nas (Chapter 114)
  - h) The role of some women mention in Q 66:10 to 12

**ISS 115 Pre-Islamic Arabian History and the Life of Prophet Muhammad (Saw)**

**(1 Credit) C**

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

- The names and detail life history of the first five prophet of Allah e.g. Adam, Nuhu, Ibrahim, Ismail, Musa, Yusuf and Isa
- Outline history of the Jahiliyyah period viz
- The social, political, economic and religious conditions in Pre-Islamic Arabia.
- Birth and childhood of the Prophet (S.A.W.)
- Marriage of the Prophet (S.A.W.)
- The call to Prophethood
- Persecution of the Prophet ( S.A.W.) and his followers
- Hijrah to Abyssinia and Madinah and their importance
- The establishment of Muslim Ummah in Madinah relationship between Non Muslims and Muslims
- The causes and consequences of the battles of Badr, Uhud and Khandaq
- The treaty of Hudaibiyya and its significance to the spread of Islam.
- The conquest of Makkah and its effects
- Farewell pilgrimage of the Prophet (S.A.W.) and its lessons
- The death of the Prophet(S.A.W.) and the lessons of his life time.

## 2<sup>ND</sup> SEMESTER

- ISS 121 As-Sallah (1 Credit) C**
- Definition
  - Difference between Salah and Du'ah
  - Importance of Salah
  - Types of Salah
  - Adhan and Iqamah – definition, times, texts and significance
  - Fara'id, Sunan, Mustahabat and Makruhatus-Salah
  - Things that vitiate Salah
  - Detailed study of performance of Salah
  - Five obligatory salawat and their times
  - Salatu Al-Jamaa'ah congregational prayer
  - How to join congregational prayer
  - Qualities of an Imam
  - Sujud al-sahawi
  - Salatul Safar
  - Salatul Janazah
- ISS 122 Introduction to Hadith (1 Credit) C**
- The course is a general survey of the historical development of Hadith, its aims and functions. The students should be acquainted with the following:
- A historical development of Hadith.
  - The aims and significance of Hadith
  - Introduction to the science of Hadith (Mustalahil Hadith)
  - The biography of compilers of Sihah as-Sitta and Muwatta
  - A study of the specially selected Hadith of an-Nawawi's collection Hadith 1-5.
- ISS 123 History of Khulafau Ar-Rashiduna (Rightly Guided Caliphs) (1 Credit) C**
- The study of the Islamic history from the period of the death of Prophet Muhammad (S.A.W.) to the end of the Caliphate of Aliyu Ibn Abi Talib. It is intended to cover the following:
- Institution of Khalifah (Caliphate) and Shurah (consultation) in Islam
  - The period of Khalifah of Abubakar as-Siddiq
  - The period of Khalifah of Umar bn al-Khattab
  - The period of Khalifah of Uthman bn Affan
  - The period of Khalifah of Aliyu Ibn Abi Talib
  - Hjarah calendar and its importance
- ISS 124 Teaching Methodology (2 Credits) C**
- Aims and objectives of Islamic Education
  - Brief history of Qur'anic, ilm and Islamiyyah Schools in Nigeria
  - The problem in Islamic teacher education
  - The qualities of a good Islamic Studies teacher
  - Lesson planning and preparation
  - Selection and use of audio visual aids
  - Special methodology approaches e.g. in Salah, Hajj, Fiqh, Tawhid etc.
  - A study of National Curriculum for Primary 1-6 and JSS 1-3 on Islamic studies

- ISS 125 Introduction to Tajwid I (I Credit) C**  
 This is an introductory course to enable the students learn about the development of the Science and importance of Tajwid. The areas to be covered should include the following:
- Definition of Science of Tajwid
  - Development of Science of Tajwid
  - The importance of Tajwid
  - Makharajah and wasifat huruf (manner and places of articulation)
- ISS 211 Zakat and Sawm (1 Credit) C**  
**Section A: -ZAKAT**
- Definition of Zakat
  - The significance of Zakat
  - Beneficiaries of Zakat
  - Items on which Zakat is paid (Livestock, farm produce, precious metals or Bank notes).
  - Items on which Zakat is not paid (non taxable items)
  - The principles of economic system in Islam
- Section B: -SAWM**
- Fasting in Islam and its significance
  - Types of Fasting
  - The fast (Ramadan) and its conditions
  - People exempted from Fasting
  - Muftiratis-Sawn (Vitiation of Fasting)
  - The Fasting and Atonement (Kaffarah) and the fasting of vow (Nadhr)
  - Expiation and compensatory fast
  - Recommended acts during Ramadan - Suhur, Iftar, Tarawih and I'tikaf
  - Laylatul-Qadr, Zakatul-Fitr and >Idul-Fitr.
- ISS 212 Arabic II (1 Credit) C**
- Drills in letter writing
  - Further sentence structure
  - Short comprehensive passages in Arabic
  - Short composition exercises in Arabic
  - Reading and writing of full vocalised Arabic passage
  - Reading, writing and translation of some Ayat and Suwar of Al-Qur'an
  - Reading, writing and translation of Ahadith.
- ISS 213 Introduction to Islamic Law (1 Credit) C**
- Pre-Islamic Arabia's Customary Law
  - Islamic reform of the customary law
  - The definition and scope of Shari'ah
  - Historical development of Shari'ah
  - The sources of shari'ah: Qur'an, Sunnah, Ijma and Qiyas
  - The four Sunni schools of law
  - The importance of Shari'ah to the Muslims
  - Shari'ah in Nigeria
  - Implementation of Shari'ah in Nigeria: Issues, problems and prospects.

- ISS 214 Islamic Philosophy (1 Credit) E**
- Relationship between Islam and Philosophy
  - Definition of Islamic philosophy
  - Qur’anic verses on reasoning
  - Islamic and science
- The study of the following Qur’anic philosophical concepts:
- (a) Al-Tawhid
  - (b) Al-Imam
  - (c) Al-Khalq wa-I-kawn
  - (d) Al-ruh
  - (e) Al-Akhirah
- ISS 215 Muslim Thought (1 Credit) E**
- The doctrines of Ah-lus-Sunnah and the following sects:
- Shi’ah
  - Khawarij
  - Murji’ah
  - Mu’tazilah
- ISS 216 Textual Study of Hadith (2 Credits) C**
- In-depth study of Hadith from AL- Nawawi’s collection.  
Nos. 6 - 20. i.e. General meaning, message and application to Muslims daily life of the above Ahadith
- ISS 217 Research Method (1 Credit) C**
- Definition of the concept – Research
  - Types of research methodology
  - Choosing of research topic
  - Elements of research
  - Data collection
  - Referencing/Bibliography
- 221 Islamic Personal Law: (Nikah, Talaq) (1 Credit) C**
- a) Islamic Concept of Marriage
    - Essentials of marriage
    - Rights and responsibilities of husband and wife
    - Legal prohibitions of marriage in Islam
    - Polygamy - Islamic point of view
    - Family Planning: Islamic point of view
  - b) Divorce (Talaq)
    - Methods of divorce in Pre-Islamic Arabia
    - Islamic View on divorce
    - Forms of divorce
    - Iddah period etc.

- ISS 222 Islamic Ethics and Morality from Selected Suwar (2 credits) C**  
 A study of the texts, translation and commentaries of the following Suwar:
- Suratul-Kauthar (Chapter 108)
  - Suratul-Ma'un (Chapter 107)
  - Suratul-Fil (Chapter 105)
  - Suratul-Humazah (Chapter 104)
  - Suratul-Asr (Chapter 103)
  - Suratul - Luqman (Chapter 31:12-21)
  - Suratul-Hujurat (Chapter 49) Miral Lessons
  - Suratul-Muttaffifin (Chapter 83)
  - Ethical concept on the following Punctuality, trustfulness, good relationship, brotherhood, Intoxication and Addiction, Child right
  - Suratul Quraish
  - Suratul Tin
  - Health in Islam
  - Family planning in Islam
  - Rules of conduct governing sneezing, greetings, eating,
  - Social responsibility e.g. justice, equity, and fair play
- ISS 223 Hajj in Islam (1Credit)C**
- Definition of Hajj and its significance
  - The Ka'abah; its description, history and importance
  - Conditions governing Hajj
  - Different kinds of Hajj e.g.. Tamattu, Ifrad and Qiran
  - The pillars of Hajj
    - Ihram
    - Tawaf
    - Sa'ay
    - Wuquf bil 'arafat
    - Ramyul al-Jamar
- The performance of Hajj in chronological order (practical demonstration)
- Hajj Badal (Hajj by representation) and its conditions
  - The Umrah (Lesser Hajj)
  - Recommended acts of Hajj
- ISS 224 Tajwid II (1 Credit) C**
- Special **Hafs** and **Warsh** types of recitation
  - Conditions for reciting **Ta'awuz** and **Basmalah**
  - Al-alif-alShamsiyyah and alif-al-Qamariyyah
  - Ahkamu an-Nun as-Sakinah:
    - Al-Izhar (Pronunciation)
    - Al-Ikhaf' (Hidden condition)
    - Al-Idgham (Assimilation)
    - Al-Iqlab (Depolarization)
  - Al-Qalgalah (Intensification)
  - Al-min Al-Sakinah
  - Al-minwal-Nun Al-Mushaddadatayni
  - Al-Ral Al-muraggagah and Al-mutahakamah
  - Detailed discussion on al-mudud (prolongation) its types and conditions.

- ISS 225**      **Islam in West Africa**      **(1 Credit) E**
- Spread of Islam in West Africa
  - The role of traders, teachers, Murabitun and Sufi orders
  - Intellectual activities and centres of learning e.g. Sankore, Timbuktu
  - Literary contributions of the Jihadists e.g. Uthman Ibn Fudi, Abdullah Ibn Fudi, Muhammad Bello and others Mohammed Al-Kanem, Muhammad Shitta Bey
  - The impact of Islam on the political, economic and social life of the people of West African empires such as:
    - Ghana
    - Mali
    - Songhai
    - Borno

**Note:** *Excursion to historic places like Sokoto. National Mosques and History Bureau should form part of the course.*

**ISS 226**      **The Role of Some Muslim Organizations in the Spread of Islam in Nigeria**      **(1 Credit) E**

The contributions of some Muslim organization in Nigeria:-

- Ansar-ud-deen
- Jamaatul Nasrul Islam
- Nawair-ud-deen
- Ansarul Islam (etc)
- Federation of Muslim Women Association in Nigeria (FOMWAN)
- Izalatul Bid'ah Wa'iqamatus Sunnah Movement
- The role of some women in early Islam e.g. Khadijah, Aishah, Hafsa, and Fatima

**Note:** *Visit to the mosques, hospitals, offices and headquarters of these organizations should be encouraged.*

- ISS 227**      **Mirath**      **(1 Credit) C**
- Pre-Islamic customary/convention of inheritance
  - Introduction to basic principles of Islamic law of inheritance
  - Dhawul-Arham
  - Impediments/exclusion from inheritance
  - Qur'anic shares and sharers
  - Justification for Islamic formula of an inheritance.

- ISS 321      Texts of the Qur'an      (2 Credits) C**  
Study of the texts, translations and commentaries of the following Suwar:  
– Suratul-Duha (Chaper 93)  
– Suratul-Inshirah (Chapter 94)  
– Suratul-Qadr (Chapter 97)  
– Suratul-Zilzilah (Chapter 99)  
– Suratul-Qari'ah (Chapter 101)  
– Suratul-Takathur (Chapter 102)  
– Suratul-Isra'i (Chapter 17, Verses 23-19)  
– Suratul-Ali-Imran (Chapter 3, Verses 151-153)  
– Suratul Alaq  
– Suraltul Luqman 12 – 19  
– Suratul Jumua  
– Suratul Adiyah
- ISS 322      Textual Study of Hadith      (2 Credits) C**  
Study of the texts, translation and commentaries of Hadith 21 - 42 of Al-Nawawi's collection.
- ISS 323      Comparative Religion Studies      (1 Credit) C**  
a) A comparative study of the origins of Islam, Christianity, Judaism and African Traditional Religion.  
b) God in Islam, Christianity, Judaism and African Traditional Religion.  
c) Life and works of Jesus Christ (Isa Ibn Maryam) from the Islamic point of view.  
d) Belief of the Muslims on Jesus Christ (Isa Ibn Maryam) compared with that of the Christians.  
e) Atonement/Original sin, capital punishment in the Bible and Crucifixion / Resurrection.  
f) Causes of misunderstandings and conflicts among the various religious groups in Nigeria and possible solutions to them.
- ISS 324      Introduction to Sufism      (1 Credit) C**  
The course introduces the students to the concept and practice of Sufism in Islam.  
– The definition and origin of Sufism in Islam  
– The stages and states  
– Study of some Sufi orders e.g. Qadiriyya, Tijianiya etc  
– The impact of Sufism and Sufi Orders in Nigeria

## ECUMENICS (ECU)

### 4.1 PHILOSOPHY

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

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

The programme incorporates and makes use of the most modern ecumenical techniques to harmonise morality with youthful aspirations. Ecumenism is borne out by the provision for different religionists studying in the college. The curriculum is also specifically designed to cater for the great religions of the world, especially in Africa and particularly in Nigeria. It is believed that a teacher of Ecumenics should be able to hold healthy dialogue with people of different value pursuits, no matter what country, class or creed the other may belong. Ecumenism attempts specially to inculcate into the life pattern of the students an evaluation and appreciation for socially accepted standards to help them fit into the social life of the community and society at large to enhance their commitment to national objectives.

### 4.2 OBJECTIVES

At the end of the programme:

- i. The students will be able to analyse and evaluate the functions of religion in society.
- ii. The students will be able to act without religious prejudice and mix up freely with members of other religions.
- iii. The students will be able to avoid hostile words and actions towards members of other religions and inquire into areas of co-operation between religious groups.
- iv. The students will be able to judge the moral import of social and religious issues and evaluate the contents of religious writings.
- v. The students will be able to evaluate the efforts of religious leaders in West Africa and use their experiences for a more healthy evangelism of the Nigerian society.
- vi. The students will be able to teach religion to students in Basic 1-9 of our education system.

### 4.3 Admission Requirements

#### a) General

- i) A Senior Secondary School Certificate (SSC) or G.C.E. >O' Level with passes at credit level in 4 subjects including English Language, and Mathematic at the same sitting or at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer. Credit in English and Mathematics may be required in some courses.
- ii) A Grade II Teachers Certificate (TC II) with credit or merit in four subjects, two of which must be relevant to the course the candidate wishes to offer.

Credit/merit in English Language and Mathematics may be a requirement in some courses.

- iii) For candidates wishing to offer courses in Vocational and Technical Education, R.S.A or City and Guilds Intermediate Certificate with the Federal Craft Training Certificate with credit/merit in at least four subjects, are acceptable qualification.
- iv) Associate Certificate in Education awarded by an approved institution in Nigeria or abroad, is also acceptable qualification.
- v) Successful candidates in the Pre-NCE final examinations would also be qualified for admission.
- vi) All candidates wishing to be considered for admission must enroll for and write the selection examination organised by an accredited body such as JAMB.
- vii) Colleges must in addition to all of the above administer their own qualifying tests and /or interview. This is legitimate.

#### 4.4 FACILITIES

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

#### 4.5 PERSONNEL

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

#### 4.6 MODE OF TEACHING

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

#### 4.7 Graduation Requirements

Distribution of minimum credits required for graduation are as following.

- a) Education Courses - 30 Credits Units
- b) General Studies Courses - 18 Credits Units

- c) Teaching practice - 6 Credits
- d) Ecumenics courses - 32 Credits
- e) Second teaching subject - 32 Credits

#### 4.8 TEACHING PRACTICE

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

#### 4.9 PROJECT

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

#### 4.10 SUBJECT COMBINATION

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

#### 4.11 COURSE CONTENTS

COURSE CODE	COURSE TITLE	CREDIT	STATUS
<b>Year 1, First Semester</b>			
ECU 111	Introduction to the study of Religion	1	C
ECU 112	Comparative Religion	1	C
ECU 113	Introductory Study of Prophetic Religions	1	C
ECU 114	Fundamental Dispositions for Ecumenism	2	C
	<b>TOTAL</b>	<b>5</b>	<b>Units</b>

<b>Year 1, Second Semester</b>			
ECU 121	African Religion and Philosophy	1	C
ECU 122	History and Religion of Islam	2	C
ECU 123	History of Christianity in West Africa	2	C
ECU 124	Introduction to the Holy Writings of the Great Religions	1	C
	<b>TOTAL</b>	<b>6</b>	<b>Units</b>

<b>Year II, First Semester</b>			
ECU 211	Ethics	2	C
ECU 212	Faith and Ecumenism	2	C
ECU 213	Contemporary Religious Issues	2	C
	<b>TOTAL</b>	<b>6</b>	<b>Units</b>

<b>SECOND SEMESTER</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>	<b>STATUS</b>
ECU 221	Allegiance to One's Faith Expression	2	C
ECU 222	Understanding Religious Man	1	C
ECU 223	Religion in the Age of Science	1	C
ECU 224	Ecumenism in Action	2	C
	<b>TOTAL</b>	<b>6</b>	<b>Units</b>

<b>NCE YEAR III FIRST SEMESTER</b>			
	Teaching Practice	6	Units

<b>SECOND SEMESTER</b>			
ECU 321	Modern Religions and Atheistic Thoughts	2	C
ECU 322	Modern Ethical Theories	2	C
ECU 323	Contemporary Moral Issues	2	C
ECU 324	Sociology of Religion	2	C
ECU 325	Myth, Dreams and Religious Experience	1	E
ECU 326	Religious Experience Paradigm for Religious Experience	1	E
	<b>TOTAL</b>	<b>9</b>	<b>Units</b>

### Summary

<b>NCE YEAR</b>	<b>COMPULSORY</b>	<b>ELECTIVE</b>	<b>TOTAL</b>
Year One	11 Credits	-	11 Credits
Year Two	12 Credits	-	12 Credits
Year Three	8 Credits	2 Credits	10 Credits
<b>Overall Total</b>	<b>29 Credit</b>	<b>2 Credit</b>	<b>33 Credits</b>

Minimum credits required for graduation

Compulsory - 31 Credits  
 Elective - 1 Credit  
**Total - 32 Credits**

## 4.12 COURSE DESCRIPTION

- ECU 111 Introduction to the Study of Religion (1 Credit) C**
- The essential features and nature of religion
  - Interpretation and comparison of characteristics features
  - Methods and branches of Religious Studies
  - Religious documents and their interpretation
- ECU 112 Comparative Religion (1 Credit) C**
- Hinduism
  - Jainism
  - Buddhism: the Theravada, the Mahayana
  - Confucianism
  - Taoism
- ECU 113 Introductory Study of the Prophetic Religions (1 Credit) C**
- Judaism, or the Religion of Israel
  - Christianity: the early church, the Eastern Orthodox Church and Protestantism
  - Islam
  - Zoroastrianism
- ECU 114 Fundamental Dispositions for Ecumenism (2 Credits) C**
- Historical development
  - Philosophical foundation of ecumenism in nigeria
  - How to handle diversity
  - Discipline is discipleship
  - Dialectics of man's responses
- ECU 121 African Religion and Philosophy (1 Credit) C**
- The nature of African Religion
  - Concept of God and the Supernaturals, Divinities, Deities, Ancestors
  - Man and Nature
  - Idea of life after death and reincarnation
  - Idea of sacrifice, offering and ablution
  - Idea of prayer, divination and priesthood
  - Morality in African Traditional Religion
  - The intrinsic, external and moral attributes of God e.g.
    - i) Chukwuism - Igbo
    - ii) Olodumare - Yoruba
    - iii) Abasi Ibom - Efik
    - iv) Soko - Nupe
    - v) Aonodo - Tiv
- ECU 122 History and Religion of Islam (2 Credits) C**
- History and Religion of Islam till the end of Rashidum Caliphate, Islamic sects,
  - Composition and divisions of the Qur'an with regard to revaluation, judgment, salvation and the law of life.
  - The attitude of the Qur'an to other faiths

- Shariah and moral theology - Sufism will be treated.

- ECU 123 History of Christianity in West Africa (2 Credits) C**
- The background of the evolution of 18th century missionaries to West Africa.
  - The scramble for Africa and the 19<sup>th</sup> century missionary movement.
  - Policy and practice of various Christian missions with special reference to Nigeria. The missionary impact
  - New religious movements and the state of missions in the church in 20<sup>th</sup> century Nigeria with special study of Igbo land, Yorubaland, the Delta region or Hausaland.

- ECU 124 Introduction to the Study of Some of the Holy Writings of the Great Religions (1 Credit) C**
- Hinduism: The Rig-Veda; The Upanishads; the Shagavad-Gita
  - Zoroastrianism: The Yasna, the Vendidad
  - Taoism: The Tao Te King; The writings of Kwag-Tze
  - Confucianism: The Shu King; the Shi King; The Lun Yu; The Chung Yung; The Meng-Tge
  - Jainism: The Avang Sutra; the SutraKritanga; the Uttaradyayanba Sutra ;
  - Buddhism: The Old Testament; the Apocrypha
  - Christianity: The Bible
  - Islam: The Qur'an
  - Shinto: The Kojiki; selected materials

- ECU 211 Ethics (2 Credits) C**
- The Moral Man
  - The question of responsibility; human freedom as basis for responsibility.
  - Conscience-Formation and Perversion
  - The nature and basis of value judgments
  - The concepts of justice, human rights, punishment, moral obligation and goodness.
  - Ethical Relativity, Utilitarianism, Deontology and Emotivism are the chief mataethical theories considered.

- ECU 212 Faith and Ecumenism (2 Credits) C**
- Common features of religions, how mankind worships, the spirit of Hinduism; path of Buddhism; the philosophy of China; the law of Judaism, the faith of Christianity; the world of Islam; practical task before religious leaders in Nigeria; contemporary religious issues of our time e.g. ecumenism and dialogue, proliferation of churches, religious freedom etc.

- ECU 213 CONTEMPORARY RELIGIOUS ISSUES (2 CREDITS) C**
- Ecumenical initiatives and efforts among Christian bodies: the World Council of Churches and Christian Council of Nigeria. Experiments in church union - India and Africa (Nigeria). The failure of Church Union in Nigeria, Christian dialogue, problems of secularization, Church and State Relations in Nigeria, e.g. education, health, welfare, religious conflicts. This course will also include the following issues.

- The impact of Islam and Christianity
- Similarities between Christianity and Islam
- Differences between Christianity and Islam
- Can the Cathedral and Mosque co-exist in Nigeria?
- Education for tolerance, peace and justice

**ECU 221 Allegiance to One's Faith Expression (2 Credits) C**

- Theological and psychological reason
- Questioning the legitimacy of one's faith expression
- A double membership
- Common worship as expression of spiritual ecumenism
- Conversion in an ecumenical age
- Mixed marriage

**ECU 222 Understanding Religious Man (1 Credit) C**

Several important explanations of the nature, origin and present significance of religious experience, beliefs, and practices in the light of modern knowledge and attitudes.

**ECU 223 Religion in the Age of Science (1 Credit) C**

An examination of the problems posed by the interaction between religion and the natural and social sciences with special reference to Biomedical findings Genetic engineering and computer science. Representative selections from David Hume, Charles Darwin, Karl Max, and Sigmund Freud, are used to interact with selections from Rudolph Bultman, Teilhard de Chardin. The effects of a technological culture on Religion.

**ECU 224 Ecumenism in Action (2 Credits) C**

- Spiritual ecumenism, sharing to the charism
- Grace and strength of provisional union
- Ecumenism and Diakonia
- Prophetic realization
- A central quest, eucharistic communion

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

A review of religions atheistic thoughts in the modern day enlightenment: the attempt of Hegel and David Hume to lay a new foundation for the renewal of religious thoughts; Some major criticisms of these attempts: Feuerbach's psychological critique; Neiches's ethical critique; Marx's sociological critique, and Kierkegaard's religious critique. Christian modernism and the theology of J.H. Newman. A review of Nigerian atheistic and agnostic thoughts.

**ECU 322 Modern Ethical Theories (2 Credits) C**

An intensive study of some recent major developments in moral philosophy. The topics selected are: the cognitivist - noncognitivist controversy in metaethics, the concepts of social justice in normative ethics, human rights, punishment and the adequacy of rule, utilitarianism as a normative ethical theory, the concept of morality and value; morality and religion, purpose of human life; conscience and will; Biblical ethics and traditional African ethics; the state and positive law; practical problems of the present day urbanisation, labour, industry, and politics.

