

DEPARTMENT OF GUIDANCE AND COUNSELLING

FACULTY OF EDUCATION

**STUDENTS' HANDBOOK
2018/2019 – 2020/2021**

**AMBROSE ALLI UNIVERSITY
EKPOMA**

PREFACE

This Handbook is prepared to enlighten students on what is required of them while in the Department. It is also meant to guide both staff and students on issues that border on the regulations governing the academic activities in the Ambrose Alli University, Ekpoma.

The Handbook provides insight into the philosophy and objectives of the various undergraduate programmes; the admission and graduation requirements of each Degree Programme as well as guidelines on course registration and conduct of examinations. The Handbook is therefore recommended to all staff and students in the Department, and all who may have need of the information contained in it.

Dr. (Mrs) B. O. Ehigbor
Ag. Head of Department

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VISION AND MISSION OF THE DEPARTMENT

Vision: The vision of the Department is to build a people who are ready to transform themselves and the society positively through academic excellence.

Mission: The mission of the Department is to produce Guidance Counsellors and professional teachers in their areas of specialization to meet world standard in quality and competence.

A BRIEF HISTORY OF THE DEPARTMENT

The Faculty of Education was established in the 1992/1993 academic session based on the recommendation of the University Senate. At inception, the Faculty operated with three departments, namely, the Department of Educational Foundations, the Department of Curriculum and Instruction and the Department of Vocational and Technical Education. In 1996, a fourth Department named Physical and Health Education Department was added to the existing three Departments of the Faculty. And in 2011, following the recommendations of the Faculty Board of Education, Senate approved that the Department of Educational Foundations and Management be split into two. The two Departments that emerged from the split are the Department of Educational Foundations and Management, and the Department of Guidance and Counselling.

Thus, the Department of Guidance and Counselling was established on November 1st 2011 with Prof. I. O. C. Adomeh as its foundation Head of Department along with six other academic staff: – Prof. Oyaziwo Aluede, Prof. A. I. Ojugo, Dr. (Mrs.) J. E. Afen-Akpaída, Dr. (Mrs.) B. O. Ehigbor, Dr. (Mrs) P. E. Onolemhemen and Dr. P.A. Arhedo. The current Head of Department is Dr. (Mrs.) B. O. Ehigbor.

In the history of the Faculty, the following persons have served as Deans: Professor J.U. Aisiku, Prof. D.O. Aigbomian, Prof. Aminu Momodu, Prof. Olaitan Obanewa, Prof. M.O. Omo-Ojugo, Prof. R.O.A. Aluede, Prof. Oyaziwo Aluede and currently, Prof. (Mrs.) E. O. Omoregie.

ACADEMIC AND ADMINISTRATIVE STAFF LIST

Academic Staff

S/NO.	NAME(S)	QUALIFICATION	STATUS
1.	Prof. (Mrs.) J.E. Afen-Akpaída	N.C.E Economics/Arts (Uniben 1983); B.A. Ed Arts Education (Abraka 1989); M.Ed Guidance and Counselling (Uniben 1992)	HOD
2.	Prof. Oyaziwo Aluede	B.Ed (Pol. Science) (UNIBEN 1987 M.Ed, (Guidance & Counselling) UNIBEN 1990; Ph D (Guidance & Counselling) UNIBEN 1995;	Professor
3.	Prof. I.O.C. Adomeh	B.S.T. Sacred Theology (Rome 1986); M.Ed Guidance and Counselling (Ibadan 1988); Ph.D Guidance and Counselling (UNIBEN 1997)	Professor
4.	Prof. A.I. Ojugo	N.C.E English/History (Abraka 1981) B.Ed English (UNIBEN 1986); M.Ed Guidance and Counselling (UNN, 1989); Ph.D Guidance and Counselling (UNN, 2004)	Professor
5.	Dr. P. A. Arhedo	NCE Maths/Edu (Uniben 1984) B. Sc (Ed) Maths/Edu (Uniport 1993) M.Ed Guidance & Counselling (Ekpoma, 1999) Ph.D Guidance & Counselling (Ekpoma 2009)	Senior Lecturer
6.	Dr. (Mrs.) P.E Onolemhemen	B.A (Ed) English (Ekpoma 1985); M.Ed Guidance & Counselling (Ekpoma 2000); Ph.D Guidance and Counselling (Ekpoma, 2010)	Senior Lecturer
7.	Dr. (Mrs.) B.O. Ehigbor	TC II (Anyigba 1980); N.C.E (Abraka 1985); B.Sc(Ed) (Abraka 1994); M.Ed (Benin 2000); Ph.D. (Benin, 2013)	Senior Lecturer
8.	Dr. Obaze A.Osumah	B.A. (Ed.) History, (Benin 1995), M.Ed Guidance & Counselling (Ekpoma, 2012) & Ph.D Guidance & Counselling (Ekpoma, 2015)	Lecturer II
9.	Mrs. Beauty Azelama	B.Sc. Sociology; PGDE 2012; and M.Ed. Personnel Psychology, 2014	Asst. Lecturer
10.	Miss Theresa Asekhóme	B.Ed., 2007, M.Ed Measurement and Evaluation, (Benin, 2013)	Asst. Lecturer

