



TEACHERS REGISTRATION COUNCIL OF NIGERIA

PROFESSIONAL DIPLOMA IN EDUCATION

Promoting professionalism through teacher education



NATIONAL MINIMUM STANDARDS

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Director of Professional Operations

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National Minimum Standards for the
Professional Diploma in Education (PDE) of the
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TRCN VISION

To control and regulate teacher education, training and practice at all levels and sectors of the Nigerian education system in order to match teacher quality, discipline, professionalism, reward and dignity with international standards.

TRCN MISSION

To promote excellence in education through effective registration and licensing of teachers; and to promote professionalism through accreditation, monitoring and supervision of teacher training programmes, mandatory continuing professional development and maintenance of discipline among teachers at all levels of the education system.

TRCN MOTTO

Teaching for Excellence

FOREWORD

It is a remarkable thing of joy to me that the President of the Federal Republic of Nigeria, His Excellency, Alhaji Umar Musa Yar'Adua, appointed me as the Registrar/Chief Executive of TRCN at the point the Council is set of fully implement the Professional Diploma in Education (**PDE**), which I took part in creating as a member of the Council's Governing Board and Chairman Committee of Provosts of Colleges of Education in Nigeria. The singular fact that I was part of the making of the PDE is a guarantee that I shall spare no effort in ensuring that the programme takes a conspicuous place in teacher education in Nigeria.

The PDE is not one of those products of "fire brigade" approach. Rather, it was well thought-out and received the inputs and endorsement of all those who are in a position to say what the minimum teaching qualifications in today's Nigeria should be. The PDE in addition began over a decade ago as experiment at the Institute of Education of the Ahmadu Bello University Zaria as part of the efforts of the university to turn all its lecturers irrespective of Faculties into qualified professional teachers with the requisite pedagogical standing. The fact that the Teachers Registration Council of Nigeria finally endorsed the PDE gives it all the necessary legal and professional status to command serious implementation by all the relevant stakeholders. The Council's Act (No. 31 of 1993) in section 1(1) makes it clear that it is the mandate of the Council to determine who are teachers in Nigeria, the knowledge and skills they require to get professionally registered as teachers and to raise the knowledge and skills from time to time. The Council has done just that through the introduction of the PDE to run alongside the Post Graduate Diploma in Education (PGDE).

It has to be emphasized at this point that the PDE is not inferior to the PGDE but only an alternative route to professionalisation. The PDE has taken into consideration critical issues which include specialization of teachers (the level of the education system where they are to practice). It has also considered the different subject matters involved in the teaching profession for instance Science, Technical, Vocational, Nursing, Law, etc various entry qualifications like the National Diploma and Higher National Diploma, etc. In essence, any individual who possesses Higher National Diploma (HND), Bachelors, Masters or Doctorate degrees is eligible to read either the PDE or PGDE as each of these qualifications meets the national minimum standards. The senates of universities are also urged to feel free to admit HND and degree holders who read the PDE into the Masters Degree programme in Education of their universities as it is done in the case of the PGDE.

With the introduction of the PDE, and the existence of the PGDE, teacher training institutions are advised to do away with all other programmes (e.g. Technical Teachers Certificate, all sorts of Diploma in Education, etc.) outside the Nigerian Certificate in Education or degree in Education as they are no longer acceptable for admission into the teaching profession. It is my hope that the PDE will contribute immensely to the professionalisation/sanitization of teaching in Nigeria.

Prof. A.M. Wokocha
Registrar/Chief Executive
(October 2008)

TRCN STATUTORY MANDATES

TRCN was established by the TRCN Act 31 of 1993 as an agency of the Federal Ministry of Education. The Act in section 1(1) of the Act assigns it the following mandates:

- i. *Determining who are teachers for the purpose of this Act.*
- ii. *Determining what standards of knowledge and skills are to be attained by persons seeking to become registered as teachers under this Act and raising those standards from time to time as circumstances may permit.*
- iii. *Securing in accordance with the provisions of this Act the establishment and maintenance of a register of teachers and the publication from time to time of the lists of those persons.*
- iv. *Regulating and controlling the teaching profession in all its aspects and ramifications.*
- v. *Classifying from time to time members of the teaching profession according to their level of training and qualification.*
- vi. *Performing through the Council established under this Act the functions conferred on it by this Act.*

With specific reference to the education of teachers in Nigeria, the TRCN Act in sections 7 and 8 provides as follows:

Section 7(1) *The Council may approve any institution for the purposes of this Act, and may for those purposes approve -*

- (a) *Any course of training at any approved institution which is intended for persons who are seeking to become teachers or are already teachers and which the Council considers is designed to confer on persons completing it sufficient knowledge and skill for admission as professional teachers;*
 - (b) *Any qualification which, as a result of an examination taken in conjunction with a course of training approved by the Council under this section, is granted to candidates reaching a standard at the examination indicating in the opinion of the members of the Council that the candidates have sufficient knowledge and skill to practice the profession.*
- (2) *The Council may, if it thinks fit, withdraw any approval given under this section in respect of any course, qualification or institution...*

Section 8(1) *It shall be the duty of members of the Council to keep themselves informed of the nature of -*

- (a) *The instruction given at approved institutions to persons attending approved courses of training;*
 - (b) *The examinations as a result of which approved qualifications are granted;*
- And for the purposes of performing that duty, the Council may appoint, either from among its own members or otherwise, persons to visit approved institutions, or to observe such examinations.*
- (2) *It shall be the duty of a person appointed under subsection (1) of this section to report to the Council on -*
- (a) *The sufficiency of the instructions given to persons attending approved courses of training at institutions visited by him;*
 - (b) *The adequacy of examinations attended by him; and*
 - (c) *Any other matters relating to the institution or examinations on which the Council may, either generally or in particular case, request him to report.*

Implications of TRCN Mandates

The TRCN Act has far-reaching implications for the teaching profession. This reality can be appreciated by the fact that the content of the TRCN Act is one and the same with the contents of the Acts that established the Councils that regulate and control the professions of Law, Medicine, Engineering, Pharmacy, etc. It suffices therefore to state that teachers will henceforth undergo all those necessary intellectual, professional, moral, social and even psychological rigors characteristic of the other noble professions and which have set them far apart from quacks and lay people.