- ECU 323 Contemporary Moral Issues (2 Credits) C**
- The variety of concrete moral controversies in current society, and an attempt will be made to clarify and resolve them.
  - Issues to be discussed include such things as abortion, euthanasia, capital punishment, wars and population control.
- ECU 324 Sociology of Religion (2 Credits) C**
- a) Sociology and psychology of religion. Sociological dimensions of religious symbols, taboos and worship in African religious view of man and society, the church and African traditional culture - institution, social satisfaction, authority and family life. The social implication of conversion, asceticism, growth of monasticism in Nigeria, prayer and religious revivals, the nature and scope of rapid social, economic, scientific changes in Nigeria as the people's value, judgment and attitude to religion.
  - b) An exploration of the social forms of religion; the structure and roles of the church, synagogue, mosque, shrine and sect; emphasis on their functions, with reference to general social structure process and reforms are studied.
- ECU 325 Myths and Dreams as Religious Experience (1 Credit) E**
- The psychologies and theories of religion; Freud and Jung and their views of the nature of symbolic systems and cultural symbol. The course attempts to answer such questions as: Is Religion a socially formalized and justified neurosis? Is it a social therapy? Are religious symbols thrown back to childhood or are they means by which we can finally reach enlightenment? An inquiry into the basic dimensions of religious experience as illuminated by myths and dreams. A reading of myths from both Eastern and Western cultures in order to inculcate the world pictures they create will be done.
- ECU 326 Paradigms for Religious Experience (1 Credit) E**
- Study of selected spiritual leaders and founders of religions such as Buddha, Socrates, Confucius, Jesus Christ and Mohammad; the unique dimensions of whose life reaching provide paradigms for religious experience. It is an attempt to identify the concrete meaning of religious experience, to cover the means of communicating faith and to describe the reactions as well as differences between the Teacher and a Saviour.

## HISTORY

### 5.1 PHILOSOPHY

Man is inevitably concerned with the nature of the past, indicators of the present and future. History offers an understanding of the nature of the society, its values and problems through critical analysis and assessment of the major events in its social, political and technological developments, the major *dramatis personae* and philosophies behind their actions. The History programme at the NCE level serves not only the immediate and mediate roles of preparing effective teachers of Nigerian and African history for the secondary schools, but also prepares teacher trainees for further education. Pre-NCE candidates need to regularise their admission through JAMB.

### 5.2 OBJECTIVES

- i) To encourage in the student the growth of an awareness of his responsibilities and opportunities as a Nigerian citizen.
- ii) To stimulate an appreciation of the world in which the student finds himself and to encourage students to develop mentalities which are suitable to post-colonial era and compatible with national and intellectual integrity.
- iii) To enlarge students knowledge and appreciation of the world beyond Nigeria and Africa, and to appreciate the common heritage of mankind.
- iv) To enable students to develop an appreciation and understanding of the historical development in Nigeria and the contribution of our past heroes/heroines.
- v) To develop in the students the capability of analysing issues critically.
- vi) To develop skills of the post-secondary approach to the study of history in order to inculcate professional attitude in the student so that he can effectively teach History related subjects in primary and secondary schools in Nigeria of the 21<sup>st</sup> Century.
- vii) To give students solid foundation for further studies and research in History at both local and national levels.

### 5.3 ADMISSION REQUIREMENT(S)

#### a) General

- i) A Senior Secondary school Certificate (SSC) or G.C.E. 'O' Level with credits in 4 subjects including English Language and Mathematics in one or two sittings, two of which must be relevant to the course the candidate wishes to offer. For candidates wishing to offer History, credit in Government is acceptable in lieu of credit in History.
- ii) A Grade II Teacher's Certificate (TC II) with credit or merit in four subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and Mathematics are required.
- iii) For candidates wishing to offer courses in Vocational and Technical Education, R.S.A. or City and Guilds Intermediate Certificate with the Federal Craft Training Certificate, credit/merit in at least four subjects, are acceptable qualifications.
- iv) Associate Certificate in Education awarded by an approved institution in Nigeria or abroad is also an acceptable entry qualification.
- v) Successful candidates in the Pre-NCE final examinations who also take and succeed in a selection examination organised by an accredited body would also be qualified for admission, but then admission must be regularized by JAMB.

- vi) All candidates wishing to be considered for admission must enroll for and write the selection examination organised by an accredited body such as JAMB.
- vii) Some colleges may in addition to all of the above, administer their own elimination tests and or interviews for some courses so as to enhance the quality of their students' intake.

**Waiver:** A pass in Mathematics is acceptable.

#### 5.4 FACILITIES

- a) **Classrooms:** Enough classrooms, open lecture halls, and offices should be provided.
- b) **Laboratories/Studies:** In each institution there should be a History room, where specialised history materials and equipment can be kept. Documentaries on topical historical issues should be provided Globes, maps, realia and artifacts.
- c) **Staff Offices:** Each Senior Staff should have a comfortably furnished office to himself with sitting arrangement of not less than 12 students for tutorials. There should also be an office for support staff (Typists, Clerk) with relevant equipment e.g. computers.
- d) **Books in the library:** There must be enough books to cover all the areas of the subject and beyond to the ratio of one student to ten books.
- e) **List of Equipment:**
  - i) Instructional materials
  - ii) Overhead projectors
  - iii) Maps
  - iv) Artefact of various grades
  - v) Close circuit T.V. for micro-teaching.
  - vi) Video and televisions
  - vii) CDs and DVDs

#### 5.5 PERSONNEL

- a) **Academic Staff**

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

  - i) An honours degree in History of 2<sup>nd</sup> Class Lower division grade with an NCE Certificate or PGDE or its equivalent.
  - ii) A Bachelor of Arts in Education and History degree (B.A. Ed), or a Bachelor of Education degree (B.Ed) in History with at least a Second Class Lower division grade.
- b) **Other Staff**
  - i) A clerk and typist are needed to run History Department office.
  - ii) Cleaner and messenger should be attached to the office.

## 5.6 MODE OF TEACHING

Lectures, discussions, inquiry, tutorials, assignments, field trips, documentaries etc. are recommended modes of teaching.

## 5.7 GRADUATION REQUIREMENTS

Distribution of minimum credits required for graduation:

- a) General Studies courses - 18 Credits
- b) Education courses - 30 Credits
- c) Teaching Practice - 6 Credits
- d) History courses - 32 Credits
- e) Second teaching subject - 32 credits.

## 5.8 TEACHING PRACTICE

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

## 5.9 PROJECT

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

## 5.10 SUBJECT COMBINATION

History as a single major subject could be combined with any one of the following subjects: Social Studies, English, C.R.S., Islamic Studies, French, Music, Arabic, Yoruba, Igbo, Hausa, Cultural and Creative Arts, Theatre Arts.

## 5.11 COURSE CONTENTS

COURSE CODE	COURSE TITLE	CREDIT	STATUS
<b>Year 1, First Semester</b>			
HIS 111	Historiography	1	C
HIS 112	Major World Civilisation	1	C
HIS 113	West Africa Up to 1800	2	C
HIS 114	Nigeria Up to 1800	2	C
	TOTAL	6	Units

<b>Year 1, Second Semester</b>			
HIS 121	Egypt and the Nile Valley	1	E
HIS 122	North Africa up to 1800	1	E
HIS 123	East and Central Africa up to 1800	2	C
HIS 124	Economic History of Nigeria from the Earliest Times to 1800	2	C
	TOTAL	6	Units

<b>Year II First Semester</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>	<b>STATUS</b>
HIS 211	Methodology	2	C
HIS 212	Research Methods and Field Trips	2	C
HIS 213	Themes in world History (1750-1919)	2	C
HIS 214	European Conquest and African Resistance	1	C
	<b>TOTAL</b>	<b>7</b>	<b>Units</b>

<b>Year II, Second Semester</b>			
HIS 221	Southern Africa up to 1800	2	C
HIS 222	Nigeria in the 19 <sup>th</sup> Century	2	C
HIS 223	Economic History of African since 1800	1	E
HIS 224	Local and Regional History	2	C
HIS 225	Introduction to Archeology	1	E
	<b>TOTAL</b>	<b>7</b>	<b>Units</b>

<b>Year III, First Semester</b>			
	Teaching Practice	6	C

<b>Year III, Second Semester</b>			
HIS 321	Nigeria in the 20 <sup>th</sup> Century	2	C
HIS 322	Third World	1	E
HIS 323	Africa in the 20th Century	2	C
HIS 324	Southern Africa Since 1800	1	E
HIS 325	World History from 1919 to the Present	2	C
	<b>TOTAL</b>	<b>7</b>	<b>Units</b>

### Summary

<b>NCE YEAR</b>	<b>COMPULSORY</b>	<b>ELECTIVE</b>	<b>TOTAL</b>
Year One	10 Credits	2 Credits	12 Credits
Year Two	13 Credits	2 Credits	15 Credits
Year Three	6 Credits	2 Credits	8 Credits
<b>Overall Total</b>	<b>29 Credits</b>	<b>6 Credits</b>	<b>35 Credits</b>

Minimum Credits required for fraduation  
 Compulsory - 29 Credits

Elective	-	3 Credits
<b>Total</b>	-	<b>32 Credits</b>

## 5.12 COURSE DESCRIPTION

- HIS 111 Historiography (1 Credit) C**  
 An analysis of what History is and why we teach history; sources of history, dating in history, interpretation and perceptions in historical writing - the materialists view and non-materialist. Various views of history and relationship between history and other disciplines. Problems and issues in the study of African history.
- HIS 112 Major World Civilisations (1 Credit) C**  
 This course introduces students to a general survey of some of the major world civilizations and their contributions to historical development. Civilizations to be examined are Egyptian, the Greek, the Roman, Tigris and Euphrates, the Chinese; and Latin American civilization.
- HIS 113 West Africa Up to 1800 (2 Credits) C**  
 The empires of the forest and savannah Kingdoms, the Trans-Saharan Trade, the Trans-Atlantic trade are given prominence etc.  
 The dynamics of the societies that gave rise to kingdoms and empires in the region shall be studied. The basis of the Trans-Saharan Trade between Western and North Africa shall be examined, so also the basis of Trans-Atlantic Slave Trade.
- HIS 114 Nigeria Up to 1800 (2 credits) C**  
 Evolution of early culture in societies and states. This ranges from Stone age culture through the Iron age and Bronze age cultures to the emergence of societies and state. e.g.. Hausa States and Borno under the Mais, the Nupe, the Yoruba, Jukun Kingdoms, the Tiv and Igbo. The contributions of NOK, Benin, Ife, Igbo Ukwu to civilisation.

- HIS 121**      **Egypt and the Nile Valley**      **(1 Credit) E**  
 Egypt and the series of invasions  
 a)      Ahmed Gran invasion  
 b)      The coming of the Portuguese  
 c)      Meroetic civilization, Azum, the Hykos traders and Meroe's influence on Western Sudan.  
 d)      Funj sultanate of sennar and the kingdom of Darfur
- HIS 122**      **North Africa Up to 1800**      **(1 Credit) E**  
 A brief survey of the land and people, the Berbers, the Carthaginian Empire, the Roman cultural influence, the Vandals, the coming of the Arabs, the Turkish rule, the Maghreb, The Trans-Saharan and European imperialism.
- HIS 123**      **East and Central Africa Up to 1800**      **( 2 Credits) C**  
 General survey of the land and people. The coming of the Arabs and the development of the Swahili culture. Portuguese presence in East Africa, the formation of states, Bunyero, Kitara, Buganda, Malawi, Luba, Lunda, Kongo, Rozwi, etc. Economic, Social and political institutions e.g. the Masai and the Kikuyu. Consequences of Bantu migration and settlement in Tanzania. The Luba/Lunda states of central Africa.
- HIS 124**      **Economic History of Nigeria from the Earliest Times to 1800**      **(2 Credits) C**  
 A survey of the major units and institutions of production and distribution and their impacts. e.g. agricultural production, salt-making, ironworking, soapmaking, lumbering/woodworking, fishing, leatherworks, carving and weaving, pottery and bronze casting etc. Trade linkages, dynamics of inter-group relations e.g. at the levels of economic, social, political etc.
- HIS 211**      **Methodology**      **(2 Credits) C**  
 Analysis of aims and objectives of teaching History, justification for teaching history. The relationship between the teaching of History and other disciplines. Schemes of work and the use of instructional materials, map work and Audio-Visual aids, micro teaching in the classroom, planning lesson notes. Teacher-Student relationship in the classroom situation. Problems facing history teaching in schools and how to solve them. The course will also cover topics such as design of History syllabus, assessment schedules, History and nation building, preparation of history teacher as historian educator.
- HIS 212**      **Research Methods**      **(2 Credits) C**  
 This course introduces students to the basic concepts and skills of research. Topics to be treated includes; what is research: types of research; sources of information; procedure, writing and methods of reporting historical research. Field trips to important historical sites are compulsory.
- HIS 213**      **Themes in World History 1750 – 1919**      **(2 Credits) C**  
 The Atlantic slave trade. The industrial revolution, French Revolution, Napoleonic Europe to 1816, Russia and representative government in the 20<sup>th</sup>, Century, European imperialism, American War of independence, the first world war, and



## YEAR III FIRST SEMESTER

### Teaching Practice

- HIS 321**      **Nigeria in the 20<sup>th</sup> Century**      **(2 Credits) C**  
The course is expected to examine colonisation, Independence, post-independent development e.g. military rule, civil war, problems of unity, neo-colonialism and economic dependency. Transfer of technology, National development – myth or reality.
- HIS 322**      **THE THIRD WORLD**      **(1 Credit) E**  
This course examines the concept of the 'Third World' developed, developing and underdeveloped in relationship to European and North American countries laying emphasis on their differences. Case studies of countries like Nigeria, India, Brazil etc should be undertaken in such a way that factors that influence their developments are taken care of.
- HIS 323**      **Africa in the 20<sup>th</sup> Century**      **(2 Credits) C**  
The focus is on struggle for independence decolonization process in the continent. Post colonial developments. Nation building, Military rule, external relations and regional groupings e.g. African Union, ECOWAS. External debts and its implications for national development.
- HIS 324**      **Southern Africa Since 1800**      **(1 Credit) E**  
Nature of inter-group relations. The Zulu Kingdom. The Mfecane and its impact. European occupation and policies 1795 - 1838. The Great Trek, (1836 - 1854). Mineral exploitation and impact on the history of South Africa. Anglo-Boer war, Southern African nationalism, Apartheid system, Liberation movement etc.
- HIS 325**      **World History 1919 to the Present**      **(2 Credits) C**  
The Versailles peace Treaty of 1919, the inter-war years; economic depression and recovery plans 1919-39. The rise of Totalitarian States of Germany and Italy. Developments in the Far East (1930) and the second World war Contributions of Nationalist movements in Africa. The Suez Canal crisis of 1956, the cold war between the Superpowers, the Cuban Missile crisis of 1962, Race relations; Arab-Israeli conflict; Apartheid and recent trends in Southern Africa. The North-South problem. South-south co-operation. The emergence of the third world, the Middle East And the Politics of oil Recent trends in the Middle East and Horn of Africa

## **MUSIC (SINGLE MAJOR)**

### **6.1 PHILOSOPHY**

The importance and role of music in the growth of a child cannot be over-emphasized. The Nigerian child in particular is born and nurtured in music. He grows and learns in the society and he takes his exit from the world with music.

Through formal and informal education of the child, music becomes a ready and established medium of instruction. Apart from this, music contributes immensely to the general growth and development of the child.

It has the potential of being one of the most valuable subjects for enhancing human personality. It is a kingpin among the various facets of culture which fashions and mobilizes a people to attain all that is best in their lives, whether as individuals or as corporate entities.

Music is used in achieving ends which are both musical and non-musical e.g. doing various types of work, wrestling, in the expression of nationalism, patriotism, group solidarity, as propaganda machinery etc. More directly, music serves other functions such as entertainment, relaxation and the soothing of tired nerves. In fact, empirical analysis have shown that music takes about 60-70% of the entire air time of Radio/TV programmes the world over.

Socially, music is used at ceremonies and festive occasions to enrich and add colour to them, in short, it serves social, political, historical, economic, religious, communicative and moral functions in a society.

Based on the above, it is obvious that the study of music is indispensable for the development of the Nigerian child, society and the entire nation.

### **6.2 OBJECTIVES**

The NCE programme in Music is intended to

- i) Offer courses in African and Western European music;
- ii) Produce well qualified NCE teachers capable of teaching music at pre-primary, primary and the junior secondary school levels;
- iii) Produce teachers for the private sector: churches, mosques, armed forces, media houses, advertising companies etc.;
- iv) Produce NCE teachers who are prepared and are capable of benefiting from further education in music;
- v) Promote cultural continuity;
- vi) Make NCE teachers acquire skills in music for Self-reliance.

### **6.3 ADMISSION REQUIREMENTS**

#### **a) General**

- i) A Senior Secondary School Certificate (SSCE), GCE, NECO, WASC) >O' Level with a minimum of four credits including English and Mathematics at a maximum of two sittings.
- ii) A Grade II Teacher's Certificate (TC II) with credit or merit in four subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and Mathematics may be a requirement in some courses.
- iii) For candidates wishing to offer courses in Vocational and Technical Education, R.S.A, or City and Guild Intermediate Certificate with the Federal Craft Training Certificate with credit/merit in at least four subjects, are acceptable qualification.

- iv) Associate-ship Certificate Education awarded by an approved institution in Nigeria or abroad is also acceptable qualification.
- v) Successful candidates in the Pre-NCE final examinations who also take and succeed in a selection examination organized by an accredited body would also be qualified for admission.
- vi) All candidates wishing to be considered for admission must enroll for and write the selection examination organized by an accredited body such as JAMB.
- vii) Colleges should in addition to all of the above administer their own elimination tests and interviews.

**b) Additional Admission Requirements**

- i) Candidates who do not have credit in Music should be subjected to aptitude test to be conducted by the department.
- ii) Candidates may be admitted if they possess credits at the O/L GCE /SSC/WASC/NECO, which may include a pass grade in music at a level not below grade III of any of the following institutions:
  - The Royal Schools of Music (ABRSM)
  - Trinity College of Music (LTC)
  - Junior Secondary School (JSS)
  - Music Society of Nigeria (MUSON)

In addition to the above, prospective candidates should pass an audition to be given by the admitting Departments of Music. Prospective candidates for the Pre-NCE programme in Music should have at least a pass grade in English Language and Mathematics before admission.

**Waiver:** A pass in Mathematics at O/L GCE or SSCE is acceptable.

**6.4 FACILITIES**

- a) **Classroom:** A minimum of 5 classrooms with a piano and chalkboard ruled as staves (3 or 4) pairs of staves) in each classroom.
- b) **Laboratories/Studio etc.**  
 One auditorium Fully equipped for large and chamber/ensemble rehearsals and concerts.  
 Fully and continually airconditioned rooms for the storage of various instruments and equipment, records, cassettes, videotapes, etc.  
 About half a dozen or more practice cubicles properly sound proofed, each with a piano or portable electronic keyboard for private practices on the piano or any other instruments.  
 A well equipped audio room or listening room and studio.
- c) **Staff Offices:** Each senior staff should have a comfortably furnished office to himself. There should also be an office for support staff (typist, clerks) with relevant equipment e.g. typewriters, reproduction machines, computers etc. Each lecturer’s office should have an upright pianoforte.
- d) **Books in the Library**  
 There must be enough books to cover all the areas of the subject, including music archives
- e) **Other Special Facilities**  
**Group One:** Western Keyboard & Orchestral Instruments

- i) One grand or a good upright piano or an electronic organ or keyboard in the auditorium. (At least an organ-manual or electric is needed).
- ii) Some 10 or more upright pianos - one in each practice room, classroom and staff office. However, to minimize cost, a half of the number of pianos could be good quality portable electronic keyboards, two (2) manual organs.
- iii) Winds e.g. piccolos, flutes, clarinets (B Flat, A, alto & bass), oboes, bassoons, saxophones (alto, tenor and baritone saxes). Cor anglais, horns;
- iv) Brasses: trumpets, cornets, trombones, etc
- v) Percussions; jazz drum sets (complete with cymbals snare drum and high-hats), Marimba or vibraphones, or glockenspiel, tambourines, triangles and woodblocks.
- vi) Strings: Violins, violas, violoncello, double basses, guitars (acoustic & electric).
- vii) Recorders: descant, treble, and alto

**Group Two: African Instruments**

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

**Group Three: Electro-acoustical instruments and equipment e.g.**

amplifiers, loudspeakers, microphones with stands, equalizers, synthesizers.

**Group Four: Audio Visual Aids**

- i) Record players
- ii) Cassette players
- iii) C.D players
- iv) Video/audio cassettes/and tapes, CD
- v) DVD
- vi) Video tape-recorders with monitors (colour TV sets), C D Videos
- vii) LP records and CD of classical symphonies, concertos, string quartets etc.

**6.5 PERSONNEL**

- a) **Academic Staff**

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

**b) Tutorial Staff**

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

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

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

**c) Administrative & Other Staff**

- i) Departmental secretary, typists, messengers, cleaners
- ii) Lab-technicians/attendants - Trade Test Certificates are necessary
- iii) Instrument technologists. e.g. piano-tuners, repairers, African musical instrument builders; appointment is either permanent or part-time.
- iv) Staff-students ratio of 1:10

**6.6 MODE OF TEACHING**

These include:

- a) Class teaching/lecturing
- b) Individual tutorials
- c) Assignment
- d) Group work
- e) Outdoor practical experiences
- b) Field trips
- c) Teaching practice

## **6.7 GRADUATION REQUIREMENTS**

Distribution of minimum credits required for graduation for Single Major:

- a) Education courses - 30 Credit Units
- b) General courses - 18 Credit Units
- c) Teaching practice - 6 Credit Units

### **Music Courses - 32 Credit Units**

- a) Second teaching subject - 32 Credit Units
- b) Total for graduation - 118 Credits

## **6.8 TEACHING PRACTICE**

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

## **6.9 PROJECT**

Every student is required to write a project in either Music or Education and the credits earned recorded in EDUC 323.

## 6.10 COURSE CONTENTS

COURSE CODE	COURSE TITLE	CREDIT	STATUS
<b>Year I, First Semester</b>			
MUS 111	Theory of Music I	1	C
MUS 112	African Music & Appreciation I	1	C
MUS 113	Ear-Training and Sight-Reading I	1	C
MUS 114	History and Appreciation of Western Music I	1	C
MUS 115	Applied Music I	1	C
MUS 116	Ensemble Music Studies 1	1	C
MUS 117	Elementary Technology of Music 1	1	E
	TOTAL	7	Units
<b>Year I, Second Semester</b>			
MUS 121	Theory of Music II	1	C
MUS 122	African Music & Appreciation II	1	C
MUS 123	Ear-Training and Sight-Reading II	1	C
MUS 124	History and Appreciation of Western Music II	1	E
MUS 125	Applied Music II	1	C
MUS 126	Ensemble Music Studies 1I	1	E
MUS 127	Elementary Technology of Music II	1	E
MUS 128	Music Education I	1	C
	TOTAL	8	Units
<b>Year II, First Semester</b>			
MUS 211	Theory of Music III	1	C
MUS 212	African Music and Appreciation III	1	C
MUS 213	Ear-Training and Sight-Reading III	1	C
MUS 214	History and Appreciation of Western Music III	1	E
MUS 215	Applied Music III	1	C
MUS 216	Ensemble Music Studies III	1	C
MUS 217	Music Education II	1	C
MUS 218	Elementary Technology of Music III	1	E
	TOTAL	8	Units
<b>Year II, Second Semester</b>			
MUS 221	Theory of Music IV	1	C
MUS 222	African Music & Appreciation IV	1	C
MUS 223	Ear-Training and Sight-Reading IV	1	C
MUS 224	History and Appreciation of Western Music IV	1	E
MUS 225	Applied Music IV	1	C
MUS 226	Ensemble Music Studies 1V	1	E
MUS 227	Outdoor Practical Experience	1	C
MUS 228	Music Education III	1	C
	TOTAL	8	Units

	<b>Year III, First Semester</b> Teaching practice	6	C
	<b>Year III, Second Semester</b>		
MUS 321	Theory of Music V	1	C
MUS 322	Elements of Dance Choreography	1	E
MUS 323	Elementary Keyboard Harmony	1	C
MUS 324	Conducting & Ensemble Management	1	C
MUS 325	Applied Music V	1	C
MUS 326	Ensemble Music Studies V	1	C
MUS 327	Orchestration Fundamentals	1	E
	<b>TOTAL</b>	<b>7</b>	<b>Units</b>

### Summary

<b>NCE YEAR</b>	<b>COMPULSORY</b>	<b>ELECTIVES</b>	<b>TOTAL</b>
Year One	11 Credits	4 Credits	15 Credits
Year Two	12 Credits	4 Credits	16 Credits
Year Three	5 Credits	2 Credits	7 Credits
Overall Total	28 Credits	10 Credits	38 Credits

**Note:** Students must pass at least four (4) out of the ten (10) electives before graduation.  
Minimum credits required for graduation

Compulsory	-	28
Elective	-	4
<b>Total</b>	-	<b>32</b>

## 6.11 COURSE DESCRIPTION

### **MUS 111 Theory of Music I**

**(1 Credit) C**

Introduction of Music Theory; the Staff, Clef, Musical notes/Rests and their corresponding values. Pitch and Duration, Accents' Rhythm, Bars & Barlines, Time Signatures, Key Signatures. Major Scales with or without key signatures. Signs and abbreviations etc.

### **MUS 112: African Music & Appreciation I**

**(1 Credit) C**

Functions of Music in the Africa Society, Types of Music e.g.. Folk/Traditional, Popular and Contemporary Art: Methods of recruiting and training Musicians in Africa (Emphasis in Nigeria). African Musical Instrument Classification: Geographical Spread. Appreciation of Musical sounds of various African instruments.