**On Sabbatical Leave in the Department*

Administrative Staff

S/N	NAME	STATUS
1.	Mrs. Imaguezegie Christiana	Principal Executive Officer
2.	Mrs. Blessing Egberuare	Messenger/ Cleaner

ACADEMIC PROGRAMMES IN THE DEPARTMENT

The Department runs Degree Programme in the following areas:

1. B.Sc. (Ed.) Guidance and Counselling
2. B.Sc. (Ed.) Economics
3. B.Sc. (Ed.) Geography
4. B.Sc. (Ed.) Political Science

Accreditation Profiles of the Programmes

1. B.Sc. (Ed.) Guidance and Counselling - Full Accreditation (2017)
2. B.Sc. (Ed.) Economics - Full Accreditation (2021)
3. B.Sc. (Ed.) Geography - Full Accreditation (2021)
4. B.Sc. (Ed.) Political Science - Full Accreditation (2021)

ADMINISTRATION OF THE DEPARTMENT

General

The Head of Department is responsible for the management of the academic and administrative affairs of the programme with the assistance of the academic and non-academic staff of the Department. In carrying out these duties, he is answerable to the Dean of the Faculty of Education and through him to the Vice Chancellor and the Senate of the University.

For effective administration of the department, members of both the academic and non-academic staff are assigned specific functions as Academic Advisers, Examination Officers, Departmental Secretary and Committee members.

Staff members are assigned different functions to enable them take active part in decision making on issues affecting the administration of the Department. Furthermore, matters affecting the Department are usually discussed at the Departmental Board Meeting.

Staff Promotion

Promotion of members of staff in the department is done by the University Management and is guided by the university policy on staff promotion.

Staff Development

The university has a well spelt out programme for staff Development. Staff of the Department is always encouraged to avail themselves of this opportunity to ensure that they develop themselves academically and professionally.

Students' Academic Advising

The Department appoints members of staff as Course Advisers. The Course Advisers assist in advising students on courses to be offered in their respective programmes. To ensure that the advice is adhered to, course registration forms are always countersigned by the Course Advisers.

Handling of Students' Academic Grievances

Career guidance counsellors are appointed by the department to attend to students' personal-social, academic and vocational problems. All academic staff members relate maturely with every student and encourage aggrieved ones to channel their grievances to appropriate quarters without resorting to unnecessary confrontation.

Examination

Each course lecturer is responsible for setting his examination and the question paper is submitted to the Head of Department for vetting, custody and liaising with the External Examiner to the Department. The production of examination question papers is supervised by the Head of Department who later releases them to the invigilators some minutes prior to the commencement of the examination in each course. The invigilators, are by University regulations and standard, expected to conduct the examinations properly. As each examination progresses, attendance sheets are provided to enable the students write in their names and registration numbers as well as append their signatures. At the end of the examination, the students' scripts are collected, enveloped and submitted by the invigilator to the Head of Department for onward release to the lecturer in charge of the course.

The examination scripts are usually scored and the grades added to the continuous assessment scores to obtain the percentage score for the students. The scores are graded using the approved university grading system. The External Examiner later does the final vetting before the results are finally released.

GUIDELINES ON COURSE REGISTRATION AND CONDUCT OF EXAMINATIONS

All new and returning students are required to follow the laid down process for course registration at the beginning of every session. The Registrar usually gives the guidelines for registration process. Students' are advised to adhere strictly to the guidelines.

It must be noted that payment of fees alone does not guarantee one's studentship in the university. A person is considered to be a student after he/she has completed the registration exercise. Apart from the initial screening exercise, each student shall be required to present his/her credentials for final screening and verification during the final year in the university.

