

FEDERAL REPUBLIC OF NIGERIA



NATIONAL COMMISSION FOR COLLEGES OF EDUCATION ABUJA

NIGERIA CERTIFICATE IN EDUCATION MINIMUM STANDARDS FOR GENERAL EDUCATION

2012 Edition



TETF PROJECT, 2012

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**NIGERIA CERTIFICATE IN EDUCATION
MINIMUM STANDARDS
FOR
GENERAL EDUCATION COURSES**

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TABLE OF CONTENTS

Foreword	-	-	-	-	-	-	-	-	-	-	v
Introduction	-	-	-	-	-	-	-	-	-	-	vi
Acknowledgements	-	-	-	-	-	-	-	-	-	-	viii
General Education Programme				-	-	-	-	-	-	-	1
General Studies Education	-	-	-	-	-	-	-	-	-	-	22
Guidelines for Management of Teaching Practice for NCE Awarding Institutions	-										34

FOREWORD

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

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

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

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

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

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

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

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



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

February, 2013

INTRODUCTION

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

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

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

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

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

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

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

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

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

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

I wish to acknowledge the contributions of our Development Partners. The COL and DFID, through the ESSPIN programme provided the initial impetus, technical assistance as well as materials that aided the

development of the new Quality Assurance Toolkit. The Commonwealth of Learning (COL) also, assisted the Commission in mainstreaming the principles and methods of child-friendly schools into the NCE curriculum as well as built capacities of teacher educators in ICT. UNICEF must be commended for its assistance in the development of the curriculum for Early Childhood Care and Education (ECCE).

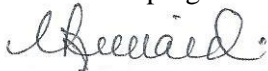
I also acknowledge the efforts of the Academic Programmes Department of the NCCE, which coordinated the various activities that led to the emergence of the revised NCE Minimum Standards documents for Colleges of Education and their sister institutions. In particular, I commend all those who contributed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

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

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

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

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



Prof. M. I. Junaid
Executive Secretary
National Commission for Colleges of Education

February, 2013

ACKNOWLEDGMENT

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

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

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



Dr. A.Y. Abdulkareem

Ag. Director

Academic Programmes Department

February, 2012

GENERAL EDUCATION

1. PHILOSOPHY

Education in its broadest sense provides the backdrop against which development acquires its meaning. Nigerian governments are not oblivious of this critical need for balanced and sustainable human and national development. Hence the position which is clearly articulated in the National Policy on Education, that any existing contradictions, ambiguities, and lack of uniformity in educational practice in the different parts of the Federation should be removed to facilitate an even orderly development of the country. The Nigeria of our collective dream is one that is free and democratic, just and egalitarian, united, strong and self-reliant; with a great and dynamic economy, and above

all, a land full of bright opportunities for all the citizens. These national goals also underlie the philosophical ideals of Nigerian education, of which Teacher Education is one concrete manifestation.

2. VISION AND MISSION OF TEACHER EDUCATION IN NIGERIA

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

- * Production of well-motivated teachers with high personal and professional discipline, integrity and competence for all the levels of the educational system;
- * Preparation of teachers with appreciable expertise in curriculum planning, development and delivery, as well as competence in research, guidance and counseling;
- * Production of professionals who can combine the use of conventional teaching strategies and worlds' unfolding ICT in the generation and imparting of knowledge, attitudes and skills;
- * Continuous preparation and upgrading of teachers who can stand out for their professional competence, sense of social responsibility and commitment, to function effectively as constructive socio-economic, moral and spiritual change-agents needed to promote goodwill, peace and progress not only in the country, but also in the world of the 21st Century.

The NCE programme being a major sector of teacher education, generally aims at producing teachers with high personal and professional discipline and integrity, teachers who are dedicated, with appropriate knowledge, skills and attitudes that would facilitate easy achievement of the national goals spelt out above. This is all the more important when we note the government's decision that NCE shall ultimately be the minimum entry qualification into the teaching profession in Nigeria. More importantly, with the signing into law of the Universal Basic Education act in 2004, production of Specialist Teachers for all the levels of Basic Education becomes imperative. This is why General Courses are specifically designed for the training of Junior Secondary Education Teachers.

3. OBJECTIVES

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

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

- (b) Examine the main psychological, health and socio-economic factors that may help or hinder a child's educational performance;
- (c) Study learners appropriately to determine the most effective ways of relating to them to ensure their maximum achievement;
- (d) Professionally combine use of conventional and ICT or other innovational instructional/learning strategies in generating, and imparting knowledge, attitudes and skills at Basic Education level;
- (e) Develop, select, and effectively use appropriate curriculum processes, teaching strategies, instructional materials and methods for maximum learner achievement;
- (f) Broaden their intellectual perspective through the General Studies Education programme for Basic Education;
- (g) Demonstrate desirable attributes in moral and character development;
- (h) Discuss intelligently major issues affecting teacher education and the teaching professional in Nigeria;
- (i) Identify major problems of education in Nigeria, and their corresponding solutions;
- (j) Demonstrate proficiency in measuring and evaluating learning outcomes, as well as in carrying out appropriate research on educational problems in Nigeria particularly at Basic Education level.

4. GENERAL ADMISSION REQUIREMENTS

- (a) A Senior Secondary School Certificate (SSC), NECO, or GCE 'O' Level with four credits at a maximum of two sittings including English Language and Mathematics. Two of the Credits must be relevant to the course the candidate wishes to offer.
- (b) A Grade II Teacher's Certificate (TC II) with credit or merit in four subjects including English and Mathematics. Two of the credits must be relevant to the course the candidate wishes to offer as his/her specialization.
- (c) For candidates wishing to offer courses in Vocational and Technical Education, RSA or City and Guilds Intermediate Certificate, and the Federal Craft Training Certificate (FCTC) with credit/merit in at least four subjects, are acceptable qualifications.
- (d) Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad, is also an acceptable qualification.
- (e) All candidates wishing to be considered for admission must enroll for and pass the selection examination organised by an accredited body such as JAMB.
- (f) Successful candidates in the Pre-NCE final examinations who obtain a minimum Cumulative Grade Point Average (CGPA) of 1.5 shall qualify to be admitted into the NCE programme.

- (g) It should be noted that some colleges may in addition to all of the above, administer their own elimination tests and, or, interviews for some courses. This is legitimate.