### **MUS 113: Ear-Training & Sight - Reading I**

**(1 Credit) C**

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

### **MUS 114: History & Appreciation of Western Music I**

**(1 Credit) C**

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

### **MUS 115: Applied Music I**

**(1 Credit) C**

Individual instruction for beginners on a student's chosen African and Western instruments: Orchestra Voice and Piano. Scales and arpeggios of keys C, G, F and their relative minors. Students should study at least 2 pieces.

### **MUS 116: Ensemble Music Studies I**

**(1 Credit) C**

Active participation in any one departmental ensemble where the ideals and principles of singing and playing together are emphasized and inculcated.

### **MUS 117: Elementary Technology of Music I**

**(1 Credit) E**

Knowledge of the materials used in the construction of selected African and European musical instruments. The effect of atmospheric conditions: heat, temperature, humidity etc on construction materials.

- MUS 121: Theory of Music II** (1 Credit) C  
Relative minor scales, chromatic scale, more sings and abbreviation, introduction to triad, melody writing and scansion.
- MUS 122: African Music & Appreciation II** (I Credit) C  
Introduction to Historical development of African Music, the application of Music and Festivals in Nigeria. Elements of Dance, dance as an art, identification, functions of dance, categories and types of dance in African Culture.
- MUS 123: Ear-Training & Sight-Reading II** (I Credit) C  
More work on materials of MUS 113. Aural recognition of triads: Primary triads, II and VI. Recognition of cadences: Perfect, Imperfect, Plagal & Interrupted Cadence. More sightreading of simple melodies in 2 3 and 4 time. 4, 4 4.
- MUS 124: History & Appreciation of Western Music II** (I Credit) E  
The development of Western Music from 1750 to 1820 (Classical Period) Major composers such as Haydn, Mozart, Beethoven, Gluck etc. Major forms: oratorio, cantata, mass, sonata, opera, symphony, concerto etc.
- MUS 125: Applied Music II** (I Credit) C  
Scales and arpeggios, D, B Flat major, B Minor and G Minor; development of fine and good techniques, a good intonation and breathing, acquisition of repertoire of at least 2 pieces.
- MUS 126: Ensemble Music Studies II** (I Credit) E  
As for MUS 116. More items rehearsed and performed.
- MUS 127: Elementary Technology of Music II** (I Credit) E  
The construction of an African or Western musical instrument e.g. recorder, speakers, guitars, xylophone, drums etc.
- MUS 128: Music Education I** (1 Credit) C  
Levels; approaches to the teaching of various aspects of music e.g. theory and applied music at the pre-primary and junior secondary levels of education. Introduction to Micro teaching.
- MUS 211 Theory of Music and Appreciation III** (1 Credit) C  
Non-harmonic tones: passing tones, neighbouring tones, suspension, anticipation, etc. Introduction of 4 part harmony, construction of primary triads I-IV-V, voice-leading rules.
- MUS 212 African Music III** (1 Credit) C  
Cultural heritage inherent in African Music, rhythmic, melodic and harmonic organizations in African Music, relationship between speech and melodic tones. A field trip within and outside location of the College. Nigerian and African dances, the choreographer as an artist.  
Dances within Africa and other lands compared. Dance performance.

**MUS 213 Ear-Training & Sight-Reading III****(1 Credit) C**

More work on materials of MUS 123. Two-part melodic dictation, aural recognition of triads and the dominant 7<sup>th</sup> chord and their inversions. Sight-reading of simple melodies with chromatic notes with no modulation.

**MUS 214 History and Appreciation of Western Music III****(1 Credit) E**

The development of Western music from 1600 to 1820 (Baroque and Classical periods). Major composers such as Vivaldi, Henry Purcell, Bach, Handel, Haydn, Mozart, Beethoven, etc. The major forms: oratorio, cantata, mass, sonata, symphony, opera, concerto, etc.

**MUS 215 Applied Music III****(1 Credit) C**

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

**MUS 216 Ensemble Music Studies III****(1 Credit) C**

As for MUS 126. More materials rehearsed and performed.

**MUS 217 Music Education II****(1 Credit) C**

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

**MUS 218 Elementary Technology of Music I****(1 Credit) E**

Further works on the construction of musical instruments. Introduction of musical acoustics: modes of sound production, transmission, electro-acoustical equipment such as microphones, loud speakers; basic elements of architectural (room) acoustics-good and bad absorbers and reflectors; exploration and composition with electronic keyboard and synthesizers etc.

**MUS 221 Theory of Music IV****(1 Credit) C**

More works on triads and their inversions. Non-harmonic tones: passing tones, neighboring tones, suspension, anticipation etc. Introduction to four part harmony: basic harmony rules.

Types of 6/4 chords: passing, stationary cadential and arpeggio. Types of motions e.g. similar, and parallel. Cadences. Setting works to music and scansion.

**MUS 222 African Music & Appreciation IV****(1 Credit) C**

Types of Africa Music and their representative composers and executants, agents and retention in African Music; historical development of African popular music with particular reference to Nigeria. Life and works of some selected Nigerian Popular/Art or contemporary/Folk: traditional musicians. Popular: Rex Jim Lawson, Victor Uwaifo etc (Highlife), Fela Anikulapo Kuti, Orlando Julius etc. (Afro beat), Shina Peters, Sunny Ade etc (Juju), Sonny Okosun etc (Ozzidism), Sikiru Ayinde etc (Fuji), Onyeka Onwenu etc. (Afro Rock) Traditional: Mamman Shata, Ezeigbo Obiligbo, Yusuf Olatunji etc. Art: Ayo Bankole, Sam Akpabot, Meki Nzewi, Sam Ojukwu etc. Appreciation of some selected recorded works of the understudied musicians.

Note: Selection should cover the three areas. Field trip outside the location for at least a period of one week.

**MUS 223 Ear-Training & Sight-Reading IV**

**(1 Credit) C**

Further two-part melodic dictation. Aural recognition of cadences, writing down the upper or the lower part of a 2 - part passage, sight-reading of fairly difficult melodies.

**MUS 224 History & Appreciation of Western Music IV**

**(1 Credit) C**

The development of Western Music from about 1820 to contemporary time (Romantic to present). The life and works of major composers. e.g. Schubert, Schumann, Brahms, Chopin, Stravinsky, Tchaikovsky etc. Appreciation of the works of the composers of the period.

**MUS 225 Applied Music IV**

**(1 Credit) C**

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

**MUS 226 Ensemble Music Studies IV**

**(1 Credit) E**

As for MUS 126. More materials rehearsed and performed.

**MUS 227 Outdoor Practical Experience**

**(1 Credit) C**

A student is expected to go for outdoor practical experience in any of the following: media houses (Radio and Television), Recording Studios, Art and Culture Ministries; Music Technological Workshops, Military Bands (Army, Navy, Air Force, Police), Film Industry:

Religious Bands, Popular Music Bands, Private Organisation, approved standard Choirs etc, at least for a period of six (6) weeks.

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

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

**MUS 228 Music Education III**

**(1 Credit) C**

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

**Year Three, First Semester  
Teaching Practice**

**MUS 321 Theory of Music V**

**(1 Credit) C**

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

**MUS 322: Elements of Dance and Choreography**

**(1 Credit) E**

Definition of dance, body and movement, time and space, rhythm and dance, functions, categories. Performance of original choreography of African and Western dances.

**MUS 323 Elementary Keyboard Harmony**

**(1 Credit) C**

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

**MUS 324 Conducting & Ensemble Management**

**(1 Credit) C**

The conductor, who he is, his functions, his endowed and acquired attributes, his repertoire: various kinds of ensemble: Female voice, Male voice, Mixed-voice Choir, Children's Choir etc. Practical choral conducting, the rehearsal, planning a programme for concert, and discipline in ensemble; practical conducting examination.

**MUS 325 Applied Music V**

**(1 Credit) C**

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

**MUS 326 Ensemble Music Studies V**

**(1 Credit) C**

As for MUS 226. More materials rehearsed and performed.

**MUS 327 Orchestration Fundamentals**

**(1 Credit) E**

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

## MUSIC (DOUBLE MAJOR)

### 6.1 PHILOSOPHY

The importance and role of music in the growth of a child cannot be over-emphasized. The Nigerian child in particular is born and nurtured in music. He grows and learns in the society and he takes his exit from the world with music.

Through formal and informal education of the child, music becomes a ready and established medium of instruction. Apart from this, music contributes immensely to the general growth and development of the child.

It has the potential of being one of the most valuable subjects for enhancing human personality. It is a kingpin among the various facets of culture which fashions and mobilizes a people to attain all that is best in their lives, whether as individuals or as corporate entities.

Music is used in achieving ends which are both musical and non-musical e.g. doing various types of work, wrestling, in the expression of nationalism, patriotism, group solidarity, as propaganda machinery etc. More directly, music serves other functions such as entertainment, relaxation and the soothing of worried nerves. In fact, empirical analysis have shown that music takes about 60-70% of the entire air time of Radio/TV programmes the world over.

Socially, music is used at ceremonies and festive occasions to enrich and add colour to them, in short, it serves social, political, historical, economic, religious, communicative and moral functions in a society.

Based on the above, it is obvious that the study of music is indispensable for the development of the Nigerian child, society and the entire nation.

### 6.2 OBJECTIVES

The NCE programme in Music is intended to:

- i) Offer courses in African and Western European music;
- ii) Produce well qualified NCE teachers capable of teaching music at Pre-Primary, primary and the junior secondary school level;
- iii) Produce teachers for the private sector: churches, mosques, armed forces, media houses, advertising companies etc.;
- iv) Produce NCE teachers who are prepared and are capable of benefiting from further education in music;
- v) Promote cultural continuity;
- vi) Make NCE teachers acquire skills in music for self reliance..

### 6.3 ADMISSION REQUIREMENTS

#### a) General

- i) A Senior Secondary School Certificate (SSCE), GCE, NECO, WASC) >O' Level with a minimum of four credits including English and Mathematics at a maximum of two sittings.
- ii) A Grade II Teacher's Certificate (TC II) with credit or merit in four subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and Mathematics may be a requirement in some courses.

- iii) For candidates wishing to offer courses in Vocational and Technical Education, R.S.A, or City and Guild Intermediate Certificate with the Federal Craft Training Certificate with credit/merit in at least four subjects, are acceptable qualification.
- iv) Associateship Certificate Education awarded by an approved institution in Nigeria or abroad is also acceptable qualification.
- v) Successful candidates in the Pre-NCE final examinations who also take and succeed in a selection examination organised by an accredited body would also be qualified for admission.
- vi) All candidates wishing to be considered for admission must enrol for and write the selection examination organised by an accredited body such as JAMB.
- vii) Colleges should in addition to all of the above administer their own elimination tests and interviews.

**b) Additional Admission Requirement**

- i) Candidates who do not have credit in Music should be subjected to aptitude test to be conducted by the department.
- ii) Candidates may be admitted if they possess credits at the O/L GCE /SSC/WASC/NECO, which may include a pass grade in music at a level not below grade III of any of the following institutions:
  - The Royal Schools of Music (ABRSM)
  - Trinity College of Music (LTC)
  - Music Society of Nigeria (MUSON)

In addition to the above, prospective candidates should pass an audition to be given by the admitting Departments of Music.

Prospective candidates for the Pre-NCE programme in Music should have at least a pass grade in English Language and Mathematics before admission.

**Waiver:** A pass in Mathematics at O/L GCE or SSCE is acceptable.

**6.4 FACILITIES**

- a) **Classroom:** A minimum of 5 classrooms with a piano and chalkboard ruled as staves (3 or 4 pairs of staves) in each classroom.
- b) **Laboratories/Studio etc.**
  - i) One auditorium fully equipped for large and chamber/ensemble rehearsals and concerts.
  - ii) Fully and continually air conditioned rooms for the storage of various instruments and equipment, records, cassettes, videotapes, etc.
  - iii) About half a dozen or more practice cubicles properly sound proofed, each with a piano or portable electronic keyboard for private practices on the piano or any other instruments.
  - iv) A well equipped audio room or listening room and studio.
- c) **Staff Offices:** Each senior staff should have a comfortably furnished office to himself. There should also be an office for support staff (typist, clerks) with relevant equipment e.g. typewriters, reproduction machines, computers etc. Each lecturer’s office should have an upright pianoforte.

**d) Books in the Library:** There must be enough books to cover all the areas of the subject, including music archives

**e) Other Special Facilities**

**Group One:** Western Keyboard & Orchestral Instruments:

- i) One grand or a good upright piano or an electronic organ or keyboard in the Auditorium. (At least an organ-manual or electric is needed).
- ii) Some 10 or more upright pianos - one in each practice room, classroom and staff Office. However, to minimize cost, a half of the number of pianos could be good quality portable electronic keyboards, two (2) manual organs
- iii) Winds e.g. piccolos, flutes, clarinets (B Flat, A, alto & bass), oboes, bassoons, Saxophones (alto, tenor and baritone saxes). Cor anglais, horns;
- iv) Brasses: trumpets, cornets, trombones, etc
- v) Percussions; jazz drum sets (complete with cymbals snare drum and high-hats), Marimba or vibraphones, or glockenspiel, tambourines, triangles and woodblocks.
- vi) Strings: Violins, violas, violoncello, double basses, guitars (acoustic & electric).
- vii) Recorders: descant, treble, and alto

**Group Two:** African Instruments

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

**Group Three:** Electro-acoustical instruments and equipment

E.g. amplifiers, loudspeakers, microphones with stands, equalizers, synthesizers.

**Group Four: Audio Visual Aids**

Record players

Cassette players

C.D players

Video/Audio Cassettes/and tapes, CD

DVD

Video tape-recorders with monitors (colour TV sets), CD videos

LP Records and CD of classical symphonies, concertos, string quartets etc.

## **6.5 PERSONNEL**

### **a) Academic Staff**

- i) A minimum number of 10 lecturers are required to run the programmes effectively and efficiently as a Double Major.
- ii) A Minimum qualification of a good honours degree in music (B.A Music or B.Music or B.Ed Music) not below 2<sup>nd</sup> Class **UPPER** division. Those without a teaching qualification shall be eligible for appointment; however, they shall be given time to update themselves as certificated teachers within the first 5 years of their appointment.
- iii) Licentiates, Associateships and Diplomas obtained in Europe, America & Nigeria from accredited music Conservatories, Colleges and Universities shall be recognized and acceptable for appointments.

### **b) Tutorial Staff**

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

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

- i) B.A/B.ED music below 2nd Class Honours, lower Division (i.e. 2:2), HND, NCE &OND.  
Certification on a given instrument will be an advantage. With respect to African instruments, a demonstrable performance ability on an instrument shall be acceptable.
- ii) A computer music Technologist

### **c) Administrative & Other Staff**

- i) Departmental secretary, typists, messengers, cleaners
- ii) Lab-technicians/attendants - trade test certificates are necessary
- iii) Instrument technologists. e.g. piano-tuners, repairers, African musical instrument builders; appointment is either permanent or part-time.
- iv) Staff-students ratio of 1:10

## **6.6 MODE OF TEACHING**

These include:

- a) Class teaching/lecturing
- b) Individual tutorials
- c) Assignment
- d) Group work

- e) Outdoor practical experiences
- f) Field trips
- g) Teaching practice

### **6.7 GRADUATION REQUIREMENTS**

Distribution of minimum credits required for graduation for Double Major:

- a) Education courses - 30 Credit Units
- b) General courses - 18 Credit Units
- c) Teaching practice - 6 Credit Units

### **Music Courses - 64 Credit Units**

- d) Total for graduation - 118 Credits

### **6.8 TEACHING PRACTICE**

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

### **6.9 PROJECT**

Every student is required to write a project in either Music or Education and the credits earned recorded in EDUC 323.

## 6.10 COURSE CONTENTS

COURSE CODE	COURSE TITLE	CREDIT	STATUS
	<b>Year I, First Semester</b>		C
MUS 111	Theory of Music I	2	C
MUS 112	African Music & Appreciation I	2	C
MUS 113	Ear-Training and Sight-Reading I	2	C
MUS 114	History and Appreciation of Western Music I	1	C
MUS 115	Applied Music I	2	C
MUS 116	Ensemble Music Studies 1	2	C
MUS 117	Elementary Technology of Music 1	2	C
	<b>TOTAL</b>	<b>13</b>	<b>Units</b>

	<b>Year I, Second Semester</b>		C
MUS 121	Theory of Music II	2	C
MUS 122	African Music & Appreciation II	1	C
MUS 123	Ear-Training and Sight-Reading II	1	C
MUS 124	History and Appreciation of Western Music II	1	C
MUS 125	Applied Music II	2	C
MUS 126	Ensemble Music Studies II	2	C
MUS 127	Elementary Technology of Music II	2	C
MUS 128	Music Education I	1	C
	<b>TOTAL</b>	<b>12</b>	<b>Units</b>

	<b>Year II, First Semester</b>		
<b>MUS 211</b>	Theory of Music III	2	C
<b>MUS 212</b>	African Music & Appreciation III	1	C
<b>MUS 213</b>	Ear-Training and Sight-Reading III	2	C
<b>MUS 214</b>	History and Appreciation of Western Music III	1	C
<b>MUS 215</b>	Applied Music III	3	C
<b>MUS 216</b>	Ensemble Music Studies III	2	C
<b>MUS 217</b>	Music Education	1	C
<b>MUS 218</b>	Elementary Technology of Music III	1	C
	<b>TOTAL</b>	<b>13</b>	<b>Units</b>

	<b>Year II, Second Semester</b>		
<b>MUS 221</b>	Theory of Music IV	2	C
<b>MUS 222</b>	African Music & Appreciation IV	1	C
<b>MUS 223</b>	Ear-Training and Sight-Reading IV	1	C
<b>MUS 224</b>	History and Appreciation of Western Music IV	1	C
<b>MUS 225</b>	Applied Music IV	2	C
<b>MUS 226</b>	Ensemble Music Studies IV	2	C
<b>MUS 227</b>	Outdoor practical experience	2	C
<b>MUS 228</b>	Music Education III	1	C
	<b>TOTAL</b>	<b>12</b>	<b>Units</b>

**Year III, First Semester**

**Teaching Practice**

<b>Year III, Second Semester</b>			
<b>MUS 321</b>	Theory of Music V	2	C
<b>MUS 322</b>	Elements of Dance Choreography	2	C
<b>MUS 323</b>	Elementary Keyboard Harmony	2	C
<b>MUS 324</b>	Conducting & Ensemble Management	2	C
<b>MUS 325</b>	Applied Music V	3	C
<b>MUS 326</b>	Ensemble Music Studies V	2	C
<b>MUS 327</b>	Orchestration Fundamental	1	C
	<b>TOTAL</b>	<b>14</b>	<b>Units</b>

**Summary**

<b>NCE YEAR</b>	<b>COMPULSORY</b>	<b>ELECTIVES</b>	<b>TOTAL</b>
Year One	25 Credits	-	25 Credits
Year Two	25 Credits	-	25 Credits
Year Three	14 Credits	-	14 Credits
<b>Overall Total</b>	<b>64 Credits</b>	<b>-</b>	<b>64 Credits</b>

**Minimum Credits required for graduation**

Compulsory – 64 Credits

Elective - Nil

**Total - 64 Credits**

## 6.11 COURSE DESCRIPTION

### **MUS III Theory of Music I**

**(2 Credits) C**

Introduction of Music Theory; the Staff, Clef, Musical notes/Rests and their corresponding values. Pitch and Duration, Accents' Rhythm, Bars & Barlines, Time Signatures, Key Signatures. Major Scales with or without key signatures. Signs and abbreviations etc.

### **MUS 112: African Music & Appreciation I**

**(1 Credit) C**

Functions of Music in the Africa Society, Types of Music e.g.. Folk/Traditional, Popular and Contemporary Art: Methods of recruiting and training Musicians in Africa (Emphasis in Nigeria). African Musical Instrument Classification: Geographical Spread. Appreciation of Musical sounds of various African instruments.

### **MUS 113: Ear-Training & Sight - Reading I**

**(2 Credits) C**

Study of tonal relationship within time, pitch and interval recognition, simple rhythmic and melodic dictation not exceeding 8 bars. Sight-reading of simple melodies in 2/3 and 4/4 time, 4/4.

### **MUS 114: History & Appreciation of Western Music I**

**(1 Credit) C**

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

### **MUS 115: Applied Music I**

**(3 Credits) C**

Individual instruction for beginners on a student's chosen African and Western instruments:  
Orchestra Voice and Piano. Scales and arpeggios of keys C, G, F and their relative minors. Students should study at least 2 pieces.

### **MUS 116: Ensemble Music Studies I**

**(2 Credits) C**

Active participation in any one departmental ensemble where the ideals and principles of singing and playing together are emphasized and inculcated.

### **MUS 117: Elementary Technology of Music I**

**(2 Credits) C**

Knowledge of the materials used in the construction of selected African and European musical instruments. The effect of atmospheric conditions: heat, temperature, humidity etc on construction materials.

### **MUS 121: Theory of Music II**

**(2 Credits) C**

Relative minor scales, chromatic scale, more signs and abbreviation, introduction to triad, melody writing and scansion.

### **MUS 122: African Music & Appreciation II**

**(1 Credit) C**

Introduction to Historical development of African Music, the application of Music and Festivals in Nigeria. Elements of Dance, dance as an art, identification, functions of dance, categories and types of dance in African Culture.

- MUS 123: Ear-Training & Sight-Reading II** (1 Credit) C  
 More work on materials of MUS 113. Aural recognition of triads: Primary triads, II and VI. Recognition of cadences: Perfect, Imperfect, Plagal & Interrupted Cadence. More sightreading of simple melodies in 2 3 and 4 time. 4, 4 4.
- MUS 124: History & Appreciation of Western Music II** (1 Credit) C  
 The development of Western Music from 1750 to 1820 (Classical Period) Major composers such as Haydn, Mozart, Beethoven, Gluck etc. Major forms: Oratorio, Cantata, Mass, Sonata, Opera, Symphony, Concerto etc.
- MUS 125: Applied Music II** (2 Credits) C  
 Scales and arpeggios, D, B Flat major, B Minor and G Minor; development of fine and good techniques, a good intonation and breathing, acquisition of repertoire of at least 2 pieces.
- MUS 126: Ensemble Music Studies II** (2 Credits) C  
 As for MUS 116. More items rehearsed and performed.
- MUS 127: Elementary Technology of Music II** (2 Credits)C  
 The construction of an African or Western musical instrument e.g. recorder, speakers, guitars, xylophone, drums etc.
- MUS 128: Music Education I** (1 Credit) C  
 Aims and objectives of music education at the pre-primary, primary and junior secondary levels; brief history of music education in Nigeria, essence of music education in the pre-primary, primary and junior secondary schools. Use of songs for enhancing the teaching of other subjects ( e.g. English, mathematics, social studies etc) at the pre-primary/ primary schools.
- MUS 211 Theory of Music and Appreciation III** (2 Credits) C  
 Non-harmonic tones: passing tones, neighbouring tones, suspension, anticipation, etc. Introduction of 4 part harmony, construction of primary traids I-IV-V, Voice-leading rules.
- MUS 212 African Music III** (1 Credit) C  
 Cultural heritage inherent in African Music, rhythmic, melodic and harmonic organizations in African Music, relationship between speech and melodic tones. A field trip within and outside location of the College. Nigerian and African dances, the choreographer as an artist. Dances within Africa and other lands compared. Dance performance.
- MUS 213 Ear-Training & Sight-Reading III** (2 Credits) C  
 More work on materials of MUS 123. Two-part melodic dictation, aural recognition of triads and the dominant 7<sup>th</sup> chord and their inversions. Sight-reading of simple melodies with chromatic notes with no modulation.
- MUS 214 History And Appreciation of Western Music III** (1 Credit)C  
 The development of Western music from 1600 to 1820 (Baroque and Classical periods). Major composers such as Vivaldi, Henry Purcell, Bach, Handel, Haydn, Mozart,

Beethoven, etc. The major forms: oratorio, cantata, mass, sonata, symphony, opera, concerto, etc.

- MUS 215 Applied Music III** (3 Credits) C  
As for MUS 125. In addition, the following keys should be studied - A major, F sharp minor, C minor, chromatic scales. Students should study at least 2 pieces per semester.
- MUS 216 Ensemble Music Studies III** (2 Credits) C  
As for MUS 126. More materials rehearsed and performed.
- MUS 217 Music Education II** (1 Credit) C  
Methodological approaches to the teaching of various aspects of music e.g. theory, and applied music at the pre-primary/primary and junior secondary schools. Preparation of lesson notes, introduction to micro-teaching.
- MUS 218 Elementary Technology of Music I** (1 Credit) C  
Further works on the construction of musical instruments. Introduction of musical acoustics: modes of sound production, transmission, electro-acoustical equipment such as microphones, loud speakers; basic elements of architectural (room) acoustics-good and bad absorbers and reflectors; exploration and composition with electronic keyboard and synthesizers etc.
- MUS 221 Theory of Music IV** (2 Credit) C  
More works on triads and their inversions. Non-harmonic tones: passing tones, neighboring tones, suspension, anticipation etc. Introduction to four part harmony: basic harmony rules. Types of 6/4 chords: passing, stationary cadential and arpeggio. Types of motions e.g. similar, and parallel. Cadences. Setting works to music and scansion.
- MUS 222 African Music & Appreciation IV** (I Credit) C  
Types of Africa Music and their representative composers and executants, agents and retention in African Music; historical development of African popular music with particular reference to Nigeria. Life and works of some selected Nigerian Popular/Art or contemporary/Folk: traditional musicians. Popular: Rex Jim Lawson, Victor Uwaifo etc (Highlife), Fela Anikulapo Kuti, Orlando Julius etc. (Afro beat), Shina Peters, Sunny Ade etc (Juju), Sonny Okosun etc (Ozzidism), Sikiru Ayinde etc (Fuji), Onyeka Onwenu etc.  
(Afro Rock) Traditional: Mamman Shata, Ezeigbo Obiligbo, Yusuf Olatunji etc. Art: Ayo Bankole, Sam Akpabot, Meki Nzewi, Sam Ojukwu etc. Appreciation of some selected recorded works of the understudied musicians.  
Note: Selection should cover the three areas. Field trip outside the location for at least a period of one week.
- MUS 223 Ear-Training & Sight-Reading IV** (I Credit) C  
Further two-part melodic dictation. Aural recognition of cadences, writing down the upper or the lower part of a 2 - part passage, sight-reading of fairly difficult melodies.
- MUS 224 History & Appreciation of Western Music IV** (I Credit) C  
The development of Western Music from about 1820 to contemporary time (Romantic to present). The life and works of major composers. e.g. Schubert, Schumann, Brahms,

Chopin, Stravinsky, Tchaikovsky etc. Appreciation of the works of the composers of the period.