Matriculation

All new entrants shall be required to participate in a matriculation ceremony where they will sign the matriculation oath and register. Failure to partake in this exercise will be considered a forfeiture of studentship. They shall be required to sign the matriculation register in order to become bona-fide students of the university. Students who fail to take the matriculation oath and sign the matriculation register shall be deemed to have forfeited their right of studentship.

Policy on Instruction

Instruction in the Department is by the course credit system, with emphasis on continuous assessment. Teaching is done through lectures, seminars, tutorials, fieldwork and practicum. Examination is conducted in every course at the end of the semester. In addition to the end-of-semester examination, Student's performance is continuously assessed throughout the semester by means of tests, assignments and term papers. Performance by course examination carries 70% while continuous assessment carries 30%.

Course Credit System

Teaching in the Department is by the 'course system'. This is referred to as "quantitative system or organization of the curriculum in which subject areas are broken down into unit courses which are examinable, and for which students earn credit(s) if passed". The courses are arranged in progressive order of levels of academic progress, e.g. Level 1 or Year 1 courses are 100 level: 111, 112, 121, 122 and level 2 or Year 2 courses are 200 Level, e.g. 211, 212, 221, 222. The numbering of courses enable students to immediately know those courses offered during the first or the second semester as the middle number which is either 0 or 1 indicate the semester in which the course is offered. "0" denotes first semester while "1" denotes second semester.

The following guidelines, rules and regulations apply in the course credit system:

- a. Each course shall last one semester and performance in the course shall be examined or assessed at the end of the semester in which the course is given.
- b. Every full-time student is required to register for a minimum of 15 credit units per semester and a maximum of 24 credit units per semester.
- c. Class performance is considered very important. Any student who does not record up to 70% attendance shall not be qualified to take examination in the course.
- d. The pass mark for every course assessment is 45%.

- e. The grading system is as follows:

Scores	Grade	Grade Point
70-100	A	5
60-69	B	4
50-59	C	3
45-49	D	2
0-44	F	0

- f. There is no reference in any course examination. There is no repeat in the course credit system. Therefore a student cannot re-register for a course already passed.
- g. A student must accumulate at least 30 units per level before graduation, and should not register more than 48 units per session except for the cases where students are allowed to register a maximum of 52 units in their final year.
- h. There is no weighting of sessional GPA in the computation of CGPA. In the computation of the CGPA all courses taken in the session will be used and therefore no course will be disregarded or discountenanced.
- i. Students' results are to be prepared at the end of every session reflecting the units taken, the units passed (accumulated) and the semester's G.P.A.
- j. At the end of every session students' results are prepared reflecting the units taken during the session, the units passed during the session, the Cumulative Grade Point Average (CGPA), the courses failed for the session and the over-all result of proceeding, or probation or withdrawal from the (degree) programme.
- k. At the end of the degree programme students' results are prepared reflecting total units registered in the programme, total units passed in the programme, CGPA. Courses failed and degree classification according to the following scheme.
- l.

Examination Rules and Regulations

The Department in line with the entire Ambrose Alli University runs a course credit system and each course has an examination at the end of a semester. In addition to the end of semester examination, a student's academic performance is continuously assessed throughout the semester by means of tests, assignments, term papers among others. Course examination carries 70% while continuous assessment carries 30%. Senate approves three tests, or assignments or both to constitute continuous assessment.

Absence from Examination

- ❖ Except with the special permission of Senate on the recommendation of the Faculty Board, no student may absent himself/herself from examination.
- ❖ Students who registered for courses, attended classes regularly, did all practical and tests, but failed to take the required semester examinations, shall be given continuous assessment grade in each of the affected courses and a grade of 'F' in the examination which they did not take.
- ❖ When a student falls ill before an examination he/she shall be under obligation to send a medical report duly countersigned by the Director of Health Service within one week of such illness.

REGULATIONS ON WITHDRAWAL FROM PROGRAMME

Temporary Suspension of Studies

- (a) A student who wishes to stay away from the University, for any reason, for a period up to one semester or more shall purchase a suspension of studies form, complete and submit same to the Head of Department; indicating in the form the reason(s) for suspension, period of suspension (which shall not exceed one academic year), and

date of resumption. This is subject to Senate approval. On resumption, the student shall purchase, complete and submit a resumption of studies form to notify the university.

- (b) In the event of ill health, a student or his representative shall report the incident to the university Health Center within two weeks. The Chief Medical Officer of the University shall then issue a medical report or authenticate any medical report presented from another institution.

Disciplinary Withdrawal

Students', who have been rusticated on grounds of disciplinary action on resumption, shall purchase, complete and submit a resumption of studies form to notify the university.