5. FACILITIES

(a) Space and Classroom

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

(b) Laboratory and Equipment

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

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

(d) Staff Offices

Each senior staff should have a comfortably furnished office to himself/herself. There should be an office for the support staff (typist, clerks, etc) with relevant equipment (e.g. computers, typewriters, reprographic machines, etc).

(e) Books in the Library

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

6. PERSONNEL

(a) Academic

A Minimum of Master's degree with teaching qualification is required for appointment as a Lecturer in a College of Education. The recommended

staff/student ratio is 1:25 for Education in view of the fact that all students in the College offer the programme.

(b) Others/Non-Academic

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

7. MODE OF TEACHING

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

For the same reasons, frequent use of demonstration teaching is highly recommended for Lecturers. In a related manner, given the scope and depth of expertise involved, as well as the level of performance and quality required, Lecturers are further advised to team-teach many of the topics in this programme. Emphasis should also be placed on students' effective use of instructional/learning materials. Among the generally accepted modes of teaching are:

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

8. GRADUATION REQUIREMENTS

Duration:- 3 years minimum

Internship:- 1 year with pay – followed by registration and full certification.

Candidates for the award of NCE certificates are required, among others, to earn at least 30 credits in General Education courses, 6 credits in Teaching Practice and 18 credits in General Studies Education (totaling 54 credits in the Education component of the NCE programme) to qualify for graduation, viz:

General Education - 30 Credits

TP	-	06
GSE	-	<u>18</u>
		<u>54</u>

9. **TEACHING PRACTICE**

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

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

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

10. **PROJECT**

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

11. **SUBJECT COMBINATION**

In order to qualify for the Nigeria Certificate in Education, candidates are expected to combine studies in Education with courses in one or two teaching subjects in the Junior Secondary School Curricula. (See Curriculum Implementation Framework Handbook on the recommended subject combinations for each of the **Specialist Programmes** for further guide.

12. **EDUCATION: CURRICULUM TABLE/STRUCTURE FOR JUNIOR SECONDARY EDUCATION (WITH SUMMARY)**

YEAR ONE, FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
EDU 111	History of Education in Nigeria	1	Compulsory
EDU 112	Educational Psychology (Child Development)	2	Compulsory
EDU 113	Principles and Methods of Teaching at Junior Secondary Level	2	Compulsory
		5	

YEAR ONE, SECOND SEMESTER

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
EDU 121	Sociology of Education	1	Compulsory
EDU 122	Introduction to Teacher Education	1	Compulsory
EDU 123	Philosophy of Education	1	Compulsory
EDU 124	Theory and Practice of Child Friendly Schools	2	Compulsory
EDU 125	Educational Psychology II (Human Learning)	2	Compulsory
		7	

YEAR TWO, FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
EDU 211	Practicum in Classroom Management and Organisation	1	Compulsory
EDU 212	Educational Technology: Theory and Practice	2	Compulsory
EDU 213	Micro-Teaching: Theory	1	Compulsory
EDU 214	Introduction to Research Methods	1	Compulsory
EDU 215	Education of Special Target Groups	1	Elective
		6	

YEAR TWO, SECOND SEMESTER

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
EDU 221	Curriculum Studies I	1	Compulsory
EDU 222	Measurement and Evaluation	2	Compulsory
EDU 223	Micro-Teaching Practicum	1	Compulsory
EDU 224	Educational Administration, Planning and Supervision	2	Compulsory
EDU 225	Introduction to Special Education	1	Compulsory
		7	

YEAR THREE, FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
EDU 311	Teaching Practice	6	Compulsory

YEAR THREE, SECOND SEMESTER

COURSE CODE	COURSE TITLE	CREDIT(S)	STATUS
EDU 321	Curriculum Studies II	1	Compulsory
EDU 322	Adolescent Psychology	1	Compulsory
EDU 323	Research Project	2	Compulsory
EDU 324	Introduction to Theory and Practice of Guidance and Counseling.	1	Compulsory
EDU 325	Introduction to Adult and Non-Formal Education	1	Elective
		6	

SUMMARY

Total number of credits	=	36
Compulsory credits	=	30 (Elective inclusive)
Minimum number of units required for graduation	=	36 (Teaching Practice Inclusive)

Note: Students must earn 30 credit units before graduation. Except for students who are undergoing special education, Adult and Non-formal Education and Primary Education Study who must register and pass the recommended educational courses identify for their programmes.

CONTENT DETAILS

COURSE CODE	COURSE TITLES/OUTLINES	CREDIT LOAD/STATUS
--------------------	-------------------------------	---------------------------

YEAR ONE – FIRST SEMESTER

EDU 111	HISTORY OF EDUCATION IN NIGERIA	(1 CREDIT) C
	<ul style="list-style-type: none"> ▪ Concept and Rationale of History of Education ▪ Brief History of Education: Ancient Greek and Roman Education ▪ African Indigenous System of Education/African Traditional Education (ATE) ▪ Islamic Education in Nigeria ▪ Christian Missionary/Western Education in Nigeria ▪ Nigerian Education since 1960 	

- Evolution of Junior Secondary Education in Nigeria

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

- Meaning and Scope of Education Psychology
- Relevance of Psychology to Teacher Education
- Human Reproduction: Principles of Human Growth and Development
- Stages and Essential Features of Human Growth and Development up to Adolescent (physical, social, emotional, intellectual and moral).
- Theories of Personality Development (Any two of Sigmund Freud/Pscho-analytic Theory, Types, Theory and Traits Theory)
- Individual Differences
- Heredity and Environment

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

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

Type I

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

Type II

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

Type III

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

Type IV

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

Type V

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

Type VI

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

YEAR ONE - SECOND SEMESTER

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

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

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

- The concept, aims and objectives of Junior Secondary Teacher Education
- The roles of JS teacher (a) in the school (b) as a member of a population group in Nigeria.
- Concept of profession; Teaching as a profession; Professionalization of teaching in Nigeria.
- Ethics of the Teaching profession
- Professional organizations in teaching and other fields

- The Status and Profession of Teaching World-Wide: UNESCO/ILO Provisions.
- Teachers Registration Council of Nigeria (TRCN) and Professionalisation of Teaching.
- Building up the Ego/image of the would be JS teacher-trainee.