**MUS 225 Applied Music IV** (2 Credits) C  
As for MUS 125. In addition, the following keys should be studied - A major, F sharp minor, C minor. Students should study at least 2 pieces.

**MUS 226 Ensemble Music Studies IV** (2 CREDITS) C  
As for MUS 126. More materials rehearsed and performed.

**MUS 227 Outdoor Practical Experience** (2 CREDITS) C  
A student is expected to go for outdoor practical experience in any of the following: media houses (radio and television), recording studios, Art and Culture Ministries; music technological workshops, military bands (Army, Navy, Air Force, Police), film Industry:  
Religious bands, popular music bands, private organisation, approved standard choirs etc, at least for a period of six (6) weeks.  
The attachment will be during the long vacation at the end of second year for 16 weeks.  
- To acquaint the students with practical music experience;  
- To expose the students to possible areas of interest in music;  
- To make the students understand the management of musical enterprises etc.

**MUS 228 Music Education III** (I credit) C  
Classroom management and extra-curriculum organizations, involving music; preparation/construction of instructional materials. Motivational, instructional and evaluation techniques. Micro-teaching.

### Year III, First Semester Teaching Practice

**MUS 321 Heory of Music V** (2 Credits) C  
Introduction to dominant 7<sup>th</sup> chord: Characteristic dissonance of the dominant 7<sup>th</sup> chord, inversions of dominant 7<sup>th</sup> chord, figuration and resolutions of the dominant 7<sup>th</sup> chord. Secondary 7<sup>th</sup> chord on the supertonic and its inversions. The concept of related keys, simple diatonic modulation to related keys. Analysis of short choral or piano pieces.

**MUS 322: Elements of Dance and Choreography** (2 Credits) C  
Defination of dance, body and movement, time and space, rhythm and dance, functions, categories. Performance of original choreography of African and Western dances.

**MUS 323 Elementary Keyboard Harmony** (2 Credits) C  
Harmonization of simple melodies at the keyboard using the primary triads e.g. I/i, IV/iv and V. Playing of a given hymn tune.

**MUS 324 Conducting & Ensemble Management** (2 Credit) C  
The conductor, who he is, his functions, his endowed and acquired attributes, his repertoire: various kinds of ensemble: Female voice, Male voice, Mixed-voice Choir, Children's Choir etc. Practical choral conducting, the rehearsal, planning a programme for concert, and discipline in ensemble; practical conducting examination.

**MUS 325 Applied Music V**

**(3 Credits) C**

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

**MUS 326 Ensemble Music Studies V**

**(2 Credits) C**

As for MUS 226. More materials rehearsed and performed.

**MUS 327 Orchestration Fundamentals**

**(1 Credit) C**

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

## **THEATRE ARTS (THA)**

### **7.1 PHILOSOPHY**

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

### **7.2 OBJECTIVES**

The NCE Theatre Arts programme is designed to:

- i) Inculcate artistic and academic excellence in the students;
- ii) Teach and help the student to create plays through collective improvisation and individual scripting;
- iii) Inculcate in our students the spirit of utilising theatre for rural development.
- iv) Prepare qualified personnel to teach creative arts in our primary and junior secondary school under the UBE 1 - 9 system of education.
- v) Develop an outreach programme into our communities and schools. This is done through the organization of community theatre project and performing arts festivals for post-primary institutions; and
- vi) Train students to develop an appreciation and understanding of theatrical developments in Nigeria towards enhancing national unity, and using theatre for national development.

### **7.3 ADMISSION REQUIREMENTS**

#### **a) General**

- i) A Senior Secondary School Certificate (SSC) or G.C.E. >O' Level with credit, passes in four subjects at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer. A credit in English Language and Mathematics and at least a pass in Literature in English are required.
- ii) A Grade II Teacher's Certificate (TC II) with credit or merit in four subjects, two of which must be relevant to the course the candidate wishes to offer. A credit or merit in English Language is a requirement.
- iii) Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad is also an acceptable qualification.
- iv) Successful candidates in the Pre-NCE final examinations must have their admission rectified by JAMB.
- v) All candidates wishing to be considered for admission must enrol for and write a selection examination organised by an accredited body such as JAMB.

**Waiver:** A pass in Mathematics may be considered.

### **7.4 FACILITIES**

- a) **Classrooms:** a minimum of six (6) classrooms.

- b) **Theatre Space**: a large indoor or open-air-theatre with the green room conveniences. At least four supporting rooms, a lighting booth, a box office, a parking space and front of house will be needed i.e. \* Woodwork/Carpentry Workshop \* Media Resource Room \* Costume/Make-up Room \* Studio for Music and Dance \* Two Changing Rooms
- c) **Staff Offices**: There should be HOD's Office and Secretary's office. Each senior staff should have a comfortably furnished office. There should also be an office for support staff (typists, clerks) with relevant equipment e.g. typewriters, reproduction machines etc.
- d) **Books in the Library**: there must be enough relevant books to cover all the areas of the subject to the ratio of one student to ten books.

#### **Other Specialised Facilities**

- i) a complete lighting system
- ii) At least 7 lamps including flood and follow spots
- iii) 2 dimmer boards
- iv) Sewing machines
- v) Make - up kits
- vi) Standby generators
- vii) Dimmer pack
- viii) Audio visual suite with all the necessary equipment
- ix) Video camera and video set
- x) A set of drum
- xi) Computer
- xii) NERDC National Curriculum for Junior Secondary School – (40 copies)

### **7.5 PERSONNEL**

#### **a) Academic Staff**

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

#### **b) Other Staff**

The following are the support staff required for the Department.

- i) Theatre manager
- ii) Costume and make-up manager
- iii) Carpenter
- iv) A typist with computer literacy
- v) A cleaner
- vi) An office attendant
- vii) Technical personnel: drummers, choreographers, electrician etc.
- viii) Video cameraman

### **7.6 MODE OF TEACHING**

The following modes of teaching would be adopted.

- a) Lecture method/tutorials
- b) Practical theatre workshop sessions and exercises

c) Group and individual work.

### **7.7 GRADUATION REQUIREMENTS**

Distribution of minimum credits required for graduation are as follows:

Education Courses	-	30 Credit Units
General Studies Courses	-	18 Credit Units
Teaching Practice	-	6 Credit Units
Theatre Arts Courses (Single Major)	-	32 Credit Units
Second Teaching Subject	-	32 Credit Units

### **7.8 TEACHING PRACTICE**

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

### **7.9 Project**

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

### **1.10 Subject Combination**

Theatre Arts as a single major could be combined with any one of the following subjects: English; Hausa, Yoruba, Igbo, Music, French, Cultural and Creative Arts, Social Studies, CRS, ISS and Special Education.

## COURSE OUTLINE AND STATUS FOR SINGLE MAJOR

### NCE YEAR 1 - FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT	STATUS
<b>YEAR I - 1<sup>ST</sup> SEMESTER</b>			
THA 111	History of the Theatre	1	Compulsory
THA 112	Acting /Speech Training	1	C
THA 113	Theatre Workshop I	2	C
THA 114	Elements of Drama and Theatre	1	C
THA 115	Introduction to Theatre Management	1	C
<b>Total Credits</b>		<b>6</b>	

<b>YEAR I - 2<sup>ND</sup> SEMESTER</b>			
THA 121	Methodology	1	Compulsory
THA 122	Fundamental of Music & Dance	1	C
THA 123	Introduction to Technical Theatre	2	C
THA 124	Principles of Directing	1	C
THA 125	Introduction to Mass Communication	1	C
Total Credits		6	C

<b>YEAR II - 1<sup>ST</sup> SEMESTER</b>			
THA 211	Theatre Workshop II	2	Compulsory
THA 212	Children Theatre/Drama in Education	2	C
THA 213	Introduction to Play Writing	1	C
THA 214	Community Theatre	1	C
THA 215	Studies Dramatic Literature	1	C
<b>Total Credits</b>		<b>7</b>	

COURSE CODE	COURSE TITLE	CREDIT	STATUS
<b>YEAR II - 2<sup>ND</sup> SEMESTER</b>			
THA 221	Theatre Methodology II	1	Compulsory
THA 222	Nigerian Drama in English	1	C
THA 223	Theatre Research Method	1	C
THA 224	Introduction to Electronic Media	1	C
THA 225	Directing Theories and Practice	2	C
<b>Total Credits</b>		<b>6</b>	

	<b>YEAR III – 1<sup>ST</sup> SEMESTER</b>		
	TEACHING PRACTICE	<b>6</b>	

	<b>YEAR III - 2<sup>ND</sup> SEMESTER</b>		
THA 321	Theatre Workshop III (students final year Project)	3	Compulsory
THA 322	Introduction to film making	2	C
THA 323	Play Creating and Production	2	C
	<b>Total Credits</b>	<b>7</b>	

### SUMMARY

<b>NCE YEAR</b>	<b>COMPULSORY</b>	<b>ELECTIVE</b>	<b>TOTAL</b>
YEAR ONE	12	-	12
YEAR TWO	13	-	13
YEAR THREE	7	-	7
<b>OVERALL TOTAL</b>	<b>32</b>	<b>-</b>	<b>32</b>

### Minimum credits required for graduation

Compulsory	‘	32
Elective	‘	Nil
Total	‘	32

## 7.12 COURSE DESCRIPTION

- THA 111 History of Theatre (1 Credit)**  
There will be a survey of the history of the evolution of drama and theatre from the early African rituals and festivals (including Egyptian Osiris). The focus is on the theatre traditions from the classical to the modern periods.
- THA 112 Acting and Speech Training (1 Credit)**  
Acting: General Introduction to acting as an act
- Acting Theories (Stanislavski, Meyerhold, African acting styles etc)
  - The dual nature of acting
  - The actor and his environment
  - Brief history of acting - Acting for stage, film and radio
  - Improvisation - principles and methods
- Speech Training.
- General introduction to the importance of speech as an act
  - Organs of speech/speech production
  - Delivery techniques
  - Projection in speech
  - Speech mechanism and its practical work
- THA 113 Theatre Workshop I (2 Credits)**  
Students will be given practical training in Live Theatre, and will be exposed to.
- Stage geography; different body positions and stage movement
  - Handling stage properties
  - Stage characters and types
  - General and improvisational exercises
  - Principles of costuming make-up and stage construction
  - Practical play productions
  - Writing production criticisms
- THA 114 Elements of Drama and Theatre (1 Credit)**  
This course introduces the student to the creation and production of plays for the stage, radio and television.
- What is play
  - Characteristic of a play
  - Elements of drama and theatre and major concerns of a play
  - Theme, language, situation and characters
  - Incident and plot
  - Conflict complication and climax
  - Types of drama - tragedy, farce, comedy etc.
- THA 115 Introduction to Theatre Management (1 Credit)**  
Various concepts of management in the theatre: the theatre house and its component parts; i.e. the stage, front house department, house management and staff. The various personnel in Theatre Administration - Artistic Director, Executive Director, House Manager etc.

- THA 121 Methodology I (1 Credit)**
- Teaching improvisation
  - Developing improvisation skills
  - Teaching dialogue and its development
  - Teaching conversation
  - Scenario and teaching of scenario formation
  - Teaching of the common grammatical structure in the theatre
  - The teaching of stress, rhythm, intonation and pronunciation
  - Teaching movement
  - Teaching articulation and enunciation
  - Essentials of play production
  - Play reading
- THA 122 Fundamentals of Music and Dance (1 Credit)**
- Music**
- Elements of Music, forms of Music, Nigerian and African Traditional Music
  - Music and Theatres, Operas
  - Relationship between dance and music
- Dance**
- Historical development of dance from the primitive era to date
- Dance as art. Nigerian and African dances
  - The choreographer as artist
  - African and European dances compared
  - Dance notation - Rudolf Laban
  - Relationship between dance, music and the theatre.
- THA 123 Introduction to Technical Theatre (2 Credits)**
- Lighting**
- Historical development of stage lighting
  - Qualities and functions of stage lighting
  - Lighting equipment and mounting techniques
  - Colour in lighting
  - Principles of stage lighting
- Scenic Design and Construction**
- Scenic design (type and functions of scenery)
  - Basic carpentry and joinery
  - Flats designs and construction
  - Building stage scenery
- Costumes, make-up, properties and masks**
- Make-up (types, functions and application)
  - **Stage Properties:**(types and functions)
  - Tie and dye
  - Batik
- THA 124 Principles of Directing (1 Credit)**
- General perspective on directing from the festivals up to the arrival of the Duke of Saxe Meningen.

- The stage and actor as tools
- Choosing and analysing a play for directing
- Casting, Rehearsals, Directing the play
- Composition, Picturisation, Movement
- Rhythm, Pantomimic Dramatization
- Post Production

**THA 125 Introduction to Mass Communication (1 Credit)**

- What is communication?
- History of communication from pre-ancient to date
- Invention of the printing press
- Modes of communication
- Mass media
- The press
- Electronic media
- Functions of the Nigerian Broadcasting Cooperation (NBC)
- Laws and ethnics of the mass media
- Problems of the mass media in Nigeria

**THA 211 Theatre Workshop II (2 Credits)**

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

**THA 212 Children's Theatre/Drama in Education (2 Credits)**

- What is Drama in Education?
- What is Children's Theatre
- Children's play
- Learning through play
- Creativity and imagination through observation and participation
- Masks and make-up
- Developmental stages of the child
- Practical exercises

- Theatre in Education (TIE) Drama in Education (DIE)
- Puppetry, masquerade and dance

**THA 213 Introduction to Play-Writing (1 Credit)**

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

- Sources of idea that will give you the impetus to develop a theme
- The dramatic form, e.g. tragedy, comedy, farce, melodrama and tragi-comedy.
- Audience
- Setting
- Characterization
- The idea of prologue, epilogue and stage direction
- Dramatic technique
- Language and style

**THA 214 Community Theatre (2 Credits)**

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

**THA 215 Studies in Dramatic Literature**

- A survey of the various schools of thought in drama (Naturalism, Realism, Absurdism, Expressionism etc.) will be done with specific texts being examined. Different genres of dram (tragedy, comedy etc) will also be examined. Texts will be picked from different parts of the world - Europe, America, Africa etc. The list of texts will be reviewed from time to time by the Departmental Board.

**THA 221 Theatre Methodology II (2 Credits)**

- Stage terminologies
- Preparing a scheme of work
- Writing lesson notes
- Micro teaching, community theatre, children theatre methodology, method of play production.
- Methods of selecting appropriate Drama and Theatre textbooks for schools
- Theatre (differences and similarities).
- Make-up methods
- Methods of costuming
- State properties methodology
- Lighting design methodology
- A study of NERDC National Curriculum for Cultural and Creative Arts

**THA 222 Nigerian Drama in English (1 Credit)**

- The origin and development of Drama in English in Nigeria
  - Nigerian drama in English - Proponents
  - Selected drama text by Nigerian playwrights will be studied
- The list of selected texts will be reviewed from time to time by the Departmental Board.

- THA 223 Theatre Research Methods (1 Credit)**
- Element of Research
  - Research concept/design
  - Facts and theories, hypothesis problems in research design
  - The historical, documentary method
  - The descriptive or survey method etc
  - Data analysis
  - Preparing the report
- THA 224 Introduction to Electronic Media (1 Credit)**
- Introduction to electronic media
  - Script reading
  - Sound effects production
  - News reporting and editing
  - Radio and television commentaries
  - Practical exposure in TV/Radio stations and Fil production companies is mandatory
  - Experts should be invited to give lecturers and practical demonstration
- THA 225 Directing Theories and Practice (2 Credits)**
- Students will be exposed to the different theories of directing. Students will study African as well as Western theories and relationships between the various articles of theatre and the director. The theories of Stanislarski Grotowski, Copeau, Oscar Brockett, Peter Brooks, Artand, Brecht and African production styles will be studied.
- Production Techniques**
- Central staging
  - Proscenium staging
  - Thrust and other forms
- Elements of Production**
- Costumes
  - Scene
  - Lighting
  - Make-up etc.
- THA 321 Theatre Workshop III (3 Credits)**
- Students final year production
  - Students are expected to pick or write a play and produce it under supervision for their final practical examination. An external examiner in the profession must be invited to watch and assess the final production.
- THA 322 Introduction to Film Making (2 Credits)**
- Theoretical introduction to film making
  - Types of cameras and their uses
  - Characteristics of feature film/video drama
  - Advantages of film/video drama over stage

- Drama with reference to home video
- Indoor and outdoor recording
- Lighting effect in recording
- Editing in film production.

**THA 323**

**Play Creating and Production**

**(2 Credits)**

- This course introduces the student to the creation and production of plays for the stage, radio and television.
- Sources of idea that will give the student the impetus to develop a theme for different dramatic forms e.g. tragedy, comedy, melodrama etc.
- Audience, setting, characterisation, the idea of prologue, epilogue and stage direction will be examined.
- Dramatic techniques, language and style, production techniques for radio and television will also be examined.

## ECONOMICS (ECO)

### 8.1 PHILOSOPHY

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

### 8.2 OBJECTIVES

The teaching of Economics in secondary schools should achieve at least four main aims:

- i) Prepare recipients for good citizenship
- ii) Provide intellectual training which would create critical thinking
- iii) Prepare recipients for vocation
- iv) Acquisition of economic competence

In order to produce teachers who would ensure that these aims are achieved, the NCE programme should:

- a) Train teachers who have acquired in-depth knowledge of economic theory and applied economics to be able to appreciate economic problems;
- b) Produce teachers who have acquired adequate professional skills to be able to organise and teach economics at the secondary school level in Nigeria;
- c) Prepare teachers who would be able to undertake further education in economics or related areas of study;
- d) Produce teachers who have acquired economic skills and abilities and are able to apply them to their daily activities.

### 8.3 ADMISSION REQUIREMENTS

#### a) General

- i) A Senior Secondary School Certificate (SSSC) or G.C.E. >O' Level with passes in four subjects which must be at credit level in the same sitting or at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer. Credit in English and Mathematics are required.
- ii) A Grade II Teacher's Certificate with credits or merit in four subjects, two of which must be relevant to the course the candidate wishes to offer. Credit in English and Mathematics are required.
- iii) Successful candidates in the Pre-NCE final examinations, who also take and succeed in a selection examination organised by an accredited body would be qualified for the admission.
- iv) All candidates wishing to be considered for admission must enroll for and write the selection examination organised by an accredited body such as JAMB.
- v) It should be noted that colleges should in addition to all of the above, administer their own elimination tests and or interviews.

#### 8.4 FACILITIES

- a) **Classrooms:** 2 large lecture rooms and an Economics room are required.
- b) **List of Equipment**
  - i) Economics wall maps of Nigeria, Africa and the World.
  - ii) Audio-visual materials such as radios, tape recorder and cassettes.
  - iii) Other instrumental aids.
- c) **Staff Offices:** Each senior staff should have a comfortably furnished office to himself. There should also be an office for support staff (Typists, Clerks) with relevant equipment e.g. Typewriters; reproduction machines etc.
- d) **Books in the Library:** There must be enough books to cover all the areas of the subject to the ratio of one student to ten books.

#### 8.5 PERSONNEL

##### a) Academic

A Department of Economics should have a minimum of eight lecturers who shall have a minimum qualification of degree in Economics as a teaching subject. In either case, the lecturer would have taught economics at secondary School level at least for five years.

In addition, he/she should possess a minimum teaching qualification of NCE or post graduate degree in Education

Staff - student ratio of 1:25.

##### b) Others

- i. A clerk
- ii. A computer operator
- iii. A laboratory attendant

#### 8.6 MODE OF TEACHING

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

#### 8.7 GRADUATION REQUIREMENTS

Minimum credits required for graduation.

- |    |                         |   |            |
|----|-------------------------|---|------------|
| a. | Education courses       | - | 30 Credits |
| b. | General Studies courses | - | 18 Credits |
| c. | Teaching practice       | - | 6 Credits  |
| d. | Economics courses       | - | 32 Credits |

#### 8.8 TEACHING PRACTICE

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

### 8.9 PROJECT

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

### 8.10 SUBJECT COMBINATION

Economics as a single major may be combined with any of the following subjects: Mathematics; Computer Science, English, French, and Arabic only.

### 8.11 COURSE CONTENTS

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>	<b>STATUS</b>
	<b>Year I, First Semester</b>		
ECO 111	Principles of Economics I	2	C
ECO 112	Introduction to Mathematics for Economics	2	C
ECO 113	Introductory Statistics I	1	C
	<b>TOTAL</b>	<b>5</b>	<b>Units</b>

	<b>Year I, Second Semester</b>		
ECO 121	Principles of Economics II	2	C
ECO 122	Public Finance	1	E
ECO 123	Introductory Statistics II	1	C
ECO 124	Introduction to Business Finance	1	E
ECO 125	Introduction to Accounting	2	C
	<b>TOTAL</b>	<b>7</b>	<b>Units</b>

	<b>Year II, First Semester</b>		
ECO 211	Micro Economics	1	C
ECO 212	Money and Banking	2	C
ECO 213	Economics Methodology	2	C
ECO 214	Research Methods	2	C
	<b>TOTAL</b>	<b>7</b>	<b>Units</b>

<b>Year II, Second Semester</b>			
ECO 221	Macro-economics	2	C
ECO 222	Introduction to Business Economics	1	E
ECO 223	Economics of Production	2	C
ECO 224	Structure of the Nigerian Economy	1	E
ECO 225	Development Economics	2	C
	<b>TOTAL</b>	<b>7</b>	<b>Units</b>

<b>Year III, First Semester</b>			
	Teaching Practice		

<b>Year III, Second Semester</b>			
ECO 321	Applied Economics	2	C
ECO 322	International Economics	2	C
ECO 323	History of Economic Thought	1	E
ECO 324	Labour Economics	1	E
ECO 325	Human Resources Development	2	C
	<b>TOTAL</b>	<b>8</b>	<b>Units</b>

### **SUMMARY**

<b>NCE YEAR</b>	<b>COMPULSORY</b>	<b>ELECTIVE</b>	<b>TOTAL</b>
Year One	10 Credits	2 Credits	12 Credits
Year Two	13 Credits	2 Credits	15 Credits
Year Three	6 Credits	2 Credits	8 Credits
<b>Overall Total</b>	<b>29 Credits</b>	<b>6 Credits</b>	<b>35 Credits</b>

Minimum Credits required for graduation:

Compulsory	-	29 Credits
Elective	-	3 Credits
<b>Total</b>	-	<b>32 Credits</b>

## 8.12 COURSE DESCRIPTION

- ECO 111 Principles of Economics I (2 Credits) C**  
The nature, scope and methodology of Economics (Tools of Economic analysis). The basic economic problems and concepts (scarcity, scale of preference, choice, opportunity cost, etc). Elementary theories of demand and supply, types of demand and supply, shifts in demand and supply curves. Elasticity of demand and supply. Introduction to production, types of production (primary, secondary and tertiary). Factors of production - land, labour, capital entrepreneurship; mobility of factors of production, the law of diminishing returns; division of labour.
- ECO 112 Introduction to Mathematics for Economics (2 Credits) C**  
Relevance of Mathematics to Economics  
Arithmetical and geometrical progressions, simultaneous linear equations, Crammar's Rule and Matrix inversion. Techniques of differentiating and integrating simple algebraic, logarithmic and exponential functions and their applications to economics. Set theory : definition and evaluation of limits of various functions. Variables, constant and parameters. Functional relationship and equations e.g. definitional and behavioural changes.
- ECO 113 Introductory Statistics I (1 Credit) C**  
Descriptive Statistics:  
The nature, scope and purpose of statistics, sources of statistical data and problems of data collection, frequency distribution, quartiles, percentiles, measures of central tendency, (mean, median and mode), (grouped and ungrouped data)  
The use of diagrams and histograms in statistical economic analysis.  
Measures of dispersion - Range, (mean deviation) variance and standard deviation.
- ECO 121 Principles of Economics II (2 Credits) C**  
Population Theories: Malthusian and Demographic Transition Theories: over - population, under-population and optimum population, geographical, occupational and age distribution of population, ageing population. Macro-economic policy objective and instruments. Elements of macroeconomics. Economic systems - capitalism, socialism and mixed economy.  
Forms of business organization - sole proprietorship, partnership, joint stock company. Co-operative society and state - owned corporations.
- ECO 122 Public Finance (1 Credit) E**  
The nature, scope and methodology of public finance, comparison of government with business firms. Sources of business finance, sources of public finance in Nigeria. The forms and financing of government expenditure budget. Principles and problems of public debts. Principles and goals of taxation. Personal income tax, company tax, import, export and excise duties, VAT. Federal, State and Local fiscal systems, inter governmental fiscal relations.