Voluntary/unauthorized withdrawal

Students who withdraw from the university without authorization by Senate may not be considered for readmission until their case has been dealt with on their individual merit by Senate.

Withdrawal on Grounds of Poor Academic Performance

Any student who earns a CGPA below 1.00 at the end of any academic year shall be placed on probation. Any student who earns a CGPA below 1.00 at the end of the probationary year shall be required to withdraw from the programme and the faculty in his/her own interest. The student may be admitted into any other Department/Faculty if he/she meets the admission requirements of the University and the Department applied.

STUDENTS' CODE OF CONDUCT

The purpose of “code of conduct” for students is to ensure disciplined behaviour; good conduct, socially acceptable behaviour, organizational norm, standard or expectation in relation to personal or group conduct. A code of conduct helps to achieve and sustain peace, co-operation and sense of belonging among students. Once these are achieved, then the goals of the institution would be attained. An attempt will therefore be made to discuss some guides for students' conduct.

Guidelines

1. You must work hard and be focused. It is only by hard work that the aim of coming to school will be achieved. Class attendance is mandatory; and being active in class is also very important.
2. Do not take part in examination malpractice. Involvement in examination malpractice is the worst evil anyone can do to him/herself. Examination malpractice is evil, and it destroys.
3. Cultism is evil; do not belong to any secret cult. Secret cults are not worth belonging to. They cannot give security. They are forms of distractions.
4. Be decent in your dressing, be neat and tidy all the time. Decency breeds respect.
5. Show respect to all persons especially your lecturers and office staff. Respect time and deadlines (e.g. if you have been given deadline for payment of your school fees and registration, you must obey such).
6. Always be orderly wherever you are. The culture of queuing and orderliness is worth practicing. Do not rush; always wait for your turn.
7. Learn to be tolerant of other people. You may not agree with the beliefs and opinions of others, but you have to be tolerant, knowing that all persons cannot reason the same way. You have to tolerate other people on the basis of beliefs, opinions, religion, political and social affiliations, tribe and sex.
8. Learn to be polite, displaying good behaviour or proper upbringing anywhere you are. You must learn to say ‘please’, ‘pardon’, ‘I’m sorry’, ‘Excuse me’, ‘Thank you’ wherever and whenever the need arises.

DRESS CODE

The Faculty of Education has involved a dress code for its students. Therefore, all students of the Faculty must abide with same. The code is reproduced below:

Male Students

1. A shirt (short or long sleeve) and trousers, with a tie to march. In this case, a pair of shoes must be worn.
2. They can also put on French Suit (or Safari) with either a pair of shoes or sandals. Once there is an inner shirt under the Safari, the student must put on a pair of shoes and a tie.
3. A corporate wear as in a complete suit is acceptable
4. Hair cut must be neat and modest
5. **The following forms of dressing are not be allowed:-** Jeans, incomplete native dress, waist less trousers, slippers, T-shirts and polo.

Female Students

1. Normal skirts and blouses. The skirt must be at the knee level, the blouse must cover the buttocks if not tucked-in the skirt.
2. Skirt or trouser suits with matching shoes.
3. Gowns that falls just below the knee level and worn with shoes or sandals.

4. Neat and modest hairdo.
 5. No part of the busts must be shown, no sleeveless blouses, short skirts, maxis, native attire (Buba & Wrapper), Jeans, Polo, Transparent wears, T-shirts and slippers.
- Chewing of gum is not allowed for all students of the faculty.

CGPA CLASS OF DEGREE

4.50 – 5.00	First Class
3.50 - 4.49	2 nd Class Upper
2.40 - 3.49	2 nd Class Lower
1.50 - 2.39	Third Class
Less than 1.49	Fail

The CGPA for a student is determined in the following manner:

For each session the weighted grade point is obtained for each course as the product of the grade point and the units for the course.

- (i) The total weighted grade points and the total units are obtained for each session.
- (ii) The sum of the total weighted grade points for all the sessions and the sum of the total units for all the sessions are calculated to give the cumulative weighted grade points and the cumulative units respectively.
- (iii) On dividing the cumulative weighted grade points by the cumulative units one obtains the cumulative Grade Point Average (CGPA).
- (iv) As an example, consider a student who takes seven courses in a session with the following details:

	Units (a)	Mark (b)	Grade (c)	Grade Point (d)	Weighted Grade Point (a) x (d)
Course 1	3	62	B	4	12
Course 2	3	51	C	3	9
Course 3	3	42	F	0	0
Course 4	2	33	F	0	0
Course 5	3	45	D	2	6
Course 6	2	52	C	3	6
Course 7	3	46	D	2	6
Total	19				39

If a student has the above results over four sessions:

Then cumulative weighted grade point = $39 \times 4 = 156$

Cumulative Units = $19 \times 4 = 76$

Hence CGPA = 2.05

The student will therefore come up in the third class degree classification.