EDU 123 PHILOSOPHY OF EDUCATION FOR JUNIOR SECONDARY

(1 CREDIT) C

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

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

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

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

The Concept of Education

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

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

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

Course Description

This course introduces students to the child friendly concept, its underlying assumptions and key principles from which the main characteristics of a Child Friendly School (CFS) are derived. It discusses CFS models as being holistic and based on a concept of quality education that is multi-dimensional and concerned with the total needs of the child as the central focus and beneficiary of all education decisions. Quality is conceptualized not merely as good teaching methods and learning outcomes but also includes considerations of health and nutrition status of learners; adequacy of available facilities, services and supplies; as well as levels of safety and protection afforded by the learning environment. These are important not simply as means of supporting good teaching and promoting learning achievement, but also as goals in their own right and valid indicators of quality education from a child rights perspective. The piloting of the CFS approach in Nigeria will also be focused on and where possible students will be encouraged to visit child friendly schools in their respective states or communities.

Content outline

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

EDU 125 EDUCATION PSYCHOLOGY II (HUMAN LEARNING)
(2 CREDITS) C

- Concept of Learning
- Learning Theories and their application in the classroom situation
- Behaviourist theories of learning
- Cognitivist theories of learning
- Constructivist theories of learning
- Transfer of learning; factors affecting learning
- Motivation
- The concepts of Reward and Punishment with emphasis on their practical application in education
- Memory, Rote-Learning and Over-Learning
- Remembering and Forgetting
- Effects of rural and urban settings on learning, managing of over-crowding classroom.

YEAR TWO - FIRST SEMESTER

EDU 211 PRACTICUM IN CLASSROOM MANAGEMENT AND SCHOOL ORGANISATION
(1 CREDIT) C

Brief concepts of classroom management and organization
Classroom organization
Classroom leadership
Classroom arrangement
Class control
Class maintenance etc.
Class record keeping
Attendance register
Result master sheet
Report card
Dossier (pupil's cumulative record)
Syllabus
Diary keeping: (i) scheme of work, (ii) record of work
The Junior Secondary Teacher, instructional materials and the learner
Class discipline
The concept and essence of school public relations
Factors influencing school-public relations
Staff-management relations
Student-staff relations
Parent-staff relations
Junior Secondary School environment
School programme
School performance
School tone

NOTE:

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

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

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

**Establishment and Organization of Centre for Educational Technology
Introduction**

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

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

- Computer room
- Workshop for production of instructional materials
- Unit store

Equipment (Hardwares)

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

Softwares or Consumables

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

Furniture

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

Safety Devices

- Fire Extinguishers
- Sand buckets

Personnel

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

Sections

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

EDU 213 MICRO-TEACHING - THEORY (1 CREDIT) C

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

EDU 214 INTRODUCTION TO RESEARCH METHODS (1 CREDIT) C

- The Nature and Meaning of Research
- Types of Research
- Typology based on use
 - Pure Research
 - Action or Applied Research

- Typology based on form
 - Historical Research
 - Descriptive Survey
 - Experimental Research
- Typology based on kind of evidence and analysis used
 - Quantitative Research
 - Qualitative Research
 - Eclectic or Triangular Research or Multiple Perspectives Research
- The Research Process
- Choice of topics in educational research with emphasis on Junior Secondary Education
- Review of related literature
- Research Methodology

- Methods of collecting data
 - i) Quantitative Techniques: Scored (Likert-type) questionnaires, tests, experiments etc.
 - ii) Qualitative Techniques: Structured interview, semi-structured interview, unstructured interview, participant observation, non-participant observation, use of documents, use of arte-facts or objects, audio and audio-visual materials.
 - iii) Reliability and validity of Research Instruments

- Methods of Organising and Analysing Data
 - i) The Quantitative Approach: frequency counts; percentage and graphs, etc.
 - ii) Qualitative Techniques: content analysis of textual and non-textual materials, transcription of interviews, audio and video-materials, documentary analysis, historical analysis, etc.
 - Writing a Research Proposal
 - Writing a Research Report
 - iii) Bibliography Techniques: References and Citations

EDU 215

Education of Special target Groups

1 Credit Elective

Education of Adults, Women, migrants etc. (Rationale, objectives, principles)

Principles and strategies of Non-formal education

Principles and strategies of Distance education (DE); distance Learning System (DLS), Open and Distance Education (DE); Distance Learning System (DLS), Open and Distance Learning (ODL)

Women education: Issues, problems and prospects

Nomadic education principles and practices in Nigeria

Education of migrant fishermen: principles and strategies

Education of other sub-cultural groups e.g. traders, artisans etc.

YEAR TWO - SECOND SEMESTER

- EDU 221 CURRICULUM STUDIES I (1 CREDIT) C**
- Meaning and scope of Curriculum
 - Basic Curriculum concepts, the Curriculum as a teaching plan
 - Types of Curriculum
 - Typology based on design
 - Broad fields/integrated curriculum
 - Core curriculum
 - Single Subjects/Discrete Subject Curriculum
 - Typology based on official recognition
 - Official or formal curriculum
 - Informal/Hidden curriculum
 - Typology based on Teacher-Learner Perspectives
 - Teacher-centred curriculum
 - Student-centred or Pupil-centred curriculum or Activity curriculum etc.
 - Other Common Classifications or types
 - History of Junior Secondary Curriculum Development in Nigeria
 - Agencies of Junior Secondary Curriculum Development
 - Junior Secondary Curriculum Agencies: Agencies of curriculum planning/innovation in Nigeria
 - (Federal/State Ministries of Education and Curriculum Development Centres; WAEC, NECO, NERDC, NUC, NCCE, NBTE, CON, STAN, etc.
- EDU 222 MEASUREMENT AND EVALUATION (2 CREDITS) C**
- Meaning and Scope of Measurement and Evaluation
Function of Measurement and Evaluation for Teachers
Demographic data collection and analysis
Uses of tests, common dimension for classifying tests at Junior Secondary Level
Teacher-Made Tests, standardized tests, validation of evaluation instruments,
Basic statistics, measures of central tendency, spread, dispersion or variability,
census and vital registration in Junior Secondary Education.
Continuous Assessment in Junior Secondary Education: meaning, scope, principles, prospects and problems
Construction, use and interpretation of Norm-Referenced Tests and Criterion-Referenced Tests for the Junior Secondary Level.
Examination Ethics
Assessment of the non-cognitive domains at the Junior Secondary Level
- a) Observation techniques, checklists and rating scale
 - b) Self-reporting techniques (interview, questionnaires, inventory)
 - c) Socio-metric techniques
 - d) Projective techniques
- EDU 223 MICROTEACHING PRACTICUM (1 CREDIT) C**
- This should be handled in the Department of Curriculum and Instruction of School of Education. Every academic staff in the college should be involved. (This is the practical component of **EDU 213**)