- ECO 123      Introductory Statistics II      (1 Credit) C**  
 Inferential statistics: The concept of permutations and combinations, probability theory, estimation of simple statistics and population parameters, correlation, coefficient and simple regression analysis, index numbers and time series.
- Note:* Emphasis should be laid on application of concepts rather than the theoretical application of the statistical principles.
- ECO 124      Introduction to Business Finance      (1 Credit) E**  
 Elementary concepts of money and capital market. Basic financial concepts (stocks, bonds, shares, debentures). Concept of mortgage saving, current account, fixed deposit, certificate of deposit, bank loans and overdraft, cheques, promissory notes, discounting bills, bills of exchange and treasury bills. Concepts and differences between business and public finance. Source of business finance.
- ECO 125      Introduction to Accounting      (2 Credits) C**  
 The nature, scope and purpose of accounting, basic financial statements, accounting conventions, theory and mechanics of double entry book-keeping, books of original entry, the cash book and the ledger classification, recording and summary of business transactions, trial balance, correction of book-keeping errors.
- Revenue accounting, profits and loss accounts and balance sheets of business concerns.
- Valuation of assets and measurement of business income. Interpretation of accounts: significant accounting ratios. Bank reconciliation.
- ECO 211      Micro Economics      (1 Credit) C**  
 Nature and scope of micro-economics.  
 Theory of consumer behaviour, demand and supply functions, price determination, utility and preference, elasticity, income, price and substitution effect, combination of factors of production. Pricing and output under perfect competition, monopoly, monopolistic competition, duopoly and oligopoly.
- Pricing of factors of production and factor proportions, returns to scale, marginal productivity of factors of production, theories of determination of wages, rents, interests and profits.
- ECO 212      Money and Banking      (2 Credits) C**  
 Definition of money, the barter system of trade and its problems. The evolution and functions of money. The quantity theory of money and changes in the value of money and the theory of interest rates. The Nigerian monetary system. Central and Commercial Banks. The role of other financial institutions. Problems and concepts of money and capital markets in Nigeria. Monetary policy. Concept of universal banking, mergers and acquisition to be discussed.

- ECO 213      Economics Methodology      (2 Credits) C**  
 The nature of economics, objectives of teaching and learning economics in secondary schools. Problems of teaching economics in Nigerian Secondary schools. Factors that influence the choice of methods of teaching economics e.g. (Age, ability, size of class, time, finance etc.).  
 Different methods of teaching (lecture, problem solving, demonstration, discussion, case studies and field trips).  
 The use of instructional materials. Evaluation of learning in economics and evaluation of economics textbooks. Unit preparation and lesson notes. Micro-teaching exercises. A detailed study of the syllabus of Secondary School economics.
- ECO 214      Research Methods      (2 Credits) C**  
 The nature and scope of research projects in economics. Planning and design of research. Types of research. Basic sampling techniques  
 Methods of data collection, analysis, and interpretation. Report writing.
- ECO 221      Macro Economics      (2 Credits) C**  
 Nature and scope of macroeconomics: macroeconomic policy objectives and instruments. National income accounting, income determination, the multiplier and acceleration principle, the theory of consumption, theory of inflation, theory of employment. Theory of interest rates, theory of investment, the theory of economic growth, business cycles and problems of economic growth.
- ECO 222      Introduction to Business Economics      (1 Credit) E**  
 – The nature and scope of business economics  
 – Objectives (traditional and modern) and functions of firms  
 – Forms of business organization - formation, financing, advantages and disadvantages  
 – Sources of Finance and problems of business organizations in Nigeria  
 – The role of business organisations in economics development  
 – Functions of Management  
 – Profit - its concepts and measurement  
 – The development of business organizations in Nigeria since independence
- ECO 223      Economics Of Production      (2 Credits) C**  
 Production function; cost concepts and characteristics of cost, location of industries, plant layout and materials handling, inventory, policy and control.
- ECO 224      Structure Of The Nigerian Economy      (1 Credit) E**  
 Profile and structure of the Nigerian economy. Sectorial breakdown of the Nigerian economy; primary sector - agriculture, mining and quarrying.  
 secondary sector - industries  
 Tertiary sector - commerce and services  
 Contributions of the different sectors to the Nigerian economy. Changing structure of the Nigerian economy, Austerity measures: SAP, etc.

- ECO 225      Development Economics      (2 Credits) C**
- Growth and development - concepts and measures (per capital income and social indicators).
  - The characteristics and causes of under development
  - Some theories of economic growth - Rostow, Balance and unbalance growth
  - Problems of agricultural transformation, industrialization and technological changes
  - Problems of dualism
  - Population and Economic development
  - Foreign aids, foreign trade and Economic development
  - The role of capital, natural and human resources in economic development
  - Development plan and economic development - Nigeria's experience.
- ECO 321      Applied Economics      (2 Credits) C**
- Nigeria national income - size, growth rate and structural composition, changes in size, growth rate and structure.
  - Major sectors of the Nigerian economy - agriculture, mining, industrial, social services and foreign sectors - development, prospects and problems.
  - Nigerian population: size, structure, occupational distribution, spatial distribution, stages of demographic transition, Malthusian population theory and its relevance to Nigeria.
  - Nigerian Labour market - trade unions and employers associations. Industrial relations in Nigeria.
  - Government recent policies and their effects on the economy. Nigerian Enterprises promotion Decree, Land Use Decree, privatisation and commercialisation of enterprises. NEEDS, SEEDS AND LEEDS.
- ECO 322      International Economics      (2 Credits) C**
- Domestic versus International Trade
  - Theories of International Trade: Absolute Advantage, Comparative advantage; factor endowment.
  - Commercial policies and theory of customs unions
  - Economic integration: types and advantages, ECOWAS etc., prospects and problems.
  - Balance of payments:- concepts, problems and adjustments of disequilibrium: International financial institutions:- IMF, IBRD, GATT, UNCTAD
  - International trade and economic development
  - Contemporary international economic problems: the debt problem; South/South Dialogue, the Group of 7 or other similar phenomena.
- ECO 323      History of Economic Thought      (1 Credit) E**
- The nature, scope and methodology of History of Economic Thought - its evolution, importance and limitation.
  - The pre-classical economic ideas - mercantilism and physiocracy
  - The classical economic doctrine-tenets and contributions of Adam Smith, David Ricardo, Rev. T.R. Malthus, etc.
  - Marxian Economics and relevance to modern economic development
  - The Historical school and marginalism with special reference to the contribution of Jevons and Marshall.
  - Keynesian revolution and relevance to contemporary economic development

- The contributions of Pareto and Edgeworth etc. Application and relevance.
- Contributions of Nigerians to Economic Thought.

**ECO 324      Labour Economics      (1 Credit) E**

The meaning and scope of Labour Economics. Labour Unions in Nigeria. Labour Unions and bargaining power. Wage differentials, employer and employee relationships. Strikes and lockouts. Mobility of labour (causes and effects). Industrial relations in Nigeria. Investment in and efficiency of human capital. The Labour market (demand for and supply of labour).

**ECO 325      Human Resources Development      (2 Credits) C**

Concepts of human capital, returns to investment in human capital, choice between human capital investment and investment in physical capital.

Determinations of human capital accumulation, social and private costs and returns to investment in education, manpower planning and unemployment problems. The socio-economics implication of HIV/AIDS on human resources, entrepreneurship skill and development.

## **POLITICAL SCIENCE (POL)**

### **9.1 PHILOSOPHY**

Political Science is the study of power and power relations among men within the state and the international system. In other words, it is the systematic and analytical study of the acquisition, control and exercise of power by individuals, groups and organisations within the political system.

As an instrument for citizenship education, Political Science inculcates in the citizenry the knowledge of government, its processes, principles, political theories, democratic ideals, values, attitudes and norms that are essential for the development and sustenance of a democratic culture and stable polity.

The study of Political Science is also useful for the understanding of relations among states and international organisations, their interdependence, co-operation, peaceful co-existence and mutual assistance.

### **9.2 OBJECTIVES**

The programme is designed to equip the students with the skills, knowledge and methodology needed for effective teaching of Government in secondary schools. The primary objectives of the programmes are:

- i) To produce proficient teachers of Government who possess sound knowledge of Political science.
- ii) To produce inspiring teachers of the subject who, not only possess confidence, skills and techniques necessary for the teaching of the subject but also possess the proper values and attitudes towards political science as a discipline of study
- iii) To inculcate within the scope of the students' training the necessary values, skills and techniques for effective and moral leadership.
- iv) To produce the necessary training in citizenship and broaden the students' sense and scope of participation in community as well as national affairs.
- v) To produce teachers that can inspire and inculcate in the students, the values and attitudes of Pan-Africanism, African nationalism and African brotherhood.
- vi) To produce teachers who can foster the growth of international co-operation, co-existence and mutual assistance.

### **9.3 ADMISSION REQUIREMENTS**

#### **a) General**

- i) A Senior Secondary School Certificate (SSC) or G.C.E >O' Level with passes in four subjects including English Language, which must be at credit level in the same sitting or at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer. Credit in English and/or mathematics may be required in some courses. (A credit in Government Mathematics and in English are required for this course).
- ii) A Grade II Teacher's Certificate (TC II) with credit or merit in four subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and mathematics are part of requirement.
- iii) For candidates wishing to offer courses in Vocational and Technical Education, RSA or City and Guilds Intermediate Certificate with the Federal Craft Training Certificate with credit/merit in at least four subjects, are acceptable qualifications.

- iv) Associate Certificate in Education awarded by an approved institution in Nigeria or abroad, is also an acceptable qualification.
- v) Successful candidates in the Pre-NCE final examinations must have their admission regularised with the JAMB.
- vi) All candidates wishing to be considered for admission must enroll for and write the selection examination organised by an accredited body such as JAMB.
- vii) Colleges should in addition to all of the above, administer their own elimination tests and/or interviews.

#### 9.4 FACILITIES

- a) **Classrooms:** Three (3) Classrooms  
One Political Science room
- b) **Staff Offices:** Each Senior staff should have a comfortably furnished office to himself. There should also be an office for support staff (Typewriters, reproduction machines, etc).
- c) **Books in the Library:** There must be enough books to cover all the areas of the subject to the ratio of one student to ten books.
- d) **List of Equipment:** Tape recorders; radio/radio cassette, television, video, DVD, computer; political maps of Nigeria, Africa and the world and other relevant maps.

#### 9.5 PERSONNEL

- a) **Academic Staff**  
A minimum of 8 lecturers are required with a qualification of at least B.Sc/B.A in Political Science or Education/Political Science with a minimum of Second Class Lower Division and should have post graduate experience of at least 1 year. Or staff-students ratio of 1:25 per year of study.
- b) **Others Staff**
  - i) A computer operator
  - ii) A cleaner
  - iii) An office attendant

#### 9.6 MODE OF TEACHING

Various methodological approaches should be adopted in teaching political science at NCE Level. These include: lecture method, tutorials, seminars/discussions, excursions/field trips, project method.

#### 9.7 GRADUATION REQUIREMENTS

- a) Minimum credit units required for graduation
- b) Education Courses - 30 Credits
- c) General Studies Courses - 18 Credits
- d) Teaching Practice - 6 Credits
- e) Political Science Courses - 32 Credits

**9.8 TEACHING PRACTICE**

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

**9.9 PROJECT**

Every student is required to write a project in either Political Science or Education and the credit earned recorded in the Department of Education.

**9.10 SUBJECT COMBINATION**

Political Science as a single major subject could be combined with any one of the following subjects: English, Christian Religious Studies, Islamic Studies, French and Arabic.

### 9.11 COURSE CONTENT

COURSE CODE	COURSE TITLE	CREDIT	STATUS
<b>Year I, First Semester</b>			
POL 111	Introduction to Political Science	1	C
POL 112	Nigerian Government and Politics I (Pre-Colonial Period to 1960)	2	C
POL 113	Principles of Political Science 1	1	C
POL 114	Constitutional Development in West African States	1	C
	TOTAL	5	Units

<b>Year I, Second Semester</b>			
POL 121	Principles of Political Science II	1	C
POL 122	Nigerian Government and Politics II (1960 - date)	2	C
POL 123	Constitutional Development in West African States II	1	C
POL 124	Elements of Public Administration	2	C
POL 125	Government and Politics of African States	1	E
POL 126	Military in Politics	1	E
	TOTAL	7	Units

<b>Year II, First Semester</b>			
POL 211	Introduction to Classical Political thought	1	C
POL 212	Comparative Government and Politics	1	C
POL 213	Methods of Teaching Political Science	2	C
POL 214	Nigerian Constitutional Studies	2	C
POL 215	Human Rights Education	1	E
POL 216	Nation Building in Africa	1	E
	TOTAL	7	Units

<b>Year II, Second Semester</b>			
POL 221	Introduction to Modern Political Thought	2	C
POL 222	Principles of International Relations	2	C
POL 223	Nigerian Foreign Policy	1	C
POL 224	Political Science Research Methods	2	C
POL 225	Introduction to Political Behaviour	1	E
POL 226	Political Parties, Pressure Groups and Public Opinion.	1	E
	<b>TOTAL</b>	<b>8</b>	<b>Units</b>

<b>Year III, First Semester</b>			
	Teaching Practice and Project	6	

<b>Year III, Second Semester</b>			
POL 321	African Political Thought	1	C
POL 322	International Organizations	2	C
POL 323	Nigerian Public Administration	2	C
POL 324	Political Economy of African States	1	E
POL 325	Local Government Studies in Nigeria	1	E
	<b>TOTAL</b>	<b>6</b>	<b>Units</b>

### Summary

<b>NCE YEAR</b>	<b>COMPULSORY</b>	<b>ELECTIVES</b>	<b>TOTAL</b>
Year one	12 Credits	2 Credits	14 Credits
Year Two	13 Credits	4 Credits	17 Credits
Year Three	5 Credits	2 Credits	7 Credits
<b>TOTAL</b>	<b>30 Credits</b>	<b>8 Credits</b>	<b>38 Credits</b>

A student is required to register for two Electives only.

Minimum Credits required for graduation:

Compulsory	-	30 Credits
Elective	-	2 Credits
<b>Total</b>	-	<b>32 Credits</b>

## 9.12 COURSE DESCRIPTION

- POL 111 Introduction to Political Science (1 Credit) C**  
The course is intended to inculcate in the students' knowledge of the basic elements and concepts in Political Science. These include:- the nature and scope of Political Science, the relationship of Political Science with other disciplines such as History, Economics, Sociology, Psychology, Geography, Law Religion and Ethics. Basic concepts to be studied in order to lay a solid theoretical foundation for students include state, power, nation, authority, legitimacy, sovereignty, democracy, constitution, political culture, political socialisation, political participation, government and its organs. Delegated authority, Leadership, followership and process of electoral campaigns and voting.
- POL 112 Nigerian Government and Politics I (Pre-Colonial period to 1960) (2 Credits) C**  
This course is analytical. It studies the pre-colonial politics and government up to 1960 with focus on traditional political institutions, colonial administration, constitutional developments and the nationalist movements.
- POL 113 Principles of Political Science 1 (1 Credit) C**  
The following principles of Political Science are examined in this course: Citizenship, Fundamental Human Rights, the Rule of Law, Representative Government, Separation of Powers, Delegated Legislation, Constitutionalism, Forms of Government such as Monarchy, Aristocracy, Democracy, Tyranny, Oligarchy, Totalitarianism and Military.
- POL 114 Constitutional Developments in West African States (1 Credit) C**  
This course examines the nature of European Colonialism, the rise of nationalist movements, internal and external influences on nationalism in West Africa. The course also examines the Constitutional evolution up to independence for such country like Ghana or Sierra Leone and Guinea or Senegal and Liberia.
- POL 121 Principles of Political Science II (1 Credit) C**  
Systems of Government viz: Parliamentary and Presidential System Structures of Government e.g. Unitary; Federal and Confederal.  
  
Other areas to be considered include, Political Ideologies such as Communalism, Feudalism, Capitalism, Socialism, Communism, Fascism and Nazism. Elections and the Electoral Process should also be studied with particular reference to develop and developing countries (Case Study of Two Countries)

- POL 122 Nigerian Government and Politics II (1960 to Date) (2 Credits) C**  
 This course covers the post-independence period in Nigeria. It examines constitutional development since independence, Regional politics of the First Republic, Character of Political Parties, Population Census, Ethnic Politics, Military Rule and Problems of Military Disengagements, the civil war, Problems of democracy, Politics of Power Sharing and Resource allocation and control.
- POL 123 Constitutional Development in West African States II (1 Credit) C**  
 The course shall examine the post independence constitutional development in the following West African States: Ghana or Siera Leone, Guinea or Senegal and Liberia.
- POL 124 Elements of Public Administration (2 Credits) C**  
 This course analyses the nature and scope of Public Administration, Administrative and Organisational Theories, structure, staffing, leadership and decision-making processes. It also includes the study of Public Corporations. Theories and nature of urban and rural development.
- POL 125 Government and Politics of African States (1 Credit) E**  
 The course takes a look at the major political developments in selected African States. These include, the origin, nature and development of African nationalism with case studies drawn from West, East, North and South African States. Other critical problems to be examined are ethnicity, corruption, civil wars, national unity and integration and democratization in Africa.
- POL 126 Military in Politics (1 Credit) E**  
 The traditional role of military establishment, reasons for military intervention in politics, structure of military government and its legitimacy, problems of military disengagement, and the impact of military rule on the development of democracy in Africa are the key issues examined by this course.
- POL 211 Introduction to Classical Political Thought (1 Credit) C**  
 This course focuses on the nature of Political Thought and its contributions to political development. Ideas of major ancient and medieval political philosophers such as Socrates, Plato, Aristotle, Cicero, Aquinas, St. Augustine and Kant are critically examined.
- POL 212 Comparative Government and Politics (1 Credit) C**  
 The major approaches to the study of comparative government and politics are examined. Comparative study of government and political processes in states such as United States of America (USA) Russia, Britain, France and China are undertaken.

- POL 213      Methods of Teaching Political Science      (2 Credits) C**  
 The relevance of Political Science as a discipline, the approaches to the study and teaching of government, qualities of a good teacher of government; teaching aids/instructional materials, problems of teaching government, preparation of scheme of work and lesson plan, evaluation of students and selection of good and relevant textbooks in government are the major areas to be covered by this course.
- POL 214      Nigerian Constitutional Studies      (2 Credits) C**  
 This course examines post-independence constitutional developments in Nigeria, its nature and characteristics with specific focus on the 1963, 1979, 1999 and subsequent constitutions. Particular attention should be paid to the Supremacy of the Constitution, Powers of the Federal Republic of Nigeria, Fundamental Rights of Citizens, Powers and Limitations of the Legislative, Executive and Judicial Organs; Principles of State Policy, Formation and Operation of Political Parties; the Electoral Processes in Nigeria.
- POL 215      Human Rights Education      (1 Credit) E**  
 This course covers the concept, history and types of Human Rights. It examines Human Rights and civic responsibilities. It also considers the Human Rights situation in Nigeria, its safeguards and limitations and the impact of Human Rights on national development.  
 The activities of some Human Rights groups are also examined.
- POL 216      Nation Building in Africa      (1 Credit) E**  
 The course focuses on the theories of nation-building, and economic development, nationalism, national unity and integration. It also examines problems of nation-building such as ethnicity, communal crises, racism, civil wars, one-party rule, military intervention and crises of the national question.
- POL 221      Introduction to Modern Political Thought      (2 Credits) C**  
 This course examines political theories of the nation-state and deals with a critical analysis of the contributions of political thinkers from Hobbes to the present. The political ideas of Michiavelli, Hobbes, Locke, Rousseau, Bentham, Burke, Hegel, Marx. J.S. Mill, Lenin and Mao are discussed to identify their contributions to such concepts as state, social justice, revolution, socialism, democracy, representation, Civil rights and sovereignty.
- POL 222      Principles of International Relations      (2 Credits) C**  
 The course examines the nature and scope of International Relations, differences between International Relations, International Politics and Foreign Policy; Instruments and techniques of interaction among states; the International system and its actors; Basic principles, objectives and goals of Foreign Policy making and implementation.

**POL 223 Nigerian Foreign Policy (1 Credit) C**  
The broad goals and development of Nigerian Foreign Policy in historical sequence are examined. The influence of domestic and external factors on Nigerian Foreign policy at different periods are also identified. The course also analyses the process of foreign policy formulation and implementation.

**POL 224 Political Science Research Methods (2 Credits) C**  
This course covers the nature of Political Science Research, basic concepts used in research, identification and selection of a research topic, research design, sampling techniques, instruments of data collection, data analysis and interpretation, writing a good research report, citations and references.

**POL 225 Introduction To Political Behaviours (1 Credit) E**  
The course deals with the basic concepts in political behaviours, political socialisation, political culture, political participation, political apathy (causes and effects), community power structure, elections and gender roles in politics.

**POL 226 Political Parties And Pressure Groups (1 Credit) E**  
This course reviews the nature of political parties, types and functions of political parties, party systems, political parties in Nigeria,. Pressure groups. The role of public opinion in the machinery of government, its determinants, functions and measurement are also studied.

<p style="text-align: center;"><b>Year III, First Semester Teaching Practice</b></p>
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**POL 321 African Political Thought (1 Credit) C**  
The course surveys the ideas of leading African Political Thinkers both on the continent and diaspora such as Edward Blyden, Mercus Garvey, W.E.B. Dubois, Frantz Fanon, Leopold Sedar Senghor, Kwame Nkrumah, Obafemi Awolowo, Nnamdi Azikiwe and Julius Nyerere etc. Such ideas include African Personality , African Socialism, African Democracy, Negritude, Colonialism, Neo-colonialism and African Unity.

**POL 322 International Organizations (2 Credits) C**  
The course considers the concept of international organization and its characteristic features. It then examines the structure, functions and problems of specific international organisations such as the League of Nations, the U.N.O., the Commonwealth of Nations; O.A.U or African Union. ECOWAS and the European Union. NEPAD, NATO and OPEC were to be studied.

**POL 323 Nigerian Public Administration (2 Credits) C**  
This is the study of the evolution of Nigerian Public administration from the colonial era to the present. It examines the civil service, its structure, administration of state and federal governments, public corporations, field administration and revenue allocation. The effects of public administration on the political development of Nigeria are also given a close study.

- POL 324 Political Economy of African States (1 Credit) E**  
The course introduces students to the concept of Political Economy and examines topics such as modes of production, classes, stages and processes of subjugation, domination and exploitation of Africa by Europe and America, and the effects of these on socio-economic development of Africa. It also examines the position of Africa in the present structure of the international system and globalization.
- POL 325 Local Government Studies (1 Credit) E**  
The course reviews the nature, scope, purpose and functions of local Government, types of local system, structure, organization, staffing, control and funding of Local Government. Other topics include the development of Native Administration in Nigeria, the development of modern Local Government in Nigeria with particular reference to the Local Government Ordinance of 1950 of Eastern Nigeria, the Western Nigeria Law of 1952, Native Authority Law of 1954, the 1976 and post 1976 Local Government Reforms. The basic structure, functions, sources of Local Government revenue under each of the republics and military rule, relations with state and Federal Government and problems of Local Government in Nigeria are examined and analysed.

## **GEOGRAPHY (GEO)**

### **10.1 PHILOSOPHY**

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

- learn and develop new descriptive, interpretative, and analytical techniques of studying the earth and activities of man;
- develop practical skills and methodologies of understanding geographical features, phenomena, and processes;
- search for explanations in geography, such as why certain processes behave in the way they do;
- develop skills to impart geographical knowledge or information with a view to inculcate better perception of geography and at the same time to promote the learning and teaching of the discipline;
- undertake (i) to (iv) above along national aspirations and goals as may be enshrined in the National Policy on Education.

### **10.2 OBJECTIVES**

- To develop in the student teachers appropriate skills in the teaching of geography at the primary and post primary levels, using modern tools and methods;
- To develop and promote the use of basic skills and methods of practical work, both in the field and in the laboratory, so as to explore new frontiers through better initiatives, independent thinking, and group participation in the determination of geographical phenomena;
- To try to give an understanding and or account of the spatial distribution of the earth's resources and to take appropriate measures for the sustainable management of the resources by man; thereby promoting Education for self reliance
- To seek to provide an explanation for the understanding of the spatial distribution and variability of the earth's physical and cultural features and processes. To also determine the extent to which man exercises influence over these features and processes;
- To develop in the student teachers skills of learning basic techniques of carrying out map interpretation and analysis, basic land and air surveys, field and laboratory methods, and to adapt to the use of modern tools and equipment including information technology.
- To seek and provide possible succour to victims of physical hazards.