Also, as it is applicable to the other professions, no category of teachers is exempted from regulation and control. It is obvious that all medical doctors, lawyers, engineers,

pharmacists, etc at all levels of our national life, both in the public and private sectors submit to the provisions of the Acts regulating their respective professions. In the same way, all persons who perform jobs that rightly and legally constitute teaching as well as those who administer teaching and learning in the Nigerian education system must be trained teachers, registered and regulated.

Programmes and activities of TRCN

In accordance with the TRCN legal provisions and conventions common to the professional regulatory agencies, the Council is systematically implementing the following programmes and activities:

- *Registration and licensing of qualified teachers.*
- *Accreditation, monitoring and supervision of the courses and programmes of teacher training institutions in Nigeria to ensure that they meet national and international standards. The institutions include the Colleges of Education, Faculties and Institutes of Education in Nigerian universities, Schools of Education in the Polytechnics, and the National Teachers Institute. TRCN collaborates with the National Commission for Colleges of Education and the National Universities Commission in the accreditation, monitoring and supervisory roles.*
- *Organisation of Internship Schemes and induction programmes for fresh Education graduates to equip them with the necessary professional skills before licensing them for full professional practice.*
- *Conduct of professional examinations and interviews to determine teachers that are suitable for registration.*
- *Establishment of national minimum standards for and execution of Mandatory Continuing Professional Development (MCPD) to guarantee that teachers keep abreast of developments in the theory and practice of the profession.*
- *Organisation of Annual Conference of Registered Teachers (which is the first of its kind in Nigeria) intended to unite all teachers irrespective of social class or the level of education system to which they belong.*
- *Publication of a register of qualified and licensed teachers in Nigeria in hard copies and available through the World Wide Web.*
- *Enforcement of professional ethics among teachers using the Teachers Investigating Panel (TIP) and the Teachers Tribunal.*
- *Prosecution in the law court of unqualified persons performing the job of teachers in contravention of the TRCN Act section 17(2).*
- *Acting as the voice of the voiceless teachers and continuously initiating/driving public policies and practices that could reposition the teaching profession in Nigeria as first among equals.*

ACKNOWLEDGEMENT

The Professional Diploma in Education (PDE) is an initiative of the Ahmadu Bello University, Zaria dating back to 1991 when the University intensified the quest for pedagogical excellence for its lecturers particularly those without teaching qualifications. In response to the call by the National Council on Education in 2003 for the acceleration of the training of teachers by Faculties, Institutes and Colleges of Education to beat the 2006 deadline it gave for unqualified teachers in Nigeria, the Institute of Education of the University approached TRCN to give the PDE the required boost, recognition and national application.

TRCN consequently engaged technical experts to review the curriculum content and guidelines. Thereafter, TRCN convened a meeting of the Deans and Directors of the Faculties and Institutes of Education in Nigerian universities selected across the six geopolitical zones of the country. In 2004, TRCN got the PDE presented to the National Council on Education which met in Minna Niger State for information while in 2005, the TRCN Governing Board finally gave approval.

Special thanks therefore go to:

- *The Institute of Education, Ahmadu Bello University for its pioneering role in this programme, especially to Dr. Andrew Nkom who for the first and most of the time coordinated the PDE initiative; to Prof. Y.A. Jatto, former Director of the Institute who equally coordinated the Project at a time and; to Prof. J.S Aliyu, the current Director of the Institute and renowned international scholar.*
- *The consultants led by Prof. Eunice Okeke of the University of Nigeria Nsukka.*
- *Deans and Directors of Faculties and Institutes or their representatives who in 2004 at TRCN Headquarters worked out the PDE to its current status, a few of which could be mentioned here:*
 - i. *Prof. (Mrs.) Grace Offorma – Institute of Education, University of Nigeria, Nsukka.*
 - ii. *Dr. C. Bolaji - Institute of Education, Ahmadu Bello University, Zaria.*
 - iii. *Prof. (Mrs.) D.O. Otu - Institute of Education, Ahmadu Bello University, Zaria.*
 - iv. *Prof. Y.A. Jatto – Director, Institute of Education, Ahmadu Bello University, Zaria.*
 - v. *Prof. R.D. Olanrinoye – Dean, School of Technical Education, Abubakar Tafawa Balewa University, Bauchi.*
 - vi. *Prof. J.N. Omatseye – Dean, Faculty of Education, University of Benin.*
 - vii. *Prof. R.P.I. Ukwuije – Dean Faculty of Education, University of Port Harcourt.*
 - viii. *Prof. O.O. Anowor – Dean Faculty of Education, Enugu State University of Science and Technology and then Chairman Committee of Deans of Faculties of Education in Nigerian University.*
 - ix. *Prof. E.O. Akuezulo – Dean, Faculty of Education, Nnamdi Azikiwe University, Awka.*
 - x. *Dr. J.B. Badu – Dean, Faculty of Education, University of Abuja.*
 - xi. *Prof. D.F. Elaturoti – Dean, Faculty of Education, University of Ibadan.*
 - xii. *Prof. M.E. Inyang-Abia – Director, Institute of Education, University of Calabar.*

- xiii. *Prof. Buba S. Mshelia - Dean, Faculty of Education, University of Maiduguri.*
- xiv. *Prof. Duro Ajeyalemi - Dean, Faculty of Education, University of Lagos.*

It also very important to appreciate:

- *The former Chairman of the TRCN Governing Board and then Hon. Minister of State for Housing, Environment and Urban Development, Alhaji Aliyu Ikra Bilbis under whose tenure the TRCN Board endorsed the PDE.*
- *The former TRCN Registrar/Chief Executive, Chief Anjikwi Musa Ciwar (OON), whose unwavering commitment to the advancement of the teaching profession in Nigeria led to the actualization of the PDE.*
- *The Chairperson of Education Committee of the TRCN Governing Board at that time and erudite Professor of Education, Mrs. Elizabeth Eke and members of the Committee which included the representatives of the Nigerian Universities Commission, National Board for Technical Education, National Commission for Colleges of Education, Nigeria Union of Teachers, and the Nigeria Academy of Education.*
- *Chairman, Committee of Provosts of Colleges of Education in Nigeria/Provost of the Rivers State College of Education Port Harcourt and then member of TRCN Governing Board, Prof. Addison M. Wokocha.*
- *The TRCN Director of Professional Operations, Dr. Steve Nwokeocha, who coordinated the entire efforts and activities that gave birth to the PDE.*
- *And to the Nigerian teachers whose resolve to professionalize teaching provided impetus for the advancement of that dream through the PDE.*

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CHAPTER ONE: INTRODUCTION

1.1 Background of the PDE

The Professional Diploma in Education (**PDE**) programme originated from a decision taken by the Senate of Ahmadu Bello University, Zaria in 1991. In view of the quality with regards to age and level of maturation of its students, Senate concluded that there was need to train its lecturers on teaching methods. The Senate therefore mandated the Institute of Education of the University to design and implement a suitable programme. That marked the cradle of several years of efforts, researches, field trials and current success of the PDE as a national programme.

The Institute saddled Dr. Andrew Nkom with the responsibility of coordinating efforts with a view to not only getting the PDE successfully implemented but also promoted towards a national application. The process initially adopted by the Institute included field trials in seven primary and secondary schools and a tertiary institution in Zaria and Kaduna as well as in workshops at three centres on behalf of the Kaduna State Ministry of Education.

Later the Institute went into partnership with TRCN to get consultants, Deans and Directors of Faculties and Institutes of Education of other universities involved in the development process of the PDE. The TRCN Governing Board eventually endorsed the National Minimum Standards of the PDE in 2004. Shortly after the endorsement, the Senate of the Ahmadu Bello University also approved the PDE to be run by the Institute of Education. Quickly as well, many Colleges of Education started running the programme while the number of the universities and colleges that wish to take on the programme remains on the increase. The earliest Colleges of Education to start running the programme include the Federal College of Education, Kano; Federal College of Education, Zaria; African Thinkers Community of Inquiry College of Education, Enugu; Kaduna State College of Education, Gidan Waya; Niger State College of Education, Minna; etc. The door is therefore now open for all universities and colleges of education in Nigeria to take advantage of the PDE to clear the backlog of unqualified teachers in their various states and to sustain the training of candidates of other fields who wish to become teachers.

1.2 The Post Graduate Diploma in Education and Technical Teachers Certificate

In the Process of reviewing the PDE, the technical consultants, Deans and Directors of Faculties and Institutes of Education brought to the fore the need for TRCN to develop a National Minimum Standards for the Post Graduate Diploma in Education (**PGDE**) the way it has done in respect of the PDE. TRCN intends to accomplish the objective at the shortest time possible to ensure that there is uniformity in the content, quality and overall professional attainments of the **PGDE** programme throughout the country. It should be noted that the National Universities Commission has not considered the PGDE as part of its statutory concerns. As such, the PGDE has not come under the necessary national standardization over the years. The responsibility therefore falls on TRCN to set and monitor the **PGDE** standards for the good of the teaching profession in Nigeria.

Also, with the commencement of the PDE, TRCN has considered all other previously accepted programmes which have never been reviewed for more than ten years now automatically closed down. This is particularly true for the Technical Teachers Certificate (TTC) and related programmes which pre-dated the PDE. All candidates who are qualified to study the TTC are eligible to read the PDE and it is needless to duplicate programmes when the PDE has been introduced with the latest contents that meet both general and specialist pedagogical requirements for professional registration as a teacher in Nigeria.

1.3 Non-Recognition of Post Secondary Diplomas/Certificates in Education

The only recognized post secondary **certificate in education** programme and which is also the national minimum teaching qualification is the **Nigeria Certificate in Education (NCE)** awarded by colleges of education and schools of education in the polytechnics accredited by the National Commission for Colleges of Education and TRCN. All other **certificate** and **diploma in education** programmes that may be run either by the universities, polytechnics or colleges of education for secondary school leavers or their equivalent are not recognized by TRCN for professional registration. Examples here include the Associate Certificate in Education (ACE), and the various kinds of **Diploma in Education** in the universities. The institutions that run such programmes are advised to close them down while students who hold the qualifications should be aware that they are not entitled for registration as professional teachers by TRCN.

1.4 Features of the PDE

The PDE is developed along current trends in quality teacher education, that of specialization. The features of the PDE therefore include, among others that it:

- i. is based on and allows specialization;
- ii. promotes professionalism through specialization;
- iii. allows flexibility both of time and location;
- iv. will locate teacher education in states and be more cost-effective;
- v. will raise the level of state participation in teacher education;
- vi. will fast-track the production of more teachers critically required for the Nigerian Education system.
- vii. allows TRCN to intervene to ensure that teachers in professional fields (e.g. those in Nursing, Legal, Military, etc. Education) attain the necessary pedagogical standards.
- viii. will raise the quality of teachers and consequently of instruction,
- ix. can be used as both pre-service and in-service teacher training/re-training curriculum.

1.18 Entry Qualifications

Candidates who possess the following qualifications are eligible for admission into the programme:

- i. National Diploma (ND),
- ii. Higher National Diploma (HND)
- iii. Degrees – Bachelors, Masters and Doctorate.

1.19 Duration of the Programme

The programme is a one (1) calendar year full time study of two semesters. However, flexibility allows other arrangements such as during vacations or weekends, provided the credit loads provisions are observed and met.