**EDU 224 EDUCATIONAL ADMINISTRATION, PLANNING AND SUPERVISION
(2 CREDITS) C**

Concept of organization; types of organizations
Concept of Administration/Educational Administration and Management
General Principles of Administration
Resource Management and Junior Secondary school records
Population and related data for Educational Planning and Administration
The control of Junior Secondary Education in Nigeria
Discipline in Junior Secondary Schools
Programme Planning in Junior Secondary Schools (Budgeting, sports, examinations, founders' day etc.)
Financing Junior Secondary Education
Leadership and leadership styles
Education laws and regulations.
Concept and purposes of Junior Secondary School supervision.
Types of supervision/inspection at the Junior Secondary Level:

- Full inspection
- Routing inspection
- Follow up visits
- Sampling and survey visits
- Special visits
- Internal supervision – by Principal, Vice Principal, Heads of Departments, Class Teachers, Student Officers, Senior Students, Personnel Supervision, etc.
- Qualities of a good supervisor
- Traditional and modern supervisory methods
- Principles of supervision
- Challenges/Problems of Junior Secondary School supervision in Nigeria

EDU 225 INTRODUCTION TO SPECIAL EDUCATION (1 CREDIT) C

- Historical development of Special Education with particular reference to Nigeria.
- National Policy on Education and Special Education
- Types of exceptionalities
- Causes, characteristics, identification, intervention strategies and procedures
- Attitudes and beliefs, philosophy of education for exceptional children
- General problems associated with each type of exceptionality as well as symptoms
- Inclusive Education:-
 - Implementation of Inclusive Education
 - Interdisciplinary collaboration in Inclusive Classroom
 - Creating and Managing Inclusive Classroom
 - Methodology in Inclusive Classroom

YEAR THREE - FIRST SEMESTER

EDU 311 TEACHING PRACTICE (6 CREDITS) C

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

- Instructional planning and studies in teaching methods;
- Instructional technology;
- Micro-teaching mentoring (Model Teaching, Assessment, Feedback Reports etc)
- A minimum of ten supervisors per student before final computation of each student's TP score;
- Posting of students to schools where they can practice their major courses of study.

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

YEAR THREE - SECOND SEMESTER

EDU 321 CURRICULUM STUDIES II (1 CREDIT) C

- The Curriculum Process
- Planning
- Development
- Implementation
- Evaluation
- Curriculum development strategies for Junior Secondary Education
- Curriculum Research
- Curriculum Innovation

EDU 322 ADOLESCENT PSYCHOLOGY (1 CREDIT) C

- Meaning and Scope of Adolescent Psychology
- Theories of Adolescence
- Growth and Development during Adolescence:
 - Physical
 - Moral
 - Social
 - Intellectual
 - Emotional
- Educational implications of early and late maturation
- Development tasks of the Adolescent

- Adolescent concerns and problems: drug abuse, sexuality, school adjustment, religion and politics, examination malpractice, cultism, riots, armed robbery, etc.
- Challenges of the adolescent in the home, school and society
- Educational interventions during adolescence: Approaches, Strategies and Counselling.

EDU 323 RESEARCH PROJECT (2 CREDITS) C

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

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

EDU 324 INTRODUCTIONS TO THE THEORY AND PRACTICE OF GUIDANCE AND COUNSELLING (1 CREDIT) C

Concept of Guidance and Counseling, distinctions and goals

History and development of Guidance and Counseling practices in Nigeria

Theories of counseling

Ethics of the counseling profession

Guidance Services in Schools

Communication skills in Guidance

Study skills

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

Tests in Guidance and Counseling

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

Sex Education and Marriage counseling

Organization and Administration of Guidance and Counseling

Establishing A Counseling Centre In The School Setting

Introduction

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

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

1. Accommodation

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

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

2. Basic Facilities

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

3. Personnel

- At least two professional counselors
- A Secretary/Clerk
- Receptionist
- Messenger/Cleaner

4. Maintenance

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

Key

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

EDU 325 Introduction to Adult and Non-formal Education

1 Credit E

Nature and Scope of Adult education
Adult Education in Nigeria: Problems and Prospects
Characteristics of the Adult Learner
Methods and materials of teaching Adult Learners
Adult education and Human Resources Development in Nigeria
Adult Education and National Development in Nigeria: Community, political, socio-economic etc.
Types of Adult Education Organizations
Cross-Cultural comparison or Adult education programmes

GENERAL STUDIES EDUCATION (GSE)

1. PHILOSOPHY

The General Studies Programme is designed to expose students to a variety of knowledge across disciplines. It is aimed at enabling students appreciate the inter-relationship among disciplines in an integrated world, which is fast becoming one big village. Advances in science and technology are daily breaking down traditional boundaries in human knowledge and communication. The computer is also actively making obsolete the compartmentalization of human knowledge. In a small way, General Studies therefore, offer the potential for bridging the gaps in human knowledge, thereby preparing the students to meet the challenges of the changing world adequately.

2. OBJECTIVES

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

- a) Participate meaningfully in discussions covering a wide spectrum of disciplines.
- b) Appreciate and analyse Nigerian/human history and cultures, as well as articulate their relative impact on educational and socio-economic development.
- c) State, explain and critically analyse the national objectives and how to achieve them.
- d) Acquire through independent research, the skills and information for appreciating the basis and nature/character of human knowledge, values and actions, and to use such knowledge/information in solving problems.
- e) Develop critical thinking and imagination to apply Basic Mathematics in solving problems of everyday life.
- f) Acquire a proficiency in the use of the English Language for effective communication.
- g) Enhance the study of other subjects and to promote professional competence.
- h) Use the computer so as to be functional in the contemporary (ICT) world.