### **10.3 ADMISSION REQUIREMENTS**

#### **a) General**

- A Senior Secondary School Certificate (SSC) /NECO or G.C.E >O' Level with passes in four subjects including English Language and Mathematics which must be at credit level in the same sitting or at two sittings. Three of the credits must be in Geography, English and Mathematics.

- ii) A Grade II Teacher's Certificate (TC II) with credits or merit in four subjects two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and mathematics are additional requirements.
- iii) For candidates wishing to offer courses in Vocational and Technical Education, RSA or City and Guild Intermediate Certificate with the Federal Craft Training Certificate with Credit/Merit in at least four subjects may be acceptable qualification.
- iv) Successful candidates in the Pre-NCE final examinations should regularise their admission with JAMB.
- v) All candidates wishing to be considered for admission must enroll for and write the selection examination organised by an accredited body such as JAMB excluding those admitted through Pre-NCE admission.
- vi) There should be a selection interview for all the candidates.

#### 10.4 FACILITIES AND EQUIPMENT

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

- a) **Physical Facilities**
  - i) A Geography lecture room with a store. The room should be enough to provide an average space of 1.2 square metres (1.2m<sup>2</sup>) per student.
  - ii) A Geography laboratory with map-making facilities including tracing tables, drawing boards, and trays, models; work tables, shelves for rock samples and map drawers.
  - iii) Staff offices: Each academic staff should have a comfortably furnished office to himself. There should also be an office for support staff (Typist, Clerks) with relevant equipment e.g. Typewriter, reproduction machines etc. The head of department should have a separate office.
  - iv) Books in the library: There must be enough books to cover all the areas of the subject to the ratio of one students to ten books.
  - v) Geographical garden (weather station) with standard equipment consisting of:
    - Maximum and Minimum Thermometer
    - Hygrometer
    - Rainuage
    - Aneroid barometer
    - Sunshine recorder
    - Stevenson's Screen complete with accessories
    - Evaporation pan/Evaporimeter
    - Earth/grass and surface/air thermometers
    - Wind vane
    - Shadow stick
    - Weather Board

- b) **List of Equipment**
- i) Wall Maps - two sets of physical maps viz: relief and drainage, climate; vegetation, soils for the world, Africa, West Africa; and Nigeria.
  - ii) Wall Maps - Political and Economic for Africa, West Africa and Nigeria.
  - iii) Globes - two size.
  - iv) Topographical sheets - three sets of 50 maps each of any area in Nigeria on 1,50000 scale including school map series enough to go round the number of students in the class.
  - v) Rock samples:-
  - vi) Igneous rocks - two types
  - vii) Sedimentary rocks - two types
  - viii) Metamorphic rocks - two types
- c) **Consumables**
- i) Tracing paper rolls
  - ii) Drawing papers
  - iii) Graph papers
  - iv) Transparent paper
  - v) Camera and camera films
  - vi) Drawing ink etc.
- d) **Survey Instruments**
- i) Compasses (about 4)
  - ii) Levels (one Abney level and one surveyor's level)
  - iii) Ranging Poles (5)
  - iv) Arrows - 2 sets of ten each
  - v) Drawing Pens - sets of 0.18, 0.25, 0.35, 0.5 with accessories
  - vi) Binoculars (2)
  - vii) Survey Chains - metric type - (30 metre length) 3 sets
  - viii) Measuring Tapes 30 metres - 5 No, 100 metre - 2 No
- e) **Air Photo Interpretation Equipment**
- i) Aerial photographs of scenes in Nigeria, stereo pairs on 1:2000, 1:10,000, 1:25,000 and 1:40,000 scales.
  - ii) Pocket Stereoscopes 10 pieces, and 2 No Mirror Stereoscopes.
- f) **Audio Visual Aids**
- i) Projectors - slide (16mm) and overhead
  - ii) Cameras - at least 3
  - iii) Video Screen
- g) **Field Equipment**
- i) Munsell Colourchart
  - ii) Soil Auger
  - iii) Camping Tents
  - iv) Camping Lamp

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

#### **10.5 PERSONNEL**

##### **a) Academic Staff**

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

##### **b) Support Staff**

- i) Cartographer I, typist I
- ii) Two weather observers trained to function in a shift system.
- iii) Cleaner/messenger/laboratory attendant

#### **10.6 MODE OF TEACHING**

These include: lecture/discussion method, practical, field Studies, projects, tutorials and seminars

#### **10.7 GRADUATION REQUIREMENTS**

Minimum credits required for graduation

Education courses	-	30 Credits
General studies courses	-	18 Credits
Teaching practice	-	6 Credits
Geography courses	-	32 Credits
Second teaching subject	-	32 Credits

#### **10.8 TEACHING PRACTICE**

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

#### **10.9 PROJECT**

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

#### **10.10 SUBJECT COMBINATION**

Geography as a single major subject could be combined with any one of the following subjects. Mathematics, English, Integrated Science, Arabic and French only.

### 10.11 COURSE CONTENT

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT</b>	<b>STATUS</b>
	<b>Year I, First Semester</b>		
GEO 111	The Earth in Relation to the Sun	2	C
GEO 112	Map Reading and Interpretation	2	C
GEO 113	Geomorphology	2	C
GEO 114	Local Geography	2	C
	<b>TOTAL</b>	<b>8</b>	<b>Units</b>

	<b>Year I, Second Semester</b>		
GEO 121	Climatology	2	C
GEO 122	Biogeography	2	C
GEO 123	Man and his Environment	1	C
	<b>TOTAL</b>	<b>5</b>	<b>Units</b>

	<b>Year II, First Semester</b>		
GEO 211	Regional Geography of Nigeria	2	C
GEO 212	Introduction to NERDC National Curriculum for Geography	1	C
GEO 213	Population Geography	1	C
GEO 214	Settlement Geography	1	C
GEO 215	Geographic Thought and the Development of Geography in Nigeria.	2	C
	<b>TOTAL</b>	<b>7</b>	<b>Units</b>

	<b>Year II, Second Semester</b>		
GEO 221	Practicum of NERDC National Curriculum (Geography)	2	C
GEO 222	Research Methods in Geography	1	C
GEO 223	Regional Geography of West Africa	1	C
GEO 224	Field work in Geography	2	C
	<b>TOTAL</b>	<b>6</b>	<b>Units</b>

	<b>Year III, First Semester</b>		
	Teaching Practice	6	

<b>Year III, Second Semester</b>			
GEO 321	Regional Geography of Africa	1	C
GEO 322	Resources of Developing Regions Outside Africa	1	E
GEO 323	Political Geography	1	E
GEO 324	Economic Geography	1	C
GEO 325	Geography of the Developed World	2	C
GEO 326	Elementary Land Survey	1	C
	<b>TOTAL</b>	<b>6</b>	<b>Units</b>

**Summary**

<b>NCE YEAR</b>	<b>COMPULSORY</b>	<b>ELECTIVE</b>	<b>TOTAL</b>
Year One	13 Credits	-	13 Credits
Year Two	13 Credits	-	13 Credits
Year Three	5 Credits	2 Credits	7 Credits
<b>Overall Total</b>	<b>31 Credits</b>	<b>2 Credits</b>	<b>33 Credits</b>

\* Students take one elective out of three.

Minimum Credits required for graduation

Compulsory courses	-	31 Credits
Elective courses	-	1 Credit
<b>Total</b>	-	<b>32 Credits</b>



- Growth and development of the settlement
- Landforms, hydrology, soils, weather, climate and vegetation
- Layout of the locality
- Land use and human activities
- Settlement crisis and prospects of control and management

- GEO 121      Climatology      (2 Credits) C**  
 Composition and structure of the atmosphere (heat distribution) - Vertical (i.e. identify variations in the elements of the atmosphere at each level).  
 Understanding the elements and factors of weather and climate.  
 Pressure systems - types and distribution, patterns and factors influencing them.  
 Planetary systems - wind, air masses, and their origin and influence on weather and climate. Relevant examples worldwide and local to illustrate.  
 The concept of climatic regions and their classification into types based on their characteristics e.g. perspiration, wind, and temperature.  
 Kopen's classification  
 Case studies of local climate, using a nearby well established meteorological data source from some stations including actual reading of weather instruments and recording such readings.  
 Climate and Human activities: climate, land and settlement, climate and land use.
- GEO 122      Biogeography      (2 Credits) C**  
 The concept of biogeography defined. The scope of biogeography.  
 Soils - types, Composition and factors of formation  
 Properties of soils  
 The concept of soil profile and horizons  
 World major classification of soils - zonal, azonal and intra-zonal soils.  
 Plant structure, growth, successions and community.  
 Vegetation Adaptation  
 Ecological structure, components and their relationships.  
 Food chain including water cycling.  
 Factors influencing development of plant communities  
 World major vegetation types, characteristics and distributions.  
 Soil erosion, degradation and soil conservation  
 Vegetal resources and conservation  
 Case studies of both local soils and vegetation.
- GEO 123      Man and His Environment      (1 Credit) C**  
 - The definition, scope and classification of environment  
 - Land and agricultural systems  
 - Environmental balance and intervention in the natural environment  
 - Environmental perception and philosophy  
 - Environmental hazards in Nigeria (Soil Erosion, Drought, Desert Encroachment, floodings, oil spillage and pollution). Causes, effects and management in Nigeria and other countries.  
 - Environmental Laws and Policies (global and within the country)  
 - Environmental education and decision Making
- GEO 211      Regional Geography of Nigeria      (2 Credits) C**  
 The course adopts a regional approach to the study of the spatial variations and distribution of physical and cultural features in Nigeria. The course therefore deals

with the elements of the physical environment, such as relief and landforms, vegetation, climate, drainage and hydrology, soils, and geological formations. How these combine to characterise some distinct ecological zones that can be called regions with peculiar characteristics. The cultural feature like population (age, sex, characteristics, census and vital registration). Settlement, transport, agriculture, mining, commerce and industry are also discussed and compared. The role of these in interregional dependence and national development should be emphasised.

**GEO 212 Introduction To NERDC National Curriculum for Geography**

**(1 Credit) C**

An analysis of NERDC National Curriculum for Geography with special focus on:

- Geography as a School subject; its position in the National Philosophy of Education.
- Geography Syllabus, its preparation as scheme of work and lesson notes.
- The relevance of and methods of carrying out teaching, practical, tutorials, seminar and field studies in geography as recommended by NERDC.
- Approaches to the teaching of geography, such as the use of models, quantitative techniques, topical and systematic approaches as stated in the NERDC curriculum.
- The geography teacher and geography classroom, running a weather station, collection and development of geological samples; their display identifications and application of audio visual materials in the teaching of geography form part of this course. Professional qualifications, the Geography Room; Acquiring and making improvising and using Instructional Resource Materials and their management.

**GEO 213 Population Geography**

**(1 Credit) C**

Census and Vital Statistics - i.e. Head-counts; their importance to national planning and development. Population dynamics fertility, mortality, migration.

Evolution and Population growth, i.e. historical transition and natural increase, composition and structure of population.

World Population trend: Spatial distribution (Movement, especially Inter-regional migrations and their attendant problems). Implications of population growth on national development.

**GEO 214 Settlement Geography**

**(1 Credit) C**

Settlements: distribution, growth and their functions. Patterns of settlement, distribution, growth and development.

Contemporary issues, in settlement studies especially rural-urban migration. Urban problems e.g. congestion, pollution, crimes etc classification and composition of labour force. Factors affecting Labour Force.

**GEO 215 Geographic Thought and Development of Geography in Nigeria (2 Credits) C**

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



- Detailed treatment of features of regional co-operation, e.g. ECOWAS.
- Effects of rapid population growth on food production, employment and economic development.
- Regional development issues, strategies and limitations.

**GEO 224      Field Work in Geography      (2 Credits) C**  
 The course introduces students to field studies in geography. It involves 4 - 7 days of study of physical and human aspects of Geography. It emphasises the writing of study report based on sampling, collection, analysis and interpretation of data. It encourages the use of field equipment to generate quantitative data. It improves the perception of geographical phenomena and features. It examines some population related problems in the study area.

**GEO 321      Regional Geography of Africa      (1 Credit) C**  
 Location, size in relation to other continents  
 Distribution and characteristics of major elements of the physical environment:-

- Simple geologic structure, associated relief forms and mineral resource base
- Drainage, climate and their influence on water resources.
- Soil and vegetation characteristics as crop, forest and livestock activities.

*Note: A good map work should form the framework for teaching this section.*

*Population and Settlement*

- (i) Main features of population, size and growth in the region
- (ii) Sub-regional distribution and spatial density variation within and between sub-regions.
- (iii) Sub-regional contrast in rural-urban settlements.
- (iv) Types and problems of population movement in the region.

Population related problems in Africa e.g. hunger, poverty; diseases (HIV/AIDs), violence, urban deterioration, juvenile delinquency, crime, teenage pregnancy etc.

Population policies and programmes in Africa.

- Regional pattern of resource use and development e.g.. water resources
- Regional pattern of economic activities, past and present development, e.g. Agricultural and industrialisation.
- Issues of environmental management problems, e.g. soil degradation, water and air pollution, drought and flood control.
- Features of intra-Africa Cooperation e.g. African Union.

Regional trade and transportation:

- (i) Nature and pattern of regional and international trade
- (ii) Problems and prospects
- (iii) Types and problems of sub-regional transport.

**GEO 322      Resources of Developing Regions Outside Africa      (1 Credit) E**  
 (1) Natural and other types of resources in the developing regions outside Africa.  
 (2) Resource development in the Third World, using selected examples from various third world regions in Asia, Latin America, Australia etc.

Population and resource development in the Third World

Problems and prospects of developing agriculture, mining, fishing, and manufacturing, in the regions.

- (3) Methodology:- Topical approach, drawing examples from at least two regions outside Africa.
- (4) Rapidly developing nations in Asia.

**GEO 323 Political Geography (1 Credit) E**

Concepts of Nations, States, group of nations etc. National boundaries:- (land, sea and air)

Evolution of Nigeria as a political entity:-

- influences of colonial administration and cultural background on unity, stability, and national development.

Resource sharing and political power struggle.

Geo-political issues:

- Ethnic balancing
- Resource allocation
- Politicisation of census, etc.

**GEO 324 Economic Geography (1 Credit) C**

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

**GEO 325 Geography of the Developed World (2 Credits) C**

Major characteristics of developed countries:

- (a) Standard of living and level of income
- (b) Comparison of the population of developed and developing worlds e.g..  
Population characteristics
- (c) Production systems
- (d) The problems of raw material availability and value addition
- (e) Environmental problems
- (f) Population, energy consumption and environmental quality.

The historical development of the developed economies

- (a) Industrial Revolution in Britain and its impact on Europe
- (b) The economic development of North America
- (c) The economic development of the former USSR (e.g. Russia).
- (d) The economic development of Japan
- (e) Colonial economic policies and strategies

- (3) The relationship between developed and developing economies; such as in trade, technology transfer, aid etc
  - Control over capital and technology.
  - Control over world trade and transportation
- (4) The challenge of rapidly developing Asian countries to the developed countries.

**GEO 326**

**Elementary Land Survey**

**(1 Credit) C**

- Definition of Elementary Surveying
- Types of surveying i.e. chain compass, Plain table; Cadastral, Topographic; Hydrographic Surveying.
- Description of Tools/Equipment used in Surveying and their uses e.g. Theodolite, Prismatic Compass, Chain, Ranging Poles, Measuring Tapes, Arrows, etc.
- Surveying, Map and Plan Making i.e. how to carry out a simple chain survey of an area.
- Advantages and disadvantages of Chain Surveying
- Booking, Plotting, and Drawing of the Plan or Map
- Compass Survey - How to use the Prismatic Compass
- Bearings and Traversing
- Air-photo interpretation using stereoscopes

## **SOCIAL STUDIES (SOS)**

### **SINGLE MAJOR**

#### **11.1 PHILOSOPHY**

Social Studies is a core subject from Basic 1-9 schools in Nigeria. The large number of these institutions coupled with their ever-increasing enrolments have necessitated the production of specially trained teachers who are equipped with the knowledge and special skills for implementing the Social Studies programme in these schools.

The fundamental concern of social studies is with man and his complex relationships with the world around and beyond. It is in this context that the NCE Social Studies curriculum attempts to instil in the students; the basic knowledge, desirable values, and skills for investigating, analysing and explaining these interrelationships.

The social studies programme is therefore designed with the objective of producing teachers who are both professionally committed and academically competent in its philosophy, content and methodology.

#### **11.2 OBJECTIVES**

The programme is designed to achieve the following:

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

#### **11.3 ADMISSION REQUIREMENTS**

##### **a) General**

- i) A Senior Secondary School Certificate (SSC) or G.C.E >O' Level with passes in four subjects including English Language, which must be at credit level in the same sitting or at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer. Credit in English and mathematics are required.
- ii) A Grade II Teacher's Certificate (TC II) with credit or merit in four subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and/or mathematics are required.
- iii) For candidates wishing to offer courses in Vocational and Technical Education; the Federal Craft Training Certificate, RSA or City and Guild Intermediate Certificate with credit/merit in at least four subjects, are acceptable qualifications.
- iv) Successful candidates in the Pre-NCE final examinations who also take and succeed in a selection examination organised by an accredited body such as JAMB.

- v) It should be noted that colleges should in addition to all of the above, administer their own elimination tests and/or interviews. This is legitimate.

ii) **Specific**

- i. In addition to the General Admission Requirements for NCE programmes, candidate with SSC wishing to read Social Studies must have a credit pass in any two of the following subjects:-
- Social Studies
  - History
  - Geography
  - Economics
  - Government
  - Islamic Religious Knowledge
  - Christian Religious Knowledge

*Note: Candidates with TC II must have a merit/credit pass in Social Studies.*

#### 11.4 FACILITIES

- a) **Space and classrooms** - At least three (3) large classrooms.  
Social Studies Workshop with a sitting capacity for at least 50 students.
- b) **Staff Offices** - Each Senior Staff should have a comfortably furnished office to himself. There should also be an office for support staff (Typists, Clerks) with relevant equipment e.g. Typewriters, cyclostyling machine etc.
- c) **Books in the library.** There must be enough books to cover all the areas of the subject in the ratio of one student to ten books.
- d) **Equipment** such as projectors, film strips; slides, video machine; camera, TV set, world Globe and materials such as atlases wall maps, text books journals, painting materials, newsprints, newspapers and computer sets should be provided.
- e) **Special needs** - Functional weather stations in institutions where Geography is not offered.
- f) NERDC National Curriculum for Junior Secondary School Social Studies (40 copies)

#### 11.5 PERSONNEL

- a) Academic Staff
- i) Eight lecturers or staff-students ratio of 1:25 (Single Major)
  - ii) Fifteen lecturers or staff student ratio of 1:25 (Double Major)
- ii) **Qualifications:**
- a) Second class upper (2.1) degree and/or Master or Ph.D in Social Studies Education
  - b) Second class upper (2.1) degree; Master or Ph.D in any of the social Sciences and at least NCE (Social Studies) or PGDE.
- iii) **Support Staff**
- a) Technical Staff [Workshop Assistant (NCE Social Studies qualification)]
  - b) Departmental Secretary
  - c) Departmental Messenger/Cleaner
  - d) Computer Operators

### 11.6 MODE OF TEACHING

Various methodological approaches should be adopted in teaching NCE Social Studies, with special emphasis on inquiry and field trip.

### 11.7 GRADUATION REQUIREMENT

Distribution of minimum credits required for graduation for the programme

A	i)	Education courses	-	30 Credits
	ii)	General Studies courses	-	18 Credits
	iii)	Teaching Practice	-	6 Credits
	iv)	Social Studies courses-	32 Credits	
	v)	Second teaching subject minimum of	32 Credits	
		<b>Total</b>		<b><u>118</u></b>
B. Double Major				
	i)	Education courses	-	30 Credits
	ii)	General Studies courses	-	18 Credits
	iii)	Teaching Practice	-	6 Credits
	iv)	Social Studies courses	-	64 Credits
		<b>Total</b>		<b><u>118</u></b>

### 11.8 TEACHING PRACTICE

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

### 11.9 PROJECT/CASE STUDIES

Every student is required to write a project/case study in either Social Studies Education or the other teaching subject, and the credit earned recorded in EDUC 323.

### 11.10 SUBJECT COMBINATION

Social studies as a single major subject could be combined with any one of the following subjects:- Islamic Studies; Christian Religious Studies, Ecumenics, Hausa, Yoruba, Igbo and other Nigerian Languages, English, Special Education, Cultural and Creative Arts, French and Arabic.

### 11.11 COURSE CONTENTS (SINGLE MAJOR)

COURSE CODE	COURSE TITLE	CREDITS	STATUS
<b>Year 1, First Semester</b>			
SOS 111	Foundations of Social Studies	2	C
SOS 112	Man and His Social Environment	2	C
SOS 113	Man and His Physical Environment	2	C

<b>Year 1, Second Semester</b>			
SOS 121	Introduction to NERDC National Curriculum for Social Studies	2	C
SOS 122	Nigeria as a Nation	1	E
SOS 123	Origin and Nature of Man	1	E

SOS 124	Man and His Economic Activities	2	E
SOS 125	Man and His Government	2	C

<b>Year II, First Semester</b>			
SOS 211	Nigerian Political Life	2	C
SOS 212	Practicum For NERDC National Curriculum	2	C
SOS 213	Social Studies Research Methods and Statistics	2	C
SOS 214	Field Trip	3	C

<b>Year II, Second Semester</b>			
SOS 221	Issues and Problems of National Development and Modernization	2	C
SOS 222	Citizenship Education	2	C
SOS 223	Social Services and Social Change in Nigeria	1	E
SOS 224	Law Related Education	1	E
SOS 225	Transportation and Communication	1	E

<b>Year III, First Semester</b>			
	Teaching Practice	6	C
	Project	3	C

<b>Year III, Second Semester</b>			
SOS 321	Population and Family Life Education	2	C
SOS 322	Nigeria External Relations	2	C
SOS 323	Social Institutions	1	E
SOS 324	Globalization	1	E

### Summary

<b>YEAR OF STUDY</b>	<b>COMPULSORY</b>	<b>ELECTIVE</b>	<b>TOTAL</b>
Year One	12 Credits	3 Credits	15 Credits
Year Two	14 Credits	3 Credits	17 Credits
Year Three	4 Credits	2 Credits	6 Credits
<b>Overall Total</b>	<b>30 Credits</b>	<b>8 Credits</b>	<b>38 Credits</b>

Minimum credits required for graduation

Compulsory	-	30
Elective	-	02
<b>Total:</b>	-	<b>32 Credits</b>

*Note: Students are to register for two Electives only for graduation.*

### SOCIAL STUDIES (DOUBLE MAJOR)

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>	<b>STATUS</b>
<b>Year I, First Semester</b>			
SOS 111	Foundations of Social Studies	3	C
SOS 112	Man and His Social Environment	3	C
SOS 113	Man and His Physical Environment	3	C
SOS 114	Dynamic of Group Behaviour	3	C
	TOTAL	12	Units

<b>Year I, Second Semester</b>			
SOS 121	Introduction to NERDC National Curriculum for Social Studies	3	C
SOS 122	Nigeria as a nation	3	C
SOS 123	Origin and Nature of Man	3	C
SOS 124	Environmental Studies	2	C
SOS 125	Law Related Education	2	E
SOS 126	Transportation and Communication	2	E

<b>Year II, First Semester</b>			
SOS 211	Nigerian Political Life	3	C
SOS 212	Practicum For NERDC National Curriculum	3	C
SOS 213	Social Studies Research Methods and Statistics	3	C
SOS 214	Field Trip	3	C
SOS 215	Man and his Economic Activities	3	C

<b>Year II, Second Semester</b>			
SOS 221	Issues and Problems of National Development and Modernization	3	C
SOS 222	Citizenship Education	2	C
SOS 223	Social Services and Social Change in Nigeria	2	C
SOS 224	Man and His Government	3	C
SOS 225	Contemporary Public Issues	2	C
	TOTAL		

<b>Year III, First Semester</b>			
	Teaching Practice	6	C
	Project	3	C

<b>Year III, Second Semester</b>			
SOS 321	Population and Family Life Education	3	C
SOS 322	Nigeria External Relations	3	C
SOS 323	Social Institutions	3	C
SOS 324	Globalization	3	C

### Summary

<b>YEAR OF STUDY</b>	<b>COMPULSORY</b>	<b>ELECTIVE</b>	<b>TOTAL</b>
Year One	23 Credits	4 Credits	27 Credits
Year Two	27 Credits		27 Credits
Year Three	12 Credits		12 Credits
<b>Overall Total</b>	<b>62 Credits</b>	<b>4 Credits</b>	<b>66 Credits</b>

Minimum credits required for graduation

Compulsory Credits	-	62
Elective Credits	-	04
<b>Total:</b>	-	<b>64 Credits</b>

*Note: Students are to register for One Elective.*

## **11.12 COURSE DESCRIPTION (SINGLE MAJOR)**

### **SOS 111 Foundations of Social Studies (2 Credits) C**

This course is intended to expose students to the philosophy and basic characteristics of social Studies education. At the end of the course students are expected to demonstrate awareness and appreciation of the nature of social studies

- The definition and scope of social Studies
- The philosophical background of social Studies
- a) In relation to the National Policy on Education
- b) In relation to theory of Inter-relationships in learning
- The concept of integration in Social Studies
- The relationship between Social Studies, the Social Sciences and other subjects
- Aims and objectives of Social Studies
- The relationship between Social Studies and Population, family Life, Drug and AIDS Education.