1.7 Specializations (Level/Type) and Codes

Early Childhood Education	-PDEEC
Primary Education	-PDEPR
Secondary Education	-PDESC
Technical Education	-PDETC
Nursing Education	-PDENS
Nomadic Education	-PDEND
Islamic Education	-PDEIE
Adult and Non-Formal Education	-PDEAN
University Education	-PDEUV

The specialisations already developed cover Education For All (**EFA**) and the critical areas of secondary, university and related education, This allows each candidate to choose area of specialization and for different specializations to be offered at the same time.

1.8 Course Units/Credit Loads and Related Matters

A minimum of **40 credits** is stipulated for the programme. The credits are distributed across the two semesters as depicted below

First semester - The courses here are compulsory for all candidates:

Code	Title	Credit load
PDE 5101	National Policy on Education and Historical Foundations of Nigerian Education.	2
PDE 5102	Introduction to the Teaching Profession.	1
PDE 5103	Psychological Foundations of Education, Guidance and Counseling.	2
PDE 5104	Sociology of Education and Comparative Education	2
PDE 5105	Curriculum Development and Instructional Methodology.	2
PDE 5106	Educational Technology and Information Technology	2
PDE 5107	Language and Communication Skills and Use of Library	2
PDE 5108	General and Subject Methodology.	2
PDE 5109	Measurement and Evaluation.	2
PDE 5110	Educational Research and Statistics.	2
PDE 5111	Educational Management.	2
Total		21

Second Semester - The courses here are strictly applied to specialization (level/type) of the candidates.

Code	Title	Credit load
PDE 5201	Development of Education in Nigeria	2
PDE 5202	Curriculum and Resources	2
PDE 5203	Instructional Design and Methods	2
PDE 5204	Management of Education	2
PDE 5205	Current Educational and Health Problems	1
PDE 5206	Project	4
PDE 5207	Teaching Practice	6
Total		19

Course codes for second semester:

Codes of courses in the second semester shall reflect the areas of specialization as given in this section, for instance, **PDEEC 5201 – Development of Early Childhood Education;** **PDEPR 5201 – Development of Primary Education in Nigeria,** etc.

1.9 Other Areas of Specialization

Other areas of specialization may be introduced into the **PDE** curriculum by institutions but such addition must be submitted to **TRCN** for approval.

1.10 Institutions Approved for Running of the PDE

These are to be teacher training institutions including Faculties and Institutes of Education of Nigerian Universities, Colleges of Education, and Schools of Education in Polytechnics. The institutions must be accredited by **TRCN** and the National Commission for Colleges of Education, **NCCE** (if **NCE** awarding) and National Universities Commission, **NUC** (if degree awarding). The centres to be used for the PDE courses, if they are outside the institutions, must also be accredited by **TRCN**, **NCCE** and **NUC**, as the case may be.

1.11 Accreditation of the PDE Programmes

It shall be the duty of institutions that wish to run the PDE to apply to TRCN for recognition and accreditation of the programme for the institution. TRCN may grant the application and subsequently send a panel of experts to visit the institution for the accreditation. The institutions shall bear the operating costs of the accreditation panel.

1.12 Registration and Induction of Graduating PDE Students

Institutions shall ensure that upon graduation, their PDE students get registered with TRCN and a very impressive ceremony is organized to induct them into the teaching profession, before they are officially discharged from the institutions. The ceremony shall entail the dressing of the graduands, institutions authority and TRCN in befitting academic regalia to administer oaths of professional practice on the graduands and to give them further professional advisory.

1.13 Fees Chargeable

Fees chargeable for the PDE programme shall be regulated by TRCN to avoid complaints of exploitation by students especially as the programme has the prospects of being in *vogue*, given the national impetus behind it.

1.14 Classes of Pass

This should follow the pattern in other teacher education programmes, namely, distinction, credit, merit, pass.

1.15 Certification

Certificates are to be awarded by the institutions that are running the programme.

1.16 No Affiliation Required

As stated earlier, all institutions accredited by TRCN, NCCE and NUC for the production of teachers as the case may be are qualified to run the PDE without affiliating to another institution. TRCN shall be the central regulator of the programme in exercise of its statutory mandates provided in the TRCN 31 of 1993.

1.17 Moderation of Results of Examinations, Teaching Practice and Projects.

All PDE awarding institutions shall appoint external moderators for the semester examinations, teaching practice and project and send their brief curriculum vitae to TRCN. The moderator shall be no less than the rank of Principal Lecturer in the colleges of education or Senior Lecturer in the universities. The moderators shall send directly to TRCN (via the TRCN State or Zonal office in their states) a copy of their Standardized Moderation Report Form (**SMRF**) after the assessment of each semester's examination, teaching practice and project.

CHAPTER TWO: FIRST SEMESTER COURSE OUTLINES

PDE 5101	National Policy on Education and Historical Foundations of Nigerian Education.	2 credits
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Starting from the policy document on education in Nigeria, the course examines essential contents including the philosophy, objectives and values and the provisions that constitute standards of Nigerian education. The course then traces the development of formal education from the Greeks; its introduction and development in Nigeria leading to its current state. There is also a coverage of traditional and Islamic Education historical perspectives to give a comprehensive view on Education in Nigeria.

- a. Overview of the National Policy on Education – The national philosophy, objectives and directive principles related to education; the national educational philosophy, goals and values; types of education and critical issues recognized by the National Policy on Education; etc.
- b. Traditional African Education, its functionality and relationship with modern education.
- c. Brief account of the Early Greek and Roman Education in the Western World.
- d. Introduction of Christian Missionary/Western Education to Nigeria: Covering the pre-colonial through the Independence to the present time.
- e. Origin and development of Islamic Education in Nigeria.
- f. Current issues in Nigerian Education: The 6-3-3-4 system; the prospects and constraints of the PPP – Public Private Partnership - model in the ownership and control of education; etc.