CURRICULUM STRUCTURE FOR GENERAL STUDIES EDUCATION (GSE)

COURSE CODE	COURSE TITLE	CREDITS	STATUS
	YEAR ONE FIRST SEMESTER		
GSE 111	General English 1	1	Compulsory
GSE 112	Introduction to Library Studies	1	Compulsory
GSE 113	Basic General Mathematics 1	1	Compulsory
	YEAR ONE SECOND SEMESTER		
GSE 121	General English II	1	Compulsory
GSE 122	Basic General Mathematics II	1	Compulsory
GSE 123	Introduction to Computer Studies I	1	Compulsory
GSE 124	FLEHI - Family Life & Emerging Health Issues	1	Compulsory
	YEAR TWO FIRST SEMESTER		
GSE 211	General English III	1	Compulsory
GSE 212	Basic General Mathematics III	1	Compulsory
GSE 213	Introduction to Computer Studies II	1	Compulsory
	YEAR TWO SECOND SEMESTER		
GSE 221	General English IV	2	Compulsory
GSE 222	Basic General Mathematics IV	1	Compulsory
GSE 223	Citizenship Education	1	Compulsory
GSE 224	Entrepreneurship	1	Compulsory
	YEAR THREE FIRST SEMESTER		
	Teaching Practice		
	YEAR THREE SECOND SEMESTER		
GSE 321	General English V	1	Compulsory
GSE 322	Basic General Mathematics V	1	Compulsory
GSE 323	Science and Technology in Society	1	Elective
GSE 324	Political Economy	1	Elective

SUMMARY

▪ Total number of units available	=	19
▪ Number of compulsory units	=	18
▪ Number of elective units	=	1
▪ Minimum number of units required for graduation	=	18

(Note to Lecturers)

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

GSE COURSE OUTLINE
YEAR ONE FIRST SEMESTER

GSE III GENERAL ENGLISH I (1 CREDIT) C

1. Meaning and scope of communication, elements of communication, channels of communication.
2. Problems facing learners of English in Nigeria
3. Introduction to language skills and their relationship

Listening

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

Speech

Oral drills, mechanical, meaningful communication drills

- Dialogue and inference
- Children's stories and conversation
- Children's stories and inference
- Composition and linking verbs
- Poetry and inference
- Drama and discussion
- Storytelling and questioning
- Poetry and reading allowed

Study Skills

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

- Rules of spelling
- Acquisition of new vocabulary
- Kinship words
- Use of dictionary
- Register of Reading
- Register of Reading (Practice)
- Register of Literature
- Register of Mathematics and other subjects

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

Objectives and functions of the library;
Types of library;
Types of library materials;
Organizational structure of the library;
Bibliography, cataloguing and classification;
Use and care of the library;
Basic library automation.
Virtual and e-library

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

Binary Numbers, conversion from base 2 to base 10 and vice-versa;
Sets definition, notation and diagrams;
Basic operations on fractional and whole numbers;
Fractions, decimals, and approximations;
Indices and surds;
Graphs;
Change of subject of formulae.

YEAR ONE SECOND SEMESTER

GSE 121 GENERAL ENGLISH II (1 CREDIT) C

Grammar:

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

Vocabulary:

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

Reading:

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

Writing:

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

GSE 122 BASIC GENERAL MATHEMATICS II (1 CREDIT) C

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

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

Introduction to Computer:

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

Classification of Computer:

By size, purpose, capability; etc.

Computer application areas:

Law; health; education; communication; industry; government; military; etc.

Basic Components:

- a) Hard ware and Software;
- b) Devices Systems and Application of Software.

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

Human Development

- Reproductive Anatomy and Physiology
- Puberty
- Reproduction
- Pregnancy
- Body Image
- Sexual Identity and Relationship

Relationships

- Family and Family Life
- Friendship
- Love, Dating and Courtship
- Marriage
- Parenting

Personal Skills

- Values
- Self-Esteem
- Goal Setting
- Decision Making
- Communication
- Negotiation
- Assertiveness

- Finding Help
- Counseling

Sexual Health/HIV Infection

- Contraception
- Abortion
- Sexual Abuse
- STIs/HIV
- Drug Abuse
- Health Promoting Behaviour

Sexuality, Society and Culture

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

YEAR TWO SECOND SEMESTER

GSE 211 GENERAL ENGLISH III (1 CREDIT) C

- (a) Identification and usage of phrases, clauses
- (b) Sentence types
- (c) Sentence patterns, S.V.O. etc.
- (d) Voice – active and passive

Writing

The Writing Process

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

Vocabulary

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

Speech

Speech types:

- (a) Narrative, descriptive
- (b) Argumentative, conversational
- (c) Dialogue
- (d) Reported Speech
- (e) Inference

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

GSE 213 INTRODUCTION TO COMPUTER STUDIES II (1 CREDIT) C
Introducing to Networking:
Networking; LAN; WAN; Internet; and its resource gloving.

Computer Operations:

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

Introduction to electronic spreadsheets:

Practical uses of spreadsheets such as Ms-Excel or Lotus 1 -2 -3.

Application of Computer in Educations:

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

YEAR TWO SECOND SEMESTER

GSE 221 GENERAL ENGLISH IV (2 CREDITS) C
Grammar:
(a) Direct and indirect speech
(b) Ambiguity

Vocabulary

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

Reading

- (a) Critical analysis and appreciation
- (b) Creative Reading

Writing

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

GSE 222 BASIC GENERAL MATHEMATICS IV 1(CREDIT) C

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

GSE 223 CITIZENSHIP EDUCATION I (CREDIT) C

Introduction

- (a) Concept of Citizenship Education
- (b) The Role of Citizenship Education
- (c) Concept of Citizenship
- (d) Types of Citizenship
- (e) Nigerian Citizenship

Constitution

- (a) Concept of Federation
- (b) Structure of the Nigerian Federal system
- (c) Relationship of various units of the Federal system
- (d) Federal, State, Local and Federal Capital Territory
- (e) Other Federations (Comparative Study)

Government

- (a) Concept of government
- (b) Systems of government
- (c) Electoral process in Nigeria (Electoral Commissions and Political Parties)
- (d) Forms of government

Arms of The Nigerian Government

- (a) The Executive
- (b) The Legislative
- (c) The Judiciary

Rights and Obligations

- (a) Concepts of rights and obligation
- (b) Fundamental rights
- (c) Responsibilities and duties of Nigerian Government
- (d) Responsibilities of constituted authority

National Ethics and Discipline In Nigerian Life

- (a) Concept and aspects of National ethics
- (b) Concept and importance of discipline in society
- (c) Public control of indiscipline