### **SOS 112 Man and His Social Environment (2 Credits) C**

This idea of man as a social being and why he lives as group is the focus of this course. At the end of the course, students are expected to:

- Explain the basic concepts of man in the social environment
- Definition and types of man's social environment
- Why man lives in groups
- Family-types, structure, functions and changing roles
- Forms and problems of marriage: customary, religious and ordinance
- Safe age for marriage, family formation, child bearing and rearing practices
- Primary and Secondary groups - definitions, characteristics and functions
- Kinship systems in Africa
- Factors that promote living together: love, customs, morality, Folkways, mores and laws.
- Women education Family welfare
- Gender roles

### **SOS 113 Man and His Physical Environment (1 Credits) E**

The course is designed to uplift the knowledge of students on the physical environment, how it influences and how man through his numerous activities influences the physical environment. As such, students are expected at the end of the course to:

- a. Apply the knowledge obtained in carrying out their daily activities
  - b. Develop the right attitudes towards issue of environmental control and management
- The concept of physical environment: Minerals and Rocks; Relief features, soils; atmosphere, weather and climate; vegetation; water bodies (ponds, streams, rivers, lakes, lagoons, seas and oceans). The influence of physical environment on man's activities and vice-versa

### **SOS 121 Introduction to the NERDC National Curriculum For Social Studies (2 Credits) C**

The course introduces students to the NERDC National Curriculum of Social Studies for basic education 7 – 9. At the end of the course students should demonstrate their ability to develop a scheme of work and lesson plan based on the

NERDC curriculum guide.

- An overview of NERDC Social Studies National Curriculum for Basic 7 – 9. Distinctions among curriculum, syllabus, scheme of work, unit plan and lesson plan; locating social studies syllabuses; preparation of lesson plans in Social Studies; distinction among teaching methods, techniques and strategies; an overview of Social Studies teaching methods; an overview of instructional resources in Social Studies ; evaluation strategies in Social Studies, Micro-teaching (meaning and approaches).

*Note: The focus of this course should be on NERDC National Curriculum for Social Studies for Basic 7 - 9. Students should develop scheme of work and lesson plan using NERDC curriculum as guide.*

**SOS 122      Nigeria as a Nation      (1 Credit) E**

The students are taken through the evolution of the Nigerian National and to appraise the cultural Diversities of our nation. At the end of the course, students should be able to appreciate and demonstrate the need for national unity and integration in Nigeria.

- The concept of nation
- Nigeria as a geo-political entity
- Ethnic groups in Nigeria (number, characteristics and location)
- Population of Nigeria: size and distribution
- Integration: Concept and forms
- Efforts at national integration (national symbols, new capital city, constitutions, NYSC, Unity Schools, Federal Highways etc).
- Problems of national integration

**SOS 123      The Origin and Nature of Man      (1 Credit) E**

This course of designed to exposed students to the origin and nature of man. At the end of the course they are expected to appreciate the uniqueness inter – dependence and universality of man.

- The various explanations of the origin of man namely; religious, mythical and scientific.
- The beginning of man from Apes to homo-sapiens
- Harmonizing Forces (tool making, Language, Social Organization and Management of Man’s Prolonged Childhood).
- The uniqueness of man
- The interdependence of man
- Race and Racism
- Humanity Universality

**SOS 124      Man and His Economic Activities      (2 Credits) E**

The focus of this course is to introduce the learners to the major economic activities within the Nigerian state. At the end of the course, the learners should be able know the dynamics of economic activities and to demonstrate how they can contribute their quota to a stable economy

- Man’s basic economic problems; Scarcity and choice
- Factors of production

- Man's reactions to supply and demand of goods and services
- Production systems: primary, secondary and tertiary
- Sources of government revenue in Nigeria
- Economic problems: Inflation, unemployment, poverty and poverty alleviation programmes

**SOS 125      Man and His Government      (2 Credits) C**

This course intends to expose the learners to the rudiments of governance in human society. At the end of the course, the learners should be able to comprehend the relevance of government in the society and the need to participate.

- The concepts and role of government in society
- Power and Authority
- Traditional forms of government: family, clan, village, town empire etc
- Modern forms of government - democracy, autocracy, monarchy, and the military
- Organs of government - executive, legislative, judiciary and the press
- Tiers of government in Nigeria - Local, State and Federal emphasizing their structure and functions.

**SOS 211      Nigerian Political Life      (2 Credits) C**

**Objective**

This course aims at exposing students to the concepts of the Nigerian political life in relation to the general provisions of the Nigerian Constitution. At the end of the course students are expected to demonstrate their awareness of the rule of law and how it relates to political issues.

- Nigerian Political Life
- The concepts of nation, state and country
- Nationalist movements and political parties before independence
- Independence, the Republics and the political parties
- Military Rule in Nigeria
- Political Issues (Population size, power sharing/shift, revenue allocation, resource control etc).
- Constitutions (meaning, purposes and types)
- Constitutional developments in Nigeria since 1914
- General provision of the current Nigerian constitution (Fundamental objectives and directive principles of state policy, citizenship, fundamental human rights, Arms of Government, FCT and General supplementary provision.

**SOS 212      Practicum for National Curriculum For Basic 7 – 9      (2 credits) C**

This course aims at exposing students to Practical application of NERDC National Curriculum for Social Studies. At the end of the course students should be able to demonstrate methods and techniques necessary for the effective teaching and learning of social studies for basic 7 – 9. Social studies.

- Methods and techniques necessary for the effective teaching of Social Studies for Basic 7 - 9. Dramatic representation, discussion, creative activities, simulation, problem solving, questioning, technique, concept mapping etc.

Emphasis should be more on practical than theory.

*Note: The mode of assessment for this course should be practical application of NERDC curriculum for Social Studies Basic 7 - 9 to develop:*

- Scheme of Work (In group)
- Lesson plan (Individual)
- Micro-Teaching (Presentation of two topics)

**SOS 213 Social Studies Research Methods and Statistics (2 Credits) C**

This course aims and at exposing students to principles of research and statistical methods for effective research work in social studies.

A. Research

- Concept and content of research:
  - Types of research
  - Choice of research topic
  - Purposes/objectives of research
- Review of relevant literature
- Research methodology (Research Design):
  - Stating research problem
  - Choice of population
  - Sample and sampling techniques
  - Hypothesising
  - Data collection techniques:
    - Observation, interview, questionnaire etc.
  - Organisation and presentation of data and statistical representation.

B.

- Appendices
- Bibliography and References
- Statistic: Meaning, Types and Uses
- Descriptive statistics:
  - Measures of central tendency
  - Measures of variability
- Inferential statistics:
  - Parametric and non-parametric

**SOS 214 Field Trip (2 Credits) C**

- The course will afford the students the opportunity to visit both far and near environment in terms of educative interest in Social Studies. Students will be out for one to four days of studying both physical and social phenomenon, human activities in terms of housing, occupational practices, dressing, culture etc. Students will be able to write a study-report on undertaking field exercise. And by so doing develop in learners skills of data collection, e.g. interceding, documentation and reporting.

**SOS 221 Issues and Problems of National Development and Modernization (2 Credits) C**

The course is designed to expose students to basic concepts of National Development. At the end of the course, students will be able to appraise and problems of National Development.

- Nature and concepts of national development

- Meaning, nature and relationship between modernization and national development
- Dimensions of national development (economic development, political development, social development, legal development, educational development, technology and health etc).
- Problems of national development (poor data base, corruption, poor plan implementation, external manipulations and illiteracy etc).
- Factors and processes of modernization
- Aspects of modernization (population, urbanization, education, science and technology, socio-cultural political and economic).

**SOS 222      Citizenship Education      (2 Credits) C**

The course introduces students to some concepts of citizenship education. By the end of the course, students will demonstrate positive qualities of good citizenship.

- The concept of socialization
- Types of socialization (Primary, secondary, adult)
- Agents of socialization (Family, peer group, school, mass media, church, mosque, etc)
- Processes of socialization
- Political socialization and mass mobilization (MAMSER, NOA, etc)
- Problems of socialization
- The role of Social Studies in the socialization and production of good citizens
- The concepts of citizen and citizenship education
- Types of citizenship (single and dual)
- Citizenship acquisition in Nigeria (By birth, by registration and by national naturalization)
- Renunciation and denial of citizenship
- Qualities and duties of a good citizen
- Fundamental Human Rights
- Lawful denial of fundamental human rights
- Violation and protection of Human Rights
- Ways in which human rights are violated
- Ways of protecting Human Rights

**SOS 223      Social Services in Nigeria and Social Change in Nigeria      (1 credit) E**

This course focuses on the institutions that provide public utilities and the factors and processes of social change. At the end of the course the learner should be able to appraise the structure, functions and problems of providing social services in Nigeria. Similarly, the students should be able to make critical examination of the factors and processes of social change in Nigeria.

- Social administration and social policies defined
- Educational institutions: Structures and functions in Nigeria
- Health institutions: Structure and functions, National AIDS/STD Control Programmes in Nigeria (NASCP).
- Housing Policy
- Other services and utilities: Fire, Prison, Postal, Old age pension, Nigeria Police Force, Water Supply, Electricity, Transport, Communication.
- Attitude to public utilities
- Population pressure on social services in Nigeria

- The concept of change
- Theories of change
- Types of change
- Factors and processes of change
- Changes in Nigeria before and after 1960 in demographic, economic, socio-cultural and political system.
- Change and its effects on the individual and the family in Nigeria

**SOS 224 Law Related Education (1 Credit) E**

- 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.
- This is done by introducing the learner to the constitutions of the Nigerian government, colonial heritage, traditions and sharing.
  - ! 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 course will equally take a critical look at the role of the judiciary in the implementation of the law e.g. (The hierarchy of courts, personal and independence.
- A detail study of “You and the Law”.

**SOS 225 Transport and Communication (1 Credit) E**

- The course seeks to expose students to various means of transportation and communication. At the end of the course, students should be able to appraise the problems and prospects of transport and communication.
- The differences between transportation and communication
  - Traditional and modern means of Transportation: Advantages and problems
  - Traditional and Modern means of Communication: Advantages and problems (E-mail, fax, telex, radio, internet. Practical application should be demonstrated to students.
  - The role of transportation and communication on national development
  - The mass media-what is mass media, their role in national development. Problems etc.
  - Students should develop case studies materials on any mass media of their choice (It should form part of student C.A).

**SOS 321 Population and Family Life Education (2 Credits) C**

- The course focuses attention on population and family life education. At the end of the course, students should be able to demonstrate positive attitudes towards family life.
- The concept of population
  - The concept of family life
  - The family life education
  - The objective of population education
  - The objective of family life education

- Gender issues and family life education
- Family size and welfare
- The roles of members of the family
- The responsibility of parenthood
- Population data i.e. census and vital registration
- Population distribution in Nigeria and Africa
- The relationship between Social Studies and Population, Family Life and Aids Education.
- National Population Policy (NPP)
- Population dynamics: growth, decline and structure and their socio-economic implication.
- Methods of teaching Population/Family life Education

**SOS 322      Nigeria External Relations      (2 Credits) C**

The course focuses on the principles of International relations and Nigeria's foreign policy. At the end of the course, students should be able to appraise the role of Nigeria in the international community.

- The concept of Internal Relation
- Nigerian foreign policies (Principles and Policies)
- Nigeria and ECOWAS (Formation, functioning and problems)
- Man in International Community
- World Tension: Causes and solutions (games, conferences and membership etc)
- Nigeria in the Common Wealth
- Nigeria in OPEC
- Nigeria in the UNO (contribution) benefit and problems)
- Nigeria in Africa Union

**SOS 323      Social Institutions      (1 Credit) E**

The course is designed to expose students to be structure, functions and problems of different social institutions in Nigeria. At the end of the course, students should be able to proffer possible solutions to the problems affecting social institutions in Nigeria.

- The concept of social institution
- Structure and functions of different social institutions such as legal political, economic, religious, educational, health institutions etc. in Nigeria.
- Problems of social institutions in Nigeria
- Religion in Society
- Religion in Nigeria
- Religion and Morality
- Religion and Politics
- Conflict and tolerance in Nigeria

**SOS 324      Globalization      (1 Credit) E**

This course aims at exposing students to the concepts of globalization in relation to the impact it has on the Nigerian nation. At the end of the course, students are expected to develop awareness and appreciation of the changes globalization has be on the Nigerian society.

- The concept of Globalization
- Historical antecedents (colonialism, Imperialism, Europeanization,

- Westernization, Americanization, etc).
- Who is globalizing, and what is being globalized?
- Who is globalizing, and what cannot be globalized?
- Impact of globalization on the South (i.e. Developing and Underdeveloped countries, including Nigeria).
- What can Nigeria globalize? How? (i.e. Nigeria and the globalization process)

### **11.13 COURSE DESCRIPTION FOR DOUBLE MAJOR**

#### **SOS 111 Foundations of Social Studies (3 Credits) C**

This course is intended to expose students to the philosophy and basic characteristics of social Studies education. At the end of the course students are expected to demonstrate awareness and appreciation of the nature of social studies

- The definition and scope of social Studies
- The philosophical background of social Studies
  - a) In relation to the National Policy on Education
  - b) In relation to theory of Inter-relationships in learning
- The concept of integration in Social Studies
- The relationship between Social Studies, the Social Sciences and other subjects
- Aims and objectives of Social Studies
- The relationship between Social Studies and Population, family Life, Drug and AIDS Education.

#### **SOS 112 Man and His Social Environment (3 Credits) C**

This idea of man as a social being and why he lives as group is the focus of this course. At the end of the course, students are expected to:

- Explain the basic concepts of man in the social environment
- Definition and types of man's social environment
- Why man lives in groups
- Family-types, structure, functions and changing roles
- Forms and problems of marriage: customary, religious and ordinance
- Safe age for marriage, family formation, child bearing and rearing practices
- Primary and Secondary groups - definitions, characteristics and functions
- Kinship systems in Africa
- Factors that promote living together: love, customs, morality, Folkways, mores and laws.
- Women education Family welfare
- Gender roles

#### **SOS 113 Man and His Physical Environment (3 Credits) C**

The course is designed to uplift the knowledge of students on the physical environment, how it influences and how man through his numerous activities influences the physical environment. As such, students are expected at the end of the course to:

- c. Apply the knowledge obtained in carrying out their daily activities
- d. Develop the right attitudes towards issue of environmental control and management
  - The concept of physical environment: Minerals and Rocks; Relief features, soils; atmosphere, weather and climate; vegetation; water bodies (ponds, streams, rivers, lakes, lagoons, seas and oceans). The influence of physical environment on man's

activities and vice-versa

**SOS 114      Dynamics of Group Behaviour      (3 Credit) C**

This course exposes students to the dynamics of the social life of human beings and lower animals. At the end of the course, students should be able to demonstrate the qualities peaceful and functional group life.

- Study of group life of lower animals, e.g.. ants, bees, monkeys etc.
- Some basic psychological variables; attitudes, values, roles, norms, beliefs, honesty, reference group etc.
- Group processes - conformity and defiance
- Public opinion
- Collective behaviour e.g. crowd, community development activities, riots, demonstration, mob violence etc.
- Leadership and followership communication, decision-making and assertiveness
- Effect of Community self-help Development programmes on the quality of life of the population.
- Funding help

**SOS 121      Introduction to the NERDC National Curriculum for Social Studies      (3 Credits) C**

The course introduces students to the NERDC National Curriculum of Social Studies for basic education 7 – 9. At the end of the course students should demonstrate their ability to develop a scheme of work and lesson plan based on the NERDC curriculum guide.

- An overview of NERDC Social Studies National Curriculum for Basic 1 – 9. Distinctions among curriculum, syllabus, scheme of work, unit plan and lesson plan; locating social studies syllabuses; preparation of lesson plans in Social Studies; distinction among teaching methods, techniques and strategies; an overview of Social Studies teaching methods; an overview of instructional resources in Social Studies ; evaluation strategies in Social Studies, Micro-teaching (meaning and approaches).

*Note: The focus of this course should be on NERDC National Curriculum for Social Studies for Basic 1 - 6 and 7 - 9. Students should develop scheme of work and lesson plan using NERDC curriculum as guide.*

**SOS 122      Nigeria as a Nation      (3 Credits) C**

The students are taken through the evolution of the Nigerian National and to appraise the cultural Diversities of our nation. At the end of the course, students should be able to appreciate and demonstrate the need for national unity and integration in Nigeria.

- The concept of nation
- Nigeria as a geo-political entity
- Ethnic groups in Nigeria (number, characteristics and location)
- Population of Nigeria: size and distribution
- Integration: Concept and forms
- Efforts at national integration (national symbols, new capital city, constitutions, NYSC, Unity Schools, Federal Highways etc).
- Problems of national integration

- SOS 123      The Origin and Nature of Man      (3 Credit) C**  
 This course of designed to exposed students to the origin and nature of man. At the end of the course they are expected to appreciate the uniqueness inter – dependence and universality of man.
- The various explanations of the origin of man namely; religious, mythical and scientific.
  - The beginning of man from Apes to homo-sapiens
  - Harmonizing Forces (tool making, Language, Social Organization and Management of Man’s Prolonged Childhood).
  - The uniqueness of man
  - The interdependence of man
  - Race and Racism
  - Humanity Universality
- SOS 124      Environmental Studies      (2 Credits) C**
- The concept of environment
  - The scope of environmental studies
  - Environmental hazards:
    - i) Natural: soil erosion, drought, desert encroachment, ocean encroachment, flooding, storms etc;
    - ii) Man generated: Air pollution, water pollution, land pollution, and despoliation
  - Environmental Management in Nigeria (Laws and Policies)
- SOS 125      Law Related Education      (2 Credits) E**
- 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.
  - This is done by introducing the learner to the constitutions of the Nigerian government, colonial heritage, traditions and sharing.
    - ! 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 course will equally take a critical look at the role of the judiciary in the implementation of the law e.g. (The hierarchy of courts, personal and independence.
  - A detail study of “You and the Law”.
- SOS 126      Transport and Communication      (2 Credit) E**  
 The course seeks to expose students to various means of transportation and communication. At the end of the course, students should be able to appraise the problems and prospects of transport and communication.
- The differences between transportation and communication
  - Traditional and modern means of Transportation: Advantages and problems
  - Traditional and Modern means of Communication: Advantages and problems (E-mail, fax, telex, radio, internet. Practical application should be demonstrated to students.
  - The role of transportation and communication on national development

- The mass media-what is mass media, their role in national development. Problems etc.
- Students should develop case studies materials on any mass media of their choice (It should form part of student C.A).

**SOS 211 Nigerian Political Life (3 Credits) C**

This course aims at exposing students to the concepts of the Nigerian political life in relation to the general provisions of the Nigerian Constitution. At the end of the course students are expected to demonstrate their awareness of the rule of law and how it relates to political issues.

- Nigerian Political Life
- The concepts of nation, state and country
- Nationalist movements and political parties before independence
- Independence, the Republics and the political parties
- Military Rule in Nigeria
- Political Issues (Population size, power sharing/shift, revenue allocation, resource control etc).
- Constitutions (meaning, purposes and types)
- Constitutional developments in Nigeria since 1914
- General provision of the current Nigerian constitution (Fundamental objectives and directive principles of state policy, citizenship, fundamental human rights, Arms of Government, FCT and General supplementary provision.

**SOS 212 Practicum for National Curriculum for Basic 7 – 9 (3 credits) C**

This course aims at exposing students to Practical application of NERDC National Curriculum for Social Studies. At the end of the course students should be able to demonstrate methods and techniques necessary for the effective teaching and learning of social studies for basic 7 – 9. Social studies.

- Methods and techniques necessary for the effective teaching of Social Studies for Basic 7 - 9. Dramatic representation, discussion, creative activities, simulation, problem solving, questioning, technique, concept mapping etc.

*Note: The mode of assessment for this course should be practical application of NERDC curriculum for Social Studies Basic 7 - 9 to develop:*

- Scheme of Work (In group)
- Lesson plan (Individual)
- Micro-Teaching (Presentation of two topics)

Emphasis should be more on practical than theory.

**SOS 213 Social Studies Research Methods and Statistics (3 Credits) C**

This course aims and at exposing students to principles of research and statistical methods for effective research work in social studies.

A. Research

- Concept and content of research:  
Types of research  
Choice of research topic  
Purposes/objectives of research
- Review of relevant literature

- Research methodology (Research Design):
  - Stating research problem
  - Choice of population
  - Sample and sampling techniques
  - Hypothesising
  - Data collection techniques:
    - Observation, interview, questionnaire etc.
  - Organisation and presentation of data and statistical representation.

- B.
  - Appendices
  - Bibliography and References

Statistic: Meaning, Types and Uses

- Descriptive statistics:
  - Measures of central tendency
  - Measures of variability
- Inferential statistics:
  - Parametric and non-parametric

**SOS 214      Field Trip      (3 Credits) C**

- The course will afford the students the opportunity to visit both far and near environment in terms of educative interest in Social Studies. Students will be out for one to four days of studying both physical and social phenomenon, human activities in terms of housing, occupational practices, dressing, culture etc. Students will be able to write a study-report on undertaking field exercise. And by so doing develop in learners skills of data collection, e.g. interceding, documentation and reporting.

**SOS 215      Man and His Economic Activities      (3 Credits) C**

The focus of this course is to introduce the learners to the major economic activities within the Nigerian state. At the end of the course, the learners should be able know the dynamics of economic activities and to demonstrate how they can contribute their quota to a stable economy

- Man's basic economic problems; Scarcity and choice
- Factors of production
- Man's reactions to supply and demand of goods and services
- Production systems: primary, secondary and tertiary
- Sources of government revenue in Nigeria
- Economic problems: Inflation, unemployment, poverty and poverty alleviation programmes

**SOS 221      Issues and Problems of National Development and Modernization      (3 Credits) C**

The course is designed to expose students to basic concepts of National Development. At the end of the course, students will be able to appraise and problems of National Development.

- Nature and concepts of national development
- Meaning, nature and relationship between modernization and national development
- Dimensions of national development (economic development, political

- development, social development, legal development, educational development, technology and health etc).
- Problems of national development (poor data base, corruption, poor plan implementation, external manipulations and illiteracy etc).
- Factors and processes of modernization
- Aspects of modernization (population, urbanization, education, science and technology, socio-cultural political and economic).

**SOS 222      Citizenship Education      (2 Credits) C**

The course introduces students to some concepts of citizenship education. By the end of the course, students will demonstrate positive qualities of good citizenship.

- The concept of socialization
- Types of socialization (Primary, secondary, adult)
- Agents of socialization (Family, peer group, school, mass media, church, mosque, etc)
- Processes of socialization
- Political socialization and mass mobilization (MAMSER, NOA, etc)
- Problems of socialization
- The role of Social Studies in the socialization and production of good citizens
- The concepts of citizen and citizenship education
- Types of citizenship (single and dual)
- Citizenship acquisition in Nigeria (By birth, by registration and by national naturalization)
- Renunciation and denial of citizenship
- Qualities and duties of a good citizen
- Fundamental Human Rights
- Lawful denial of fundamental human rights
- Violation and protection of Human Rights
- Ways in which human rights are violated
- Ways of protecting Human Rights

**SOS 223      Social Services in Nigeria and Social Change in Nigeria      (2 Credits) C**

This course focuses on the institutions that provide public utilities and the factors and processes of social change. At the end of the course the learner should be able to appraise the structure, functions and problems of providing social services in Nigeria. Similarly, the students should be able to make critical examination of the factors and processes of social change in Nigeria.

- Social administration and social policies defined
- Educational institutions: Structures and functions in Nigeria
- Health institutions: Structure and functions, National AIDS/STD Control Programmes in Nigeria (NASCP).
- Housing Policy
- Other services and utilities: Fire, Prison, Postal, Old age pension, Nigeria Police Force, Water Supply, Electricity, Transport, Communication.
- Attitude to public utilities
- Population pressure on social services in Nigeria
- The concept of change
- Theories of change
- Types of change

- Factors and processes of change
- Changes in Nigeria before and after 1960 in demographic, economic, socio-cultural and political system.
- Change and its effects on the individual and the family in Nigeria

**SOS 224      Man and His Government      (3 Credits) C**

This course intends to expose the learners to the rudiments of governance in human society. At the end of the course, the learners should be able to comprehend the relevance of government in the society and the need to participate.

- The concepts and role of government in society
- Power and Authority
- Traditional forms of government: family, clan, village, town empire etc
- Modern forms of government - democracy, autocracy, monarchy, and the military
- Organs of government - executive, legislative, judiciary and the press
- Tiers of government in Nigeria - Local, State and Federal emphasizing their structure and functions.

**SOS 225      Contemporary Public Issues      (2 Credits) C**

- STD/HIV/AIDS Scourge
- Human rights
- Poverty and poverty alleviation
- Food crises
- Human trafficking
- Values education
- Safety awareness education
- Life skills, personal skills
- Drug abuse
- Peace Education
- Child abuse
- Cultism
- Religious and Ethnic conflicts etc
- corruption – The role of EFCC and ICPC etc

**SOS 321      Population and Family Life Education      (3 Credits) C**

The course focuses attention on population and family life education. At the end of the course, students should be able to demonstrate positive attitudes towards family life.