PDE 5102	Introduction to the Teaching Profession.	1 credit
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Teaching has become legally established in Nigeria through the enactment of the TRCN Act 31 of 1993, the commencement of actual operations by TRCN and its policies, programmes and activities. Other impetus is the popularity for the professionalisation of teaching in Nigeria backed up teachers unions at all levels, the highest policy body in Education which is the National Council on Education and the general public. There is also the TRCN network of relationships with teaching regulatory agencies in all continents of the world which has accorded Nigeria teachers automatic recognition of their professional registration in Nigeria where ever in the world they find themselves and wish to teach. Would-be professional teachers are therefore expected to be conversant with these important developments so as to be credible members of the profession.

- a. Historical development of teaching as a profession in Nigeria.
- b. Provisions of the TRCN Act 31 of 1993.
- c. Activities, programmes and policies of TRCN especially in the areas of
 - i. Registration and licensing of teachers
 - ii. Mandatory continuing professional education.
 - iii. Induction and internship schemes.
 - iv. Control of professional misconduct, incompetence and negligence.
 - v. Accreditation, monitoring and supervision of teacher education programmes.
 - vi. Etc.

- d. Review of TRCN basic publications – Teachers Code of Conduct, Nigerian Journal of Professional Teachers, etc.
- e. Comparisons of the regulation of teaching in Nigeria and abroad.
- f. Comparisons of the regulation of teaching and other professions in Nigeria.
- g. Successes, challenges and strategies for the advancement of the teaching profession in Nigeria.

PDE 5103	Psychological Foundations of Education, Guidance and Counseling.	2 credits
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Education is directed at shaping human behaviour and must necessarily emanate from a good understanding of human behaviour. Education has therefore benefited immensely from the study of human behaviour through the field of psychology. The course explores the contributions that psychology has made to the whole process of learning as a means for promoting efficiency in the teaching-learning process. Learning problems for which guidance and counseling services are required are also addressed.

- a. Introduction to the field of Educational Psychology.
- b. Role of Psychology in the learning process.
- c. Principles, stages and characteristics of human growth and development; To include the cognitive/intellectual, moral, psychomotor/skill, verbal/language, etc dimensions.
- d. Selected theories of personality (Minimum of two theories).
- e. The nature/nurture debate (Heredity and environment).
- f. Psychology and Instruction: Psychological factors that affect learning; Psychological foundations of intelligence, motivation, etc; Individual differences and effect on academic performance; etc.
- g. The concept, scope and goals of Guidance and Counseling in schools.
- h. Theories of Counseling.
- i. Guidance and Counseling tests.
- j. Ethics of Guidance and Counseling services in schools.
- k. Cases: Studies of specific learner/learning problems that require good knowledge of psychology, guidance and counseling and applicable strategies; Problem-solving techniques, etc.

PDE 5104	Sociology of Education and Comparative Education	2 credits
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The course introduces candidates to the very strong and symbiotic relationship between the school and society. Indeed the school is a mini society; it is fundamentally a reflection of the culture, norms and values that typify the particular society in which they exist. In essence, the society carries great implications for curriculum development, instructional methods, quality of education, values, relevance and philosophy of education, etc. Similarly, the school is an agent of change that constantly transforms the society even as the society attempts to define its shape, content and processes. The critical relationship between school and society makes sociology of education a very important discipline in the field in education that helps in the management of educational problems, innovations and visions.

The course further exposes candidates to the systems and issues of education in other countries to enable them form a broader view of how societies produce the educational programmes and types that are best fit for them or simply shaped by societal peculiarities.

- a. The concept and scope of Sociology of Education.
- b. The concept, types, process and agents of socialization – the family, peer group, mass media, school, religious organizations, etc.
- c. The concepts of culture and subculture; norms and values; and other important sociological concepts relevant to education; Education as culture.
- d. Social change: Education as agent of social change in Nigeria.
- e. The social learning theories and principles: The Labeling theories, etc.
- f. The school as a social system; socialization processes at the school; social factors that affect adaptation and learning at school.
- g. Cases: social problems in the school, their causes, prevention and management, e.g. cultism and gangsterism; robbery, rape, examination malpractice, alcoholism, drug abuse; moral decadence, mass academic failure; etc.
- h. The roles of the teacher in the management of social problems in the school.
- i. Factors that affect the development of Education in a country: socio-political, economic, cultural, etc.
- j. Analysis of the Structure of education and schooling processes in selected foreign countries, e.g. one country each selected from Africa, Asia, Europe and America.
- k. A comparison of the Nigerian Education system with the selected countries.
- l. Outline of the best practices and strengths of the foreign education systems that Nigeria needs to emulate.

PDE 5105	Curriculum Development and Instructional Methodology.	2 credits
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The course approaches curriculum as the diet provided to learners to ensure their all-round growth, intellectually, in skill development, physically, and morally. It is the sum total of all those activities that promote this all-round growth. The course is concerned that candidates are exposed to the process of curriculum development. However, its principal focus is on curriculum implementation and especially the role that each teacher should play. In this regard, attention is drawn to the consequences of non-implementation of a full curriculum for all-round growth.

- a. The concept and scope of Curriculum; Curriculum as a teaching plan.
- b. Curriculum types/design: integrated, core, single subject, etc curriculum typologies/design; formal/official and informal/hidden curriculum, etc; student-centred and teacher-centred curriculum, etc.
- c. Components of Curriculum Implementation
 - i. Curriculum content
 - ii. Resources
 - iii. Methods
- d. Domains of learning and implications for curriculum development:
 - i. Cognitive
 - ii. Affective/moral
 - iii. Psychomotor
- e. Assessment of learning outcomes
- f. Indices of curriculum non-implementation

- i. High drop-out/failure rates
- ii. Examination malpractice
- iii. Cultism and other vices
- iv. Poor job performance.
- g. Classes of learning objectives: Behavioural, instructional, expressive, etc objectives.
- h. Formulation of behavioural objectives.