National Identity

- (a) Concept of national identity
- (b) Symbols of national identity

GSE 224 INTRODUCTION TO ENTREPRENEURSHIP 1 (CREDIT) C

WK1

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

WK2 PRACTICE OF ENTREPRENEURSHIP

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

WK 3

Small and Medium Scale Enterprises (SMEs)

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

WK 4

Feasibility Study and business plan

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

WK 5

Risks in Business

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

WK 6

Investment education and wealth creation strategies

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

WK 7

E-marketing

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

WK 8

Business windows

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

WK 9

Funding institutions in Nigeria

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

WK 10

Marketing Strategies

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

WK 11

Documentation

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

WK 12

Regulatory and Supervisory Laws for SMEs in Nigeria

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

YEAR THREE FIRST SEMESTER

Teaching Practice

YEAR THREE SECOND SEMESTER

GSE 321 GENERAL ENGLISH V

1 (CREDIT) C

Grammar:

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

Writing

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

Reading

- a) Extensive Reading II
- b) Fiction, Non-fiction, journals, articles, newspapers, plays, poems, etc.
- c) Grammar
 - Clauses
 - Relative clauses
 - Translative and intransitive
 - Intensifiers
 - Passive voice
 - Past perfect continuous
 - Reported
 - Spelling
- d) Vocabulary
 - Homonyms and homophones
 - The register of reading and literature
 - Register of fishing literature
 - Using the dictionary
- e) **Content:** Information books, Poetry, drama
- f) **Reading:** Inference, Contextual cues
- g) **Speaking and Listening:** Inference, argument, clarity, questioning/fluency
- h) **Writing:** Report writing, summary, sequencing ideas

- GSE 322 BASIC GENERAL MATHEMATICS V 1 (CREDIT) C**
- a) Frequency distribution: Histogram and cumulative frequency distribution
 - b) Mode, median, mean
 - c) Range, mean deviation and standard deviation
 - d) Simple probability and Application
-
- GSE 323 SCIENCE & TECHNOLOGY IN SOCIETY 1 (CREDIT) E**
- Meaning and Scope of Science and Technology;
 The scientific method;
 Traditional Science and Technology (meaning and scope);
 Traditional Science and Technology as it affects agriculture, health care, transport and communication; etc.
 Science and policies;
 Public policy and scientific development;
 Problems and prospects of mechanization of agriculture in Nigeria;
 The myth of technology transfer-the developing world reality.
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- GSE 324 POLITICAL ECONOMY I (CREDIT) E**
- Meaning and scope;
 The political economy of:
 Feudalism;
 Capitalism;
 Welfarism;
 Socialism;
 The political economy of underdevelopment; the case of Nigeria;
 The political economy of democratization and military rule; the third world reality;
 The political economy of poverty;
 The political economy of cultural development;
 The political economy of globalization and its attendant issues such as liberation, privatization, deregulation, marginalization, etc (Nigerian situation);
- Political economy of population, women and child welfare;
 Political economy of resource development and allocation.

Note:- The topics in (ii) should be treated with special reference to the geo/political areas where they operate. The impact of the ideological blocks on the states and welfare of their peoples should be emphasized in the light of contemporary global changes.

GUIDELINES FOR MANAGEMENT OF TEACHING PRACTICE FOR NCE AWARDING INSTITUTIONS

1.0 PHILOSOPHY OF TEACHING PRACTICE

Teaching Practice is an integral part of teacher education programme aimed at providing student-teachers an opportunity to put into practice their theoretical knowledge in a real school-life situation. It also offers teacher educators and educational managers a golden opportunity for practical appraisal of the effectiveness of teacher education programme.

2.0 OBJECTIVES OF TEACHING PRACTICE

- i. To expose student-teachers to real life classroom experiences under the supervision of professional teachers.
- ii. To provide the forum for student-teacher to translate educational theories and principles into practice.
- iii. To enable student-teachers discover their own strengths and weaknesses in classroom teaching and provide opportunities to enable them overcome their weaknesses and consolidate on their strengths.
- iv. To familiarize student-teachers with the school environment as their future work place.
- v. To provide student-teachers with an opportunity for further acquisition of professional skills, competencies, personal characteristics and experience for full-time teaching after graduation.
- vi. To help student-teachers develop a positive attitude towards the teaching profession.
- vii. To serve as a means of assessing the professional competence of student-teachers.

3.0 ORGANIZATION AND ADMINISTRATION OF TEACHING PRACTICE

- 3.1 Twenty six (26) weeks have been accepted as the minimum duration for the teaching practice exercise in all NCE awarding institutions.
- 3.2 Teaching practice shall carry a maximum of six credits.
- 3.3 For the purpose of effective organization, a Teaching Practice Committee should be set up by each institution to coordinate teaching practice activities. Such a committee should consist of Representatives of all Schools/Faculties of the institution
- 3.4 The Committee shall be chaired by the Dean, School of Education, except in Colleges of Education (Special) where internal arrangements can be made. The Head of Department of Curriculum and Instruction should be the Secretary, and Coordinator of the day-to-day Teaching Practice activities.

4.0 SEQUENCING

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

5.0 COVERAGE AND POSTING

Educational Institutions should serve the communities in which they exist. Teaching practice exercise should ensure effective coverage of schools around the communities in which the institutions exist. Students on teaching practice should be posted to as many primary schools as possible. Where practicable the student-teachers should use the mother-tongue as a medium of instruction for Primary 1-3.

- 5.1 The posting of students on teaching practice shall take into account their subject combinations.
- 5.2 For administrative convenience, effective management and supervision of Teaching Practice, Cooperating Schools may be zoned.

6.0 STUDENT-TEACHERS' WORK LOAD

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

7.0 STUDENT-TEACHERS' CODE OF CONDUCT

- 7.1 Every College shall provide a code of conduct for student-teachers. This should not contravene the rules and regulations of the cooperating schools.

8.0 PREPARATION OF STAFF AND STUDENTS FOR TEACHING PRACTICE

- 8.1 In order to familiarize the qualified teaching staff and students with the mechanism of teaching practice, there shall be a period of orientation/induction workshop before the teaching practice exercise. The aim of this exercise is to acquaint them with appropriate information/experiences, and use of assessment profiles. Only lecturers with teaching qualification should supervise teaching practice.