- The concept of population
- The concept of family life
- The family life education
- The objective of population education
- The objective of family life education
- Gender issues and family life education
- Family size and welfare
- The roles of members of the family
- The responsibility of parenthood
- Population data i.e. census and vital registration
- Population distribution in Nigeria and Africa
- The relationship between Social Studies and Population, Family Life and Aids Education.

- National Population Policy (NPP)
- Population dynamics: growth, decline and structure and their socio-economic implication.
- Methods of teaching Population/Family life Education

**SOS 322 Nigeria External Relations (3 Credits) C**

The course focuses on the principles of International relations and Nigeria's foreign policy. At the end of the course, students should be able to appraise the role of Nigeria in the international community.

- The concept of Internal Relation
- Nigerian foreign policies (Principles and Policies)
- Nigeria and ECOWAS (Formation, functioning and problems)
- Man in International Community
- World Tension: Causes and solutions (games, conferences and membership etc)
- Nigeria in the Common Wealth
- Nigeria in OPEC
- Nigeria in the UNO (contribution) benefit and problems)
- Nigeria in Africa Union

**SOS 323 Social Institutions (3 Credit) C**

The course is designed to expose students to be structure, functions and problems of different social institutions in Nigeria. At the end of the course, students should be able to proffer possible solutions to the problems affecting social institutions in Nigeria.

- The concept of social institution
- Structure and functions of different social institutions such as legal political, economic, religious, educational, health institutions etc. in Nigeria.
- Problems of social institutions in Nigeria
- Religion in Society
- Religion in Nigeria
- Religion and Morality
- Religion and Politics
- Conflict and tolerance in Nigeria

**SOS 324 Globalization (3 Credits) C**

This course aims at exposing students to the concepts of globalization in relation to the impact it has on the Nigerian nation. At the end of the course, students are expected to develop awareness and appreciation of the changes globalization has be on the Nigerian society.

- The concept of Globalization
- Historical antecedents (colonialism, Imperialism, Europeanization, Westernization, Americanization, etc).
- Who is globalizing, and what is being globalized?
- Who is globalizing, and what cannot be globalized?
- Impact of globalization on the South (i.e. Developing and Underdeveloped countries, including Nigeria).
- What can Nigeria globalize? How? (i.e. Nigeria and the globalization process)

## **CULTURAL AND CREATIVE ARTS (SINGLE MAJOR)**

### **12.1 PHILOSOPHY**

The Arts, as an expression of the people, reflect the society, the environment, and aspects of their culture, including the folklore and the pragmatic nature of the people. The Arts in traditional culture-music, dance, drama, fine and plastic arts, are usually integrated and are often performed and presented together at appropriate occasions, including festivals thus promoting the cultural heritage.

These facts therefore constitute the underlying principles for formulating the philosophy for Cultural and Creative Arts Education for Primary and Junior Secondary schools. The cultural and Creative Arts curriculum aims at developing students' acquisition of cultural repertoire, aesthetic perception, artistic talents, creativity and expression. It is designed to stimulate interest and enquiries into the theoretical and practical areas, particularly as they affect the teaching of the arts in schools. Finally, the arts are significant tools for developing and inculcating right attitudes, cultural understanding, national unity and the advancement of the society.

### **12.2 OBJECTIVES**

The programme objectives are to:

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

### **12.3 ADMISSION REQUIREMENTS**

- a) General Admission Requirements, possession of a minimum of 4 credits at two sittings in SSCE or Grade II Teachers' Certificate with credit in English Language.
- b) Candidates to possess 4 credits at the O/L GCE/SSCE/WASC/NECO, one of which must be in Fine Arts or a credit in Fine Arts related subjects from Technical Colleges e.g. Technical Drawing.  
**OR**
- c) Candidates for the Pre-NCE programme in Cultural and Creative Arts should have at least a pass grade in English Language before admission.

### **12.4 FACILITIES**

For CCA there should be the following facilities

Classrooms: There should be at least three general classrooms for NCE one to three and each should contain modern classroom furniture.

- i) Art Studios: There should be at least two studios for two and three dimensional Art. An average size Art Studio capable of holding up to 30 students should be about 30ft x 30ft or 900cm x 900cm.
- ii) Music Classrooms:
- a) There should be two specialized rooms prepared for music each with one chalk board and a music chalkboard ruled with 3 or 4 pairs of staves. It should be equipped with storage facilities for safe keeping of instructional equipment and materials.
  - b) There should be a large music workshop with sound proof for music practicals. It should be fully air conditioned and equipped with storage and cupboard for keeping instruments, equipment, audio and video cassette records and players etc.
- iii) Theatre Arts and Dance: A large hall with a stage and proper wooden floor treatment and hand railing for dance practices, integrated arts practicals and other practices.
- iv) Books in the Library:
- There must be enough books to cover all the CCA subjects to the ratio of one student to ten books.
  - NERDC National Curriculum for Junior Secondary School Cultural and Creative Arts (4 copies)
- v) Equipment:
- 1) Music Requirements:  
Musical Instruments
    - a) Local: Drums, wooden drums, bells, maracas, clappers, musical pots, (Udu), xylophone, goge, oja, flutes, sarewa, horns
    - b) Guitars, school recorders, pianos, electronic keyboard, Orchestral instruments, and graded xylophones.
    - c) Audio and Video players and recorders, CD players, empty cassettes, turn tables, records phonodisks, recorded audio-video tapes CD etc.
  - 2) Fine Art Requirements
    - a) Donkey seats, easles, drawing boards, potter's' wheel, kiln, clay dump, print making machine, lino-cutters, fixative, modelling tools, screen frames, T-squares, set squares, scissors, hand gloves, etc.
    - b) Poster colours, caustic soda, hydro sulphite, calligraphic pens, rapidographic pens, ink, tracing papers, textile materials, assorted markers, kitchen papers, etc.
    - c) Photographic studio and equipment.
  - 3) Theatre and Dance Requirements:
    - a) Complete lighting system
      - At least 7 lamps including flood and follow spot.
      - 2 Dimmer boards
      - Sewing Machine

- . Make-up kits
- . Stand-by Generators
- . Dimmer Pack

*Note: Facilities like Art Studios, Music Rooms and Theatre Halls can be shared with the appropriate Departments where the College has Fine and Applied Art, Music and Theatre Departments.*

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

viii) Personnel (Academic and Non-Academic)

1. Academic:

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

2. Supporting Staff:

Studio Attendants/Cleaners

1 Store keeper

2 models/cleaners one male and one female (for two and three Dimensional Art)

2 local artisans (as Resource Persons) to teach traditional music, crafts and folklore.

Local artisans should be invited when necessary

## 12.5 MODE OF TEACHING

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

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

- a) Appropriate teaching aids include, audio and video tape recorder, pictorial reproduction, photographs, slides, film strips, charts, sound-producing objects, improvised sound producing objects, art materials, charts, musical instruments, etc.
- b) For Years Two-Three: Modes of Teaching will include: class teaching/lecture, individual tutorials/studio teaching, group work, assignment, practicum, field trips, etc.

## 12.6 COURSE COMBINATION

Subjects for combination with CCA could include: English, Theatre Arts, Social Studies, Religious Studies, i.e. CRS/IRK, Yoruba, Hausa or Igbo, French and Arabic.

## 12.7 GRADUATION REQUIREMENTS

To graduate as a Cultural and Creative Art teacher, a candidate must earn a minimum of 128 credits. The breakdown is as follows:

1. General Education Courses	-	30
2. General Studies Courses	-	18
3. Teaching Practice	-	6
4. Cultural and Creative Arts	-	32
5. 2 <sup>nd</sup> Teaching subject	-	32

## 12.8 COURSE CONTENTS (SINGLE MAJOR)

COURSE CODE	COURSE TITLE	CREDIT	STATUS
<b>Year I, First Semester</b>			
CCA 111	History and Development of Cultural and Creative Arts in Nigeria.	1	C
CCA 112	Arts Appreciation	1	C
CCA 113	Rudiment and Theory of Music I	1	C
CCA 114	Introduction to General/Basic Drawing	2	C
CCA 115	Introduction to Indigenous Festival Theatre	1	E
CCA 116	Introduction to Drama and Theatre	1	E
	TOTAL	6	Units

### Year I, Second Semester

CCA 121	Practical for National Curriculum Cultural and Creative Arts (NERDC)	2	C
CCA 122	African Music	1	E
CCA 123	Chorale (Class) singing	1	E
CCA 124	Introduction to Visual Arts Studio Practice	2	C
CCA 125	Theatre Practice	2	C
	TOTAL	7	Units

### Year II, First Semester

CCA 211	Cultural and Creative Arts Teaching Methods and Materials.	2	C
CCA 212	Nigerian Indigenous Arts and Crafts/Decorative Arts.	2	C
CCA 213	Photography	1	C
CCA 214	History and Literature of Music	1	E
CCA 215	Applied Music	1	E
CCA 216	Basic Print-Making Techniques	2	C
	TOTAL	7	Units

**Year II, Second Semester**

CCA 221	Contemporary Nigerian Artists and their Works	1	C
CCA 222	2 Dimensional Arts	1	C
CCA 223	3 Dimensional Arts	1	C
CCA 224	Theory of Music I	1	C
CCA 225	Children's Theatre and Choreographic Dances	2	C
CCA 226	History of Art	1	C
	<b>TOTAL</b>	<b>7</b>	<b>Units</b>

**Year III, First Semester**

Teaching Practice	6	
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**Year III, Second Semester**

CCA 321	Traditional African Theatre, Drama & Community Theatre	2	C
CCA 322	3 Dimensional Arts	2	C
CCA 323	Nigerian Museums and Artifacts	1	E
CCA 324	Creative Integrated Art Project	2	C
	<b>TOTAL</b>	<b>7</b>	<b>Units</b>

**Summary**

NCE Year	Compulsory	Elective	Total
Year One	9 Credits	4 Credits	13 Credits
Year Two	14 Credits	2 Credits	16 Credits
Year Three	6 Credits	1 Credits	5 Credits
<b>TOTAL</b>	<b>29 Credits</b>	7 Credits	<b>34 Credits</b>

\* Candidates must register for least one elective per semester.

Minimum credits required for graduation

Compulsory courses	-	29
Elective courses	-	3
<b>Total</b>	-	<b>32</b>

## 12.9 COURSE DESCRIPTION

- CCA 111      **History and Development of CCA in Nigeria**      (1 Credit) C
- Meaning of philosophy of CCA
  - Goals and objectives of CCA
  - Arts in Pre-Colonial Nigeria
  - Nigerian Art Heritage, Nok, Ife, Benin, Igbo, Ukwu, Mbari, Akwanshi, Kalabari, Hausa Decorative Art.
  - Music in Culture
  - Rites of Passage
  - Dramatic Arts in Culture
  - Function of the Arts in the Society
  - The Arts in Nigerian Education
  - How the Arts got into the schools
  - The Emergence of CCA
  - The National Policy on Education
  - Role of NERDC and the Development
  - First Nigerian National Conference in 1969
  - The Future of CCA in Nigeria
- CCA 112      **Arts Appreciation**      (1 Credit) C
- Goals and Objectives of Art Appreciation (Music, Drama, Dance and Visual Arts)
  - Principles/Elements of Art, Forms of Art, Meaning and Context
  - A basic survey of Historical and Cultural factors that affect the art forms
  - Significance of Arts in Life and Society
  - Development of Visual Literacy through analysis of works of Art
  - Aesthetics in the Arts - Music, Drama, Dance and Visual Arts.
- CCA 113      **Rudiments and Theory of Music II**      (1 Credit) C
- Goals and Objectives of Music I
  - Notation of Rhythms, Scales, Intervals
  - Trails and Chords
  - Music Reading and sight singing, development of musical literacy
  - Musical terms, signs, symbols and abbreviations.
- CCA 114      **Introduction to General/Basic Drawing**      (2 Credits) C
- Goals and objectives of Drawing
  - Still Life Drawing
  - Drawing of Cultural Tools from different parts of Nigeria
  - Perspective and Tonality
- CCA 115      **Introduction to Indigenous Festival Theatre Appreciation (1 Credit) E**
- Field Trips to Local Festival
  - Study of Local Traditional Arts Culture and Artifacts with emphasis on Form and Functions.
  - Study of Local Masking Tradition in the Society: their significance and practice.
  - Festival Music and Dance
  - Visual Arts in Festival Theatre - costumes, colour codes, masks, body

- decoration, etc.
  - Integrated Arts in African Festival Theatre.
- CCA 116      **Introduction to Drama and Theatre**      **(1 Credit) E**
- Philosophy and Goals of Drama Education
  - Survey of Theatre
  - Basic Techniques of the Art of Acting, body posture, attitude, movement through space and time, gestures, speech, dialogue, character build-up, sense memory, emotional memory.
  - State Business
  - Improvisation and Creativity
- CCA 121      **Practical for National Curriculum (2 Credits) C**
- The purpose of this course is to expose the student to the study and analysis of NERDC National Curriculum for Cultural and Creative Arts for Basic 7-9 School, develop scheme of Work and lesson plans using NERDC National Curriculum. Use the plan lesson notes for Micro-teaching and develop of Instructional Materials to be used during teaching Practices
- \* NERDC curriculum **must** be used for this course
- CCA 122      **African Music**      **(1 Credit) E**
- The Objectives of the course are for the students to:  
Explain, Examine, discuss, analysis the:
- Role of Music in culture
  - Characteristics of African Music
  - Instrumental Resources and Distribution of Folksongs of Africa
  - Organization of Music in Africa
  - Functions of African Music in societies
- CCA 123      **Choral (Class) Signing**      **(1 Credit) E**
- At the end of the course, student should be able to explain the:
- Goals and objectives of choral singing
  - Development of Folk songs repertoire from different Ethnic groups in Nigeria.
  - Develop skills for signing of Nigerian Folk songs (a minimum of 100 Folk songs) from different Nigerian Ethnic Groups.
  - Develop skills for technical Details: Voice training, language, pronunciation, dictation, expression etc.
- CCA 124      **Introduction to Visual Arts, Studio Practice**      **(2 Credits) C**
- Still Life Drawing
  - Drawing from Life and Nature
  - Introduction to Basic Design
  - Introduction to Painting - Use of water colour, poster colour and oil colour
  - Introduction to Basic Ceramics, Sculpture and Textiles
  - Introduction to Tools and Materials
  - Mask/Costume Making

CCA 125	<b>Theatre Practice</b>	<b>(2 Credits) C</b>
	<ul style="list-style-type: none"> <li>- Practical Participation in Theatre Production</li> <li>- Script reading</li> <li>- Practical Techniques of Acting, Mining, Singing, Speaking, Dancing, Movement and Gesture on Stage.</li> <li>- Stage Props, Costumes and Sets</li> <li>- Stage Business</li> </ul>	
CCA 211	<b>Cultural and creative Arts Teaching Methods/Materials</b>	<b>(2 Credits) C</b>
	<ul style="list-style-type: none"> <li>- Development stages in Art, Characteristics of children up to adolescence and implication for the Arts.</li> <li>- Children's art forms in Traditional and Contemporary society</li> <li>- Integrated Approach to the teaching of CCA through cultural themes e.g. common concepts, games, folktales and festivals.</li> <li>- Improvisation in Visual Arts, Music and Drama</li> <li>- Creating instructional materials from folksongs, games art, theatre etc.</li> <li>- Evaluation in CCA classroom</li> <li>- Microteaching</li> <li>- Use NERDC curriculum as a Guide in teaching the topics</li> </ul>	
CCA 212	<b>Nigerian Indigenous Arts and Crafts; Nigerian Decorative Arts</b>	<b>(2 Credits) C</b>
	<p>Carrying, Wearing, Pottery, Leatherwork, Tie and Dye (e.g. Oyo and Ilorin weavers, Abuja potters, Kano Dye pits, Nupe Brasworks, Ibibio masks etc.</p> <ul style="list-style-type: none"> <li>- Body Decoration, Tatoos, Scarification etc.</li> <li>- Items for household decoration, furniture, wall hangs, curtains, mobiles etc.</li> </ul>	
CCA 213	<b>Photography</b>	<b>(1 Credit) C</b>
	<ul style="list-style-type: none"> <li>- History of photography</li> <li>- Photography as Art</li> <li>- The Camera</li> <li>- Darkroom processes</li> <li>- Film Development and Printing, Advanced Techniques.</li> <li>- Practical Exercises</li> </ul>	
CCA 214	<b>History and Literature of Music</b>	<b>(1 Credit) E</b>
	<ul style="list-style-type: none"> <li>- A confirmation of the development of Western Music from the classical to Romantic periods concentrating on major composers of these periods, their contributions and major works.</li> </ul>	
CCA 215	<b>Applied Music</b>	<b>(1 Credit) E</b>
	<ul style="list-style-type: none"> <li>- Practical works on singing, recorder playing-major scales of keys CGF, and technical exercises of intermediate level.</li> <li>- Introduction to Guitar playing, parts of a Guitar, Techniques of Chord playing.</li> <li>- Accompany songs with Guitar on keys C,G,F, major and A minor</li> </ul>	

- CCA 216      **Basic Print-Making Techniques**      **(2 Credits) C**  
 In this course emphasis should be placed on the practical aspect and less theory. Students should be guided to develop, manipulating skills.
- Use of rubber stamp (Lino) method
  - Use of wood printing (Relief) method
  - Etching
  - Screen printing method
  - Colour separation for printing
  - Introduction to Computer Graphics - Use of Corel Draw
- CCA 221      **Contemporary Nigerian Artists and their Works**      **(1 Credit) C**
- Studies of works of Ben Enwonwu, Ladi Kwali, Bruce Onabrakpeya, Twin Seven-Seven, Lamidi Fakeye, Adunni Olorisa, Bamidele etc.
  - Study of their styles, use of media and their philosophy
  - Educational visits to location where their works can be viewed
- CCA 222      **2-Dimensional Arts**      **(1 Credit) C**  
 Note: Students should be guided base on Drawing Techniques; Imaginative composition; Portrait, painting and designs.
- Drawing Techniques with different media, pen crayons, charcoal etc.
  - Imaginative composition in colour
  - Portrait printing
  - Designs for posters, cards, fabrics etc.
  - Textile Design on fabrics
- CCA 223      **3-Dimensional Arts**      **(1 Credit) C**  
 The objectives of the course are to guide the students to acquire skills and introduce them to:
- Abstract Drawing
  - General and Life Drawing
  - Pottery Techniques
  - Modeling of objects with clay
  - Macquetter
  - Basic firing Techniques
  - Used of mixed media in modeling - papier mache, plasticine etc.
  - Introduction to casting technique in Plaster Of Paris and Cement.
- CCA 224      **Theory of Music II**      **(1 Credit) C**  
 This course introduces students to:
- Introduction to Elementary Harmony, Diatonic Harmony
  - Analysis of simple songs, folksongs, and short passages
  - Introduction to Elementary Melody Writing
  - Analysis of short choral and piano pieces
  - Introduction to use of dominant 7<sup>th</sup> chord and its inversion in Harmony and guide them to acquire the necessary skills.
- CCA 225      **Children's Theatre and Choreographic Dances**      **(2 Credits) C**
- What is children's theatre? Children's plays, learning through plays, Creative imagination, masks and make-up, practical exercises.

- CCA 226      **History of European Art**      **(1 Credit) C**
- Greek, Roman and Medieval Arts
  - Islamic Art
  - Modern European Art: Renaissance, Impressionism etc.
- CCA 321      **Traditional African Theatre, Drama and Community Theatre (2 Credits) C**
- The traditional African Theatre will include: total theatre, characterization in traditional theatre, audience participation e.g. masquerades, and other popular traditional performances. Effects of Western Theatre and Drama on modern African Theatre and Drama. Community theatre and its origins, community theatre. Methodology, puppetry, visit to local festivals and observation of all Creative Arts Aspect. Experiences in local communities.
- CCA 322      **3-Dimensional Arts**      **(2 Credits) C**
- General and Life Drawing
  - Introduction to Bust Modeling
  - Modeling from Life
  - Relief sculpture with clay/cement
  - Advanced works on moulding of objects - Trinket boxes, flower and flower vases/pots, ritual pots
- CCA 323      **Nigerian Museums and Arts facts**      **(1 Credit) E**
- The National Museums and other museum stations  
Specific museums (Esie stone figures museum, war museum at Umuahia, Oron, Monoliths etc.)
- CCA 324      **Creative Integrated Arts Project**      **(2 Credits) C**
- All the students come together and work on a theme and present a major work at the end of the semester. Their production will include a full interaction of Music, Visual Arts, Dance and Theatre Arts. This will be presented before an audience. Students should be graded according to inputs and participation.

## ARABIC MEDIUM

### 13.0 PHILOSOPHY

The philosophy behind the idea of having a separate programme called “Arabic Medium” apart from the conventional Arabic Course is informed by the necessity to enable the candidates with Arabic background have access to study in the NCE awarding institutions. Language is very vital to success of any educational endeavour. It is the indispensable medium for the education and training of skilled manpower needed for national development.

Furthermore, it has been established through series of research works that most Nigerian Children had their basic education right away from early childhood/primary up to secondary levels through the use of Arabic as medium of instruction, learning and teaching. For this reason, if those concerned individual are to be allowed to proceed further in their academic endeavours, an appropriate environment must be created for them as a matter of right.

Arabic Medium, therefore, will be an appropriate language mode through which knowledge, skills and values necessary for their development and their environment can be acquired.

### 13.1 GOALS

The goals of the acquisition of knowledge and skills through Arabic Medium Programme include the following:

- i. To produce NCE teachers of different courses who can teach those courses in Arabic at the basic schools
- ii. To prepare the students for further education in their chosen subjects through the use of Arabic.
- iii. To integrate the Islamiyyah and the traditional Arabic Institutions into the educational mainstream of the nation.

### 13.2 AIMS AND OBJECTIVES

- i. To cater for the holders of *Thanawiyyah/Taojihyyah* (Arabic Secondary School Certificate) within and outside the country where the language of education is purely Arabic.
- ii. To upgrade and further develop the already acquired spoken and written competence in Arabic in order to be able to integrate with modern teaching techniques.
- iii. To prepare students for the task of teaching the language and Islamic Students effectively in the Universal Basic Education (Years 1 – 9) as contain in the new National Curriculum by NERDC

### 13.3 STRUCTURE OF THE PROGRAMME

**Arabic Medium (A.M)** is a multi-dimensional programme which ought to be a school of its own, because it offers all the Education Courses, General Studies and Islamic Education Courses and has the potentiality of being expanded to encompass Primary Education/Early Childhood Care Education courses.

Currently, deserving colleges are allowed to use Arabic as language of curriculum and instructional delivery. The Arabic Medium programme is located in the School of Arts and Social Sciences as an independent department.

### 13.4 FACILITIES

For efficient and effective running of the Arabic Medium Programme, the following basic infrastructural facilities are required:

- i. Provision of adequate buildings to accommodate the various subjects of the programme and its entire academic and non-academic staff in accordance with the respective Minimum Standards requirements
- ii. A departmental library well-equipped with relevant books, academic journals, periodicals and modern research facilities.
- iii. Arabic Medium Media Centre (AMMC) sufficiently equipped with modern technological infrastructure/devices as required in the relevant Minimum Standards.
- iv. Qualified academic and non-academic staff with, at least, bilingual orientation in Arabic and English.

### **13.5 PERSONNEL QUALIFICATIONS**

- i. Ph.D or M.Ed/B.Ed/B.A.Ed for Education Courses
- ii. M.A, PGDE/NCE; B.A., PGDE/NCE; B.Ed, M.A.Ed/M.Ed for teaching subjects

A minimum of first degree certificate from recognized higher institution from Arabic speaking country is also acceptable.

### **13.6 ENTRY QUALIFICATION PROCEDURE**

- i. All prospective students to undergo a selection interview.
- ii. Administration to be based on the staff and facilities available

#### **Pre-NCE/NCE**

- i. Students with a minimum of four (4) credit passes in any of the recognized examining bodies
- ii. All applicants to undergo selection interview to run NCE courses in Arabic Medium.
- iii. Transition from pre-NCE to NC I will be based upon students achievement of at least Grade D in the final examination for pre-NCE.

#### **Additional Qualifications**

- i. Higher Islamic Studies Certificate (HIS)
- ii. Senior Islamic Studies Certificate (SIS)
- iii. Certificate issued by Arabic and Islamic Studies examining bodies such as Joint Examinations Board for Arabic and Islamic Studies (JEBAIS), National Board for Arabic and Islamic Studies (NBAIS), etc.
- iv. *Attawjihiyah/Ath-thanawiyyah* Certificate from recognized Arabic Institutions.

### **13.7 TEACHING PRACTICE**

As contained in the Minimum Standards

### **13.8 ACCULTURATION**

Not applicable to Arabic Medium Students

### **13.9 GRADUATION REQUIREMENTS**

- i. An average of E in each of the 2 major subjects and education
- ii. Successful completion of Teaching Practice
- iii. Successful completion of Research Project in Arabic Medium

### **13.10 PROGRAMME DETAILS**

Details of the Arabic Medium Programme could be obtained from Academic Programmes Department of NCCE