PDE 5106	Educational Technology and Information Technology	2 credits
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The course traces the development of education with specific focus on the use of teaching aids in the learning process. It covers the research carried out in instruction especially in the use of resources leading to the system's approach to instruction and the development of communication theory to provide the theoretical framework for instruction. The course deals with instructional design and the key elements that should be included. In discussing the resources of instruction, the course places emphases on the new technologies of information and communication technology. In particular candidates are expected to have enough skills to type and print their own documents using the computer; be capable of producing and presenting their lessons or public lectures using appropriate computer packages; have e-mail addresses and understand how to use them to maintain robust communication with diverse individuals around the world; have the ability to make the maximum use of internet resources for their research and professional development; etc.

- a. The concept, scope and role of Educational Technology in the teaching learning process.
- b. Communication theories and models:
 - i. Types of Communication
 - ii. Models; Dale, Schramm, SMCR, Early Systems Mass Communication
- c. The System Approach of Instructional Technology
 - i. Definition
 - ii. Component, goals, conditions, resources, outcomes, etc.
- d. The resources of Instruction
 - i. Human
 - ii Non-human : print graphics/transparencies, audio, audiovisual realia, games, simulations, multi-media, etc.
- e. Principles for the Improvisation of teaching aids/media.
- f. The concept, parts and functions of a computer.
- g. The use/appreciation of computer.
- h. Computing/typesetting skills.
- i. Application packages: Microsoft Word; Power Point, Excel, etc.
- j. Production of documents using a computer.
- k. Creation and use of emails and internet-based facilities.
- l. Internet based research.

PDE 5107	Language and Communication Skills and Use of Library	2 credits
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Teaching is basically a communication process. Communication must not only be effective but also 'infectious' in the sense that it is able to influence the learner to a high level of

motivation to imbibe the new experiences being provided by the learning process. As a result, so much of a poor academic standard of massive failure of learners are easily blamed on language and communication. In foreign countries, the school system considers language and communication to be of such a critical importance the learners from different language backgrounds from within and outside the school systems/nation under special separate language and communication education and pass before being admitted to the school mainstreams. In a similar manner, the library is the storehouse of knowledge in academic institutions. It is therefore important that candidates should appreciate the role of libraries and how to make the best use of them.

- a. Nature and Importance of Classroom Communication.
- b. Types of language problems among learners and strategies for improvement.
- c. **Grammar:** Parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions, etc); verb tenses, agreement/concord, auxiliary/models, questions, statements, commands; phrases, clauses, sentence types and patterns; direct and indirect speech, common errors; etc.
- d. **Writing:** Punctuation, outlining, logical presentation of ideas; paragraphing/structure/development, logical sequencing of paragraphs; compositions – narrative, descriptive, argumentative, explanatory, letter writing formal/informal; report writing, memos, speeches, minutes; writing styles – inductive/deductive, generalizations, etc.
- e. **Reading:** Reading problems; principles and techniques for effective reading; reading for various purposes (research, inferences, pleasure, scanning for key ideas, etc); creative reading; etc.
- f. **Listening:** Listening types; listening defects; strategies for effective listening.
- g. Functions and types of library.
- h. Types of library materials
- i. Organisational structure of the library.
- j. Library classification systems, bibliography, catalogues, etc.
- k. Computerized library facilities.

PDE 5108	General and Subject Methodology.	2 credits
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The course seeks to prepare candidates for practical teaching by providing a theoretical background. This covers the general or common principles and practices in teaching in respect of common problems such as the preparation of lesson plans and those of implementation such as of introduction and organization of delivery including pace, language, discipline, questioning, maintaining interest, etc. It also covers principles and practices to do with outcomes. The course then focuses on subjects based on the theoretical and practical principles with examples across subjects. Stress is placed on the fact that all subjects contain those two aspects; the difference being principally of example and therefore of re-enforcement.

- a. The concept of general and subject methodology.
- b. Factors that determine methodology.
- c. Overview of general teaching methods and techniques, their relative strengths and weaknesses.
- d. The lesson plan as basic tool; format of a lesson plan.
- e. Three broad groupings in instruction

- i. Lecture or large group instruction
- ii. Small/medium group interactive instruction
- iii. Individual or self-instruction
- f. Issues in delivery of instruction
 - i. Introduction
 - ii. Logical progression
 - iii. Pace and language
 - iv. Time management
 - v. Classroom management/discipline
 - vi. Use of resources; visual aids, chalkboard, etc
 - vii. Questioning techniques, etc.
- g. The concept and benefits of individualized instruction: Primary focus on individual differences and designs that enable learners to develop at their own pace.
- h. The problems and strategies for the management of large classes.
- i. Subject methods
 - i. Theoretical material; steps; content; method; activity, resources
 - ii. Practical material; skills, explanation, trial, practice.

PDE 5109	Measurement and Evaluation.	2 credits
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The course as one of the major components of instruction, is concerned that candidates not only appreciate the importance of monitoring outcomes, but especially that they learn the different skills involved. From tracing the basis for monitoring outcomes in line with the growth principle of a curriculum, the course deals with measurement and evaluation as they differ by domains of learning. The different items used in the process of measurement are covered as well as simple formulae used. For the candidates, emphasis is placed on management of outcomes such as in continuous assessment and on the ethical dimension to measurement and evaluation.

- a. The concept and scope of measurement and evaluation.
- b. Uses of tests; classification of tests as teacher-made, standardized, etc; validation of test instruments; etc.
- c. Types of test items, construction and use
 - i. Short answer type
 - ii. Essay type
 - iii. Unstructured type: observation, project, excursion, etc.
- d. Evaluation standardization strategies; mean, normal curve, standard deviation, table of specification, error modification, standard score and T-score transformation, etc.
- e. Continuous assessment: concept, scope, rules, strengths and weaknesses.
- f. Ethics in Measurement and Evaluation.
- g. Measurement of affective domain: Using self-reports, observation techniques, projective, socio-metric, checklist, strategies, etc.