9.0 RAPPORT WITH COOPERATING SCHOOLS

- 9.1 A friendly relationship should be established between cooperating schools and colleges.
- 9.2 State Ministries of Education should orientate public schools to cooperate in accepting students on teaching practice in their schools.
- 9.3 Cooperating Schools should be surveyed and contacted before student-teachers are posted to them.

10.0 DEALING WITH SPECIAL STUDENT TEACHERS' CASES

- 10.1 All special cases (e.g. of severe ill-health) should be promptly reported to college authorities and treated accordingly.
- 10.2 A student-teacher who fails the teaching practice shall be made to repeat the exercise at the next available period of the exercise.
- 10.3 Student who are not supervised during the teaching practice exercise due to no fault of theirs, should be graded using the host school (cooperating teachers) assessment or be posted to a nearby school for supervision.

11.0 SUPERVISION OF TEACHING PRACTICE

- 11.1 Supervision of Teaching Practice does not only mean assessment for award of marks but, more importantly, giving feedback to student-teachers so as to guide their future performance and professional development as teachers.
- 11.2 Supervision of Teaching Practice is exclusively an activity for professional teachers. The required qualification for supervision shall be: first degree plus a teaching qualification not less than NCE or its equivalent.
- 11.3 Each College should set up an internal/independent monitoring team for teaching practice to be chaired by the Provost.
- 11.4 On no account shall a student-teacher be awarded a grade without being supervised and assessed by at least four (4) different assessors, for a minimum of ten supervisions.
- 11.5 Specialists in the students' areas of specialization are the most qualified to supervise the students in their subject areas, where this is not possible, teachers in related areas may be used to supervise them.

12.0 RESIDENTIAL SUPERVISORS

- 12.1 "Residential Supervisors" means the cooperating teachers in the practicing schools. Cooperating teachers should be made to play a vital role in the overall supervision. Cooperating schools shall provide continued guidance to the student-teachers during the exercise. They shall forward their effective assessment of student-teachers to the college authorities towards the computation of students' final grade (see 15.1).

13.0 NUMBER OF SUPERVISIONS

- 13.1 A student-teacher shall require a minimum of ten different supervision scores on Teaching Practice to qualify for the NCE.

- 13.2 Colleges should provide video coverage of a cross-section of the Teaching Practice for use in the Post-Teaching Practice Seminar.

14.0 CRITERIA FOR RELIABLE ASSESSMENT

- 14.1 The assessment should be based on a valid and reliable evaluation instrument provided by NCCE.
- 14.2 The whole lesson and not just part of it should be assessed.
- 14.3 The assessor should be knowledgeable in the appropriate subject matter and in methodology.
- 14.4 Scoring shall be done at the time of observation of the student in order to reduce subjectivity.

15.0 RATING OF TEACHING PRACTICE EVALUATION

- 15.1 The College shall be responsible for 80% of Teaching Practice Supervision/Assessment while the remaining 20% shall come from the cooperating School.

16.0 FEEDBACK TO STUDENT-TEACHERS

- 16.1 Student-Teachers should be given immediate feedback after each lesson observed.
- 16.2 Comments should be written on students' assessment forms and given to them.
- 16.3 Supervisors shall hold discussions with students after each observed lesson with a view to identifying strengths and weaknesses of students as a basis for improvement.

17.0 EXTERNAL MODERATION OF TEACHING PRACTICE

- 17.1 Teaching Practice shall be externally moderated in line with the existing practice.
- 17.2 The External Moderator shall:
- (a) Sample schools and students for moderation
 - (b) Validate or amend the scores of the Internal Assessors
 - (c) Vet and endorse the final report
 - (d) Write a report

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

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

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

18.0 FUNDING

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

19.0 PROVISION OF TEACHING PRACTICE VEHICLES

- 19.1 Every institution should provide a vehicle for planning and monitoring Teaching practice.
- 19.2 Each institution should have a well furnished office for Teaching Practice, with appropriate administrative support.

20.0 MICRO-TEACHING AND PEER TEACHING

- 20.1 The procedure should be first, Peer Teaching, followed wherever possible by the real Micro-Teaching in groups at the class/educational level for which the students are being trained in the relevant Demonstration Schools.
- 20.2 Micro-Teaching is a scaled down teaching encounter (in terms of time, skill(s) and number of students) aimed at preparing students for the actual teaching and skills acquisition/improvement in a practical and professional setting.
- 20.3 Micro-Teaching is a pre-requisite for teaching practice. On no account should a student who failed EDU 213 (Micro-teaching theory) and EDU 224 (Micro-teaching Practicum) proceed on Teaching Practice.
- 20.4 On the ground that ‘observation’ helps to acquaint trainees with various areas of teaching techniques, Colleges may arrange demonstration/observation sessions enhanced by appropriate observation schedules for the benefit of student teachers and their lecturers before the teaching practice period. The Centre for Education Technology (CET) shall play a major function in this respect.

21.0 FACILITIES FOR TEACHING PRACTICE

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

1. Modern Micro-Teaching Complex, (for example, Alvan Ikoku College of Education Model).
2. Demonstration School (Creche/Nursery, Primary as applicable)
3. Pre-Teaching Practice Workshop
4. Post-Teaching Practice Workshop

TEACHING PRACTICE ASSESSMENT FORM

NAME OF STUDENT:

MATRIC NO: SUBJECT:

TOPIC:

CLASS TAUGHT: TIME: DATE:

TEACHING PRACTICE SCHOOL:

		MAXIMUM	MARK AWARDED	COMMENT
1	PREPARATION (12 Marks) (a) Statement of objectives: Stated in behavioral terms (b) Content: Logical, properly sequenced... (c) Adequacy (as reflecting facts/knowledge, values/attitude & skills). (d) Conformity of topic with scheme of work/Weekly Diary	5 2 3 2		
2.	PRESENTATION (52 Marks) (a) Introduction (Relevance) to the topic (b) Development of Lesson (c) Mastery of subject matter (d) Skillful use of chalkboard (e) Time Management skills (f) Questioning Skills (g) Competence in use of instructional materials: - Relevance (2) Appropriate timing (2) - Adequacy (2) Variety (2) (h) Competence in Enhancing Class participation (i) Capacity for Effective Conclusion.	5 5 10 3 3 5 8 8 5		
3.	SKILLS OF CLASS MANAGEMENT (9 Marks) (a) Class Control (b) Class Arrangement (c) Reaction of pupils reinforcement of pupils' responses	5 2 2		
4.	COMMUNICATION SKILLS (7 Marks) (a) Clarity of Voice/Audibility (b) Appropriate use of language (Gestures, sketches etc. As reflective of specialized subject professional skills)	2 5		
5	EVALUATION SKILLS (10 Marks) (a) Suitability of assessment (b) Attainment of stated objectives.	5 5		
6.	TEACHER'S PERSONALITY/PROFESSIONAL ATTITUDE AND VALUES (10 Marks) (a) Neatness & Appropriate Dressing (b) Readiness/Diligence/Adaptability (c) Learner-friendliness (d) Comportment	3 2 2 3		
	TOTAL SCORE	100		