PDE 5110	Educational Research and Statistics.	2 credits
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The course unit is intended to introduce candidates to the basic procedures in educational research and statistics. The intention is to provide candidates with the basic information that is required for carrying out their projects as well as the procedures and concepts

involved in the management to educational research and statistics with a pragmatic approach.

- a. The concepts and typologies of Educational Research (pure and action/applied; historical/descriptive/experimental; quantitative/qualitative/eclectic, etc).
- b. Planning the research
 - i. Research topic, statement of problem, objectives, etc.
 - ii. Literature review
 - iii. Research design
 - iv. Research methodology
- c. Data collection techniques
 - i. Observation
 - ii. Self-reports
 - iii. Experimentation, etc.
- d. Report writing: complete outline of a research report, etc.
- e. Background to statistics
 - i. Contemporary research and statistics
 - ii. Types of statistics
 - iii. Measurement levels and applicable statistics.
- f. Organization of data (ordinal, simple, frequency distribution, grouped and cumulative, etc.)
- g. Graphic representation of data
 - i. Pictogram
 - ii. Pie chart
 - iii. Bar chart and histogram
 - iv. Frequency polygon
 - v. Ogive
- h. Measures of central tendency
 - i. Mode
 - ii. Media
 - iii. Mean, etc.
- i. Measures of dispersion
 - i. Range
 - ii. Standard deviation, etc.
- j. Correlation:
 - i. Pearson Product Moment Correlation Coefficient
 - ii. Spearman Rank Correlation, etc.

PDE 5111	Educational Management.	2
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The course unit is intended to impress on candidates the role of management in coordinating all the activities towards the attainment of the objectives of education. These cover both the individual institutional objectives as well as national objectives including values and attitudes. The educational manager must understand the resources to be used in management and how to control them for effectiveness. The unit deals with those resources or areas of activity and places emphasis on ethical issues in education as a basis for developing moral behaviour in learners.

- a. The meaning and scope of Educational Management.
- b. Policy and legal issues in the management of Education in Nigeria; the control of education in Nigeria.
- c. Basic principles and functions of Management.
- d. Concept and types of organization/bureaucratic features of organizations.
- e. Organizational structure: Definition, types (classical and modern organization structures/centralized and decentralized organizations, etc.)
- f. The concepts of power and authority, types of authority.
- g. Discipline in schools.
- h. Programme planning/design in schools (co-curricular activities, examinations, etc.)
- i. School supervision/inspection: Definition, goals, types, principles, etc.
- j. Traditional and modern methods of school supervision/inspection.
- k. Qualities of a good supervisor;
- l. Prospects and constraints of school supervision/inspection in Nigeria.
- m. Ethics in Educational Management.

CHAPTER THREE: SECOND SEMESTER COURSE OUTLINES

The second semester courses have the same outline for all areas of specialization. However, the actual content of the courses must be very specific to the individual areas of specialization. The contents must further be advanced to cover more issues than were treated in the first semester. Emphasis is placed on skills/specialization in this semester. Therefore theory and practice must be blended and balanced.

PDE 5201	Development of Education in Nigeria	2 credits
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This course introduces the candidate to the advanced history of Education in Nigeria which is specific to the area of specialization. Issues that were treated in general in the first semester in order to create a holistic picture now get in-depth analysis with a view to revealing the antecedents/foundations of the successes and challenges of the current education system with respect to that area of specialization.

- a. Historical Perspectives on the specific education system – institutions, persons, events, places, regulations and laws that played remarkable role in the growth and development of the particular education system.
- b. Provisions of the National Policy on Education, Nigerian Constitution, African Charter and other relevant national and international documents that offer guidelines for the operation of the education system in Nigeria.
- c. Contemporary concerns – Analysis of topical issues dominating conferences, summits, workshops and mass media currently concerning the education system.

PDE 5202	Curriculum and Resources	2 credits
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Based on the earlier definition of curriculum as a means for promoting all round growth, the course exposes candidates to the components for promoting this growth. It deals with the content areas, the methods used and the means for monitoring this growth. As activity based teaching and learning, the course covers the different activities involved, their management and the resources that are used. The curriculum and resources that exist for particular age group and area of specialization are treated here.

- a. General overview of curriculum philosophy and objectives.
- b. Contents/dimensions of balanced curriculum:
 - i. Creative activities
 - ii. Cultural activities
 - iii. Oral language and reading
 - vi. Cultural and creative arts
 - iii. Physical activities/environmental activities
 - iv. Physical and Health Education (PHE).
 - v. Social and moral education: Home and school.
- c. Resources in Education
 - i. Resource persons
 - ii. Ideas – words, messages, content, subject matter.
 - iii. Materials – audio visual aids, graphics, painted/display materials, general (models, puppets, real objects, specimens.)

- iv. Devices – hardware/computer/internet, slides, etc.
- d. Challenges in the implementation of curriculum and ways forward.
- e. Practical development of curriculum and engagement with resources.
- f. Curriculum research and curriculum innovation.
- g. Safety and ethical issues curriculum development and use of resources.
- h. Nigerian curriculum development agencies: Federal/State Ministries of Education, National Universities Commission, National Board for Technical Education, National Commission for Colleges of Education, National Educational Research and Development Council, etc.

PDE 5203	Instructional Design and Methods	2 credits
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The course unit seeks to tie up the earlier units in their combination in instructional preparation and implementation. Instructional design deals with the key elements that must be taken into account in the preparation. These are then written down formally in the form of a lesson plan. The course deals with the appropriate curriculum components for the age group as activities and on how they are to be taught. The course places emphasis on practical work in drawing comprehensive lesson plans using a lesson plan model and in micro-teaching.

Model: Nkom, A. A. (1999). *Instructional Communication for Effective Teaching in Primary Education*. BI-SHAANN Publishing, Kaduna.

- a. Key elements in lesson plan
 - i. General information
 - ii. Previous knowledge
 - iii. Objectives
 - iv. Resources
 - v. Presentation (Introduction, sequencing, pace, questioning, language, etc.
 - vi. Evaluation.
- b. Review of teaching methods and techniques applicable to the area of specialization.
- c. Innovative teaching strategies: Computer facilitated, inquiry, programmed, etc strategies.
- e. Principles of classroom management.
- f. Qualities of a good teacher.
- h. Micro teaching: The concept and process.
- i. Elements of micro teaching: teach re-teach, set induction, reinforcements, non-verbal communications, questioning, etc strategies.

PDE 5204	Management of Education	2 credits
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This course addresses issues of management pertaining to specific education systems/levels. It examines the legal framework for the management of the education

system and practical applications of the theories and principles of management to the particular system.

- a. Policy and legal issues in the management of the specific education system.
- b. The place/relevance of the particular type/level of education in the 6-3-3-4 Nigerian Education System.
- c. Leadership styles/theoretical framework and principles for the management of the human resources – teachers, learners, other stakeholders.
- d. Conflict resolution strategies.
- e. The management of teaching and learning infrastructure.
- f. Funding of education.
- g. Planning and budgeting techniques.
- h. Organizational structures, job designs, channels of communication.
- i. Quality assurance issues in education: Inspection of schools, accreditation and monitoring of teacher education programmes, external moderation of results, etc.
- j. School records – types, importance, maintenance, etc.

PDE 5205	Current Educational and Health Problems	1 credit
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The Education like other sectors of the Nigerian nation is constantly battling with existing and emerging problems which must be tackled to give the nation the quality and credence that its education system deserves. Most of these problems and challenges are by-products of the larger society as the school is only a microcosm of society. Teachers need to understand the genesis of the problems as well as efforts and strategies going on nationally and globally to eradicate or minimize them and to be part of the efforts and strategies.

- a. Gender issues – the boy/girl enrolment and success ratios in schooling; issues, prospects and challenges; gender sensitivity in classroom instructions and educational administration.
- b. Cultism: Disposing factors, consequences, eradication strategies.
- c. Examination malpractice: Legal provisions, causes, nature, prevention strategies and enforcement of penalties.
- d. Review of Nigeria Health Policy.
- e. Population and family life.
- f. Drug abuse: Causes, impact, prevention, etc.
- g. HIV/AIDS: Prevention, management, prevalence rate, impact on productivity, etc among teachers.

PDE 5206	Project	4 credits
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Project is a compulsory 4-credit course. Project topics are to be approved for students as soon as they report for the second semester of the programme. Project shall be in Education applied to the area of specialization. The project report shall include but not limited to the following issues:

- II. Topic
- III. Dedication
- IV. Acknowledgement
- V. Table of Content.
- VI. List of Figures, Tables, etc where necessary
- VII. List of abbreviations where necessary
 1. Introduction
 - a. *Background Information*
 - b. *Statement of the problem*
 - c. *Objectives of the study/project*
 - d. *Key research questions*
 - e. *Research hypotheses/theses*
 - f. *Limitations of the study*
 2. Brief Review of Theoretical Framework/Related Literature
 3. Methodology of Research
 4. Presentation and Analysis of Data
 5. Summary of Findings, Conclusions and Recommendations/Suggestions.
 6. References
 7. Appendices.

Mode of Evaluation: The Project shall be assessed by the appropriate course lecturers using a Standardized Project Evaluation form (**SPEF**).

Organization of Project: There shall be a Project Coordinator appointed by the institution's authority controlling the Programme. His main duties are to:

- a. Facilitate the timely assignment of appropriate project topics to candidates.
- b. Collect and collate the projects after being assessed by the Lecturers/Supervisors.
- c. Submit students' scores and grades to the Programme Coordinator not more than two (2) weeks after the completion of the teaching practice exercise.

The projects should be bound hard cover and in black colour. Five (5) copies of the projects would be submitted three copies to the Programme Officer/Coordinator, one copy to the Project Supervisor and one copy to the student. Projects could also be of a practical nature in the form of creations or improvisations of instructional objects and devices which include graphics, video and audio recordings. However, a project report shall still be written following the above format or any other guidelines acceptable in the candidate's area of specialization.

PDE 5207	Teaching Practice	6 credits
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The teaching practice exercise is a 6-credit course and is compulsory for all candidates.

Duration: The exercise shall be of four (4) weeks after the first semester course work and of eight (8) weeks duration to be carried out immediately following the completion second semester aspect of the course. It should be carried out in an educational institution appropriate to the student's course offering. The first exercise is, to provide guidance and support to the candidate and a report is to be made on a Standardized Teaching Practice Evaluation Form (**STPEF**).

Mode of Evaluation: Each candidate shall be assessed not less than two (2) times in the first instance and four (4) times in the second instance of the teaching practice exercise. A candidate shall be assessed based on reports of at least two (2) different assessors who would complete the **STPEF** and submit to the appropriate authority by the end of the teaching practice exercise.

Organization of Teaching Practice: There shall be a Teaching Practice Coordinator to be appointed by the authority controlling the Programme. The Teaching Practice Coordinator shall be a seasoned educationist with over fifteen (10) years of teaching experience.

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Duties of The teaching Practice Coordinator

The duties shall include to:

- a. Liaise with the schools/colleges where the exercise will be held.
- b. Inform students of their teaching practice posting at least two (2) weeks before commencement of the exercise.
- c. Prepare list of assessors and posting.
- d. Prepare and make available to assessors, STPEF.
- e. Collect from assessors and collate, all completed STPEF for computations.
- f. Submit students' scores and grades on teaching practice to the Programme Coordinator not more than (2) weeks after the final teaching practice exercise.

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