ADDITIONAL COMMENTS:

NAME AND SIGNATURE OF SUPERVISOR

DATE

TEACHING PRACTICE MONITORING FORM A

(Institutional Monitoring)

1. Name of Institution:
2. State:
3. Programme:
4. Session:
5. Duration of Teaching Practice:
- 6 a. Availability of Teaching Practice Committee:
- b. Structure of Teaching Practice Committee:
7. Availability of Code of Conduct for Student-Teachers:
8. Organisation of Orientation/Induction Workshop for Supervisors:
9. Organisation of Orientation/Induction Workshop for Student-Teachers:
10. No. of Supervisors per student:
11. Average No. of Visits per student:
12. Documentation of Cooperating Schools and Teachers
13. Ratio of Assessment by College and Cooperating Schools
14. Particulars of External Moderators
 - i. Name:
 - ii. Address:
 - iii. Qualification:
 - iv. Rank:
15. Adequacy of Funds:
 - i. Provision of Transport Allowance
 - ii. Provision of Night Allowance
 - iii. Honourarium
 - iv. Provision of Teaching Practice Materials
16. Availability of a vehicle for Teaching Practice

17. i. Availability of Teaching Practice Office

ii. Adequacy of furnishing of Teaching Practice Office

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

19. Availability of Internal Monitoring Mechanism:

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

21. General Comments of Monitoring Team:

22. Specific Recommendations

Name of Monitoring Officer

Signature/Date

TEACHING PRACTICE MONITORING FORM B
(COOPERATING SCHOOL MONITORING)

1. **Name of Cooperating School:**
2. **Location:**
3. **Date of Visit:**
4. **Date of Commencement of Teaching Practice:**
5. **No of Student/Teachers & Subject Areas:**
6. **No of Supervision and Dates:**
7. **Duration of Teaching Practice:**
8. **Minimum Workload of Student-Teachers:**
9. **Evidence of Feedback to Student-Teachers:**
10. **Adequacy of Cooperating Schools:**
11. **Availability of confidential report on Student Teachers from cooperative School:**
12. **Comments of Student-Teachers in Cooperating School**
13. **Comments on Students' Attitude to the Exercise:**
14. **General Comments:**
15. **Specific Recommendations:**

GUIDELINES FOR TEACHING PRACTICE ORIENTATION/INDUCTION WORKSHOP

ASPECT
A. TEACHING PROCEDURE
1. Clarity/feasibility of lesson objective <ul style="list-style-type: none"> • Stated in simple and clear language. • Stated in terms of what learners are expected to achieve. • Achievable within stipulated time
2. APPROPRIATENESS OF LESSON IN TERMS OF:
i) Introduction <ul style="list-style-type: none"> • Helping the learners to focus on content of the lesson. • Stimulating. • Making reference to previous lesson, everyday experience
ii) Content <ul style="list-style-type: none"> • Related to learners' previous experience • Geared to level of learners • Stimulus variation (use of variety of techniques) apparent in handling of content. • Teacher well versed in content.
iii) Gender <ul style="list-style-type: none"> • Examples free of gender bias • Questions distributed evenly • Motivational cues and distribution of tasks during activities free of gender bias
iv) Language Used <ul style="list-style-type: none"> • Explained concepts clearly in appropriate simple and clear language. • Enthusiastic, maintained eye contact and appropriate gestures
3. Emphasis on Main concept <ul style="list-style-type: none"> • Explanation and elaboration of main concept. • Use of appropriate and familiar examples to illustrate main concept. • Provision of activities and opportunities that help develop higher order thinking skills.
4. Lesson consolidation/summary <ul style="list-style-type: none"> • Guided learners to consolidate the main points of the lesson through carefully structured questions. • Reference to main concept. • Sufficient time for learners to ask questions, seek clarification.
5. Achievement of set objectives in terms of <ul style="list-style-type: none"> • Activities. • Teacher's questions. • Pupils' answers. • Level of enthusiasm.
B. FUNDAMENTAL TECHNIQUES/METHODOLOGY
1. Pupils' participation in teaching and learning activities <ul style="list-style-type: none"> • Pupils encouraged to ask and answer questions. • Encouraged individual participation in both group and class discussions. • Pupils meaningfully engaged in learning activities. • The activities planned to arouse and sustain interest.
2. Appropriateness of demonstration, teaching aids and improvised teaching materials <ul style="list-style-type: none"> • Materials and demonstrations are appropriate for the purpose. • Evidence of improvisation and economy in use of materials. • Appropriate and orderly use of chalkboard.
3. Appropriateness of teachers attitude and expression <ul style="list-style-type: none"> • The teacher appears to be enjoying the teaching. • The teacher is sympathetic to the needs and problems of the learners. • The teacher exercises patience with the learners

C. CLASS MANAGEMENT/CONTROL	
1. Distribution of time	Time appropriately distributed: <ul style="list-style-type: none"> • In the work plan. • In the execution of the lesson.
2. Class control	<ul style="list-style-type: none"> • A teacher ensures that learners were engaged in relevant learning activities. • Teacher handles disruptive behavior appropriately.
3. Use of Pupils opinions/Ideas	<ul style="list-style-type: none"> • The teacher actively solicits the ideas of pupils on content being taught • Teachers relates pupils' ideas to the content being taught. • Teacher discusses and corrects pupils' misconceptions
4. Evaluation of the lesson by the teachers	<ul style="list-style-type: none"> • Evaluation incorporated in the plan. • Teacher carries out evaluation of the lesson. • Teacher indicates measures to be taken to improve future planning/execution. • Teacher carried out a formative evaluation.