STAFF OF SUPPORTING DEPARTMENTS

A. DEPARTMENT OF CURRICULUM AND INSTRUCTION

S/NO.	NAME(S)	QUALIFICATIONS	STATUS
1.	Prof. L. I. Aguele	B.Ed, M.Ed, PGD; Ph.D 2004	Professor
2.	Dr. H. E. Ibhafidon	N.C.E; B.Sc.(Ed.); M. Ed. 2012	Snr. Lecturer
3.	Dr. P. J. Alufohai	B. Ed, M.Ed, Ph.D, 2011	Snr. Lecturer
4.	Dr. (Mrs.) J. I. Oviawe	B.Sc.(Ed); M.Ed., Ph.D 2014	Snr. Lecturer
5.	Dr. (Mrs.) F. E. Iseramiye	B.Sc.(Ed); M.Ed., Ph.D 2014	Snr. Lecturer
6.	Dr. (Mrs.) Florence Isoken Osagiede	WASC. B.Sc.(Ed); M.Ed., Ph.D 2014	Snr. Lecturer
7.	Obinyan G. A.	B.Sc.(Ed); M.Ed., M.Inf.Sci., PGDE, Ph.D 2011	Snr. Lecturer
8.	Dr. S. N. Igun	B.Sc.(Ed); M.Ed., Ph.D 2008	Snr. Lecturer
9.	Dr. (Mrs.) M. O. Asika	NCE, B.Sc.(Ed); M.Ed., Ph.D 2017	Lecturer II
10.	Dr. P. Ebhomien	B.Ed, M.Ed., Ph.D	Lecturer II
11.	Mrs. J. O. Aigboje	NCE, B.Sc. (Ed); M.Ed.	Asst. Lecturer
12.	Mr. E. Anola	B.Sc. (Ed); M.Ed.	Asst. Lecturer

B. DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

S/NO.	NAME(S)	QUALIFICATION	STATUS
1.	Prof. D. O. Omoike	B.A. Ed., M.Ed., M.B.A, Ph.D, Benin 2007	Professor
2.	Dr. B.O. Jimoh	B.A Ed., M.Ed., Ph.D 2010	Senior Lecturer
3.	Dr. (Mrs.) J. O. Eimuhi	B.Sc., PGDE., M.Ed., Ph.D 2007	Senior Lecturer
4.	Dr. (Mrs.) Imeokparia Paience	B.Sc., M.Ed., Ph.D 2013	Senior Lecturer
5.	Dr. (Mrs.) Aluyo	N.C.E. 1985, B.Sc. (Ed), M. Ed., Ph.D 2014.	Senior Lecturer
6.	Dr. S. O. Ehiaguina	N.C.E. 1985 (Igueben) B.Sc. (Ed) 1997 (AAU), M. Ed. 2011 (AAU), Ph.D 2014 (AAU).	Lecturer II
7.	Rev. Fr. (Dr.) Imhangbe Osayamen	B. A. Phil. 1995 (Ibadan), B.Th. 2000 (Rome), M. A. (Ed.) 2008 (New York) Ph.D 2012 (New York)	Lecturer II
8.	Dr. (Mrs.) M. Okosun	NCE, English/CRS (1985 Igueben); B. A. Ed. (2003 Ekpoma); M.Ed. Mgt.: Ph.D Educational Admin. (2015)	Lecturer II
9.	Dr. (Mrs.) M. O. Isabu	NCE, (1985) Mina; B.Sc. (Ed) Biology (Buk) 1988; M.Ed. (Mgt.) 2004	Lecturer II
10.	Dr. J. Ofeimu	B.Sc. M.Ed, Ph.D 2018	Lecturer II

11.	Mr. E. O. Onoguere	B.Sc. M.Ed, 1995	Lecturer I
12.	Dr. Mrs. G. Omi Ujimdi	B.Sc. M.Ed, Ph.D 2017	Lecturer I

C. DEPARTMENT OF PSYCHOLOGY

S/NO.	NAME(S)	QUALIFICATION	STATUS
1.	Dr. H.O. Imhonde	B.Sc. M.Sc. Ph.D	Reader
2.	A.A. Adesina	B.Sc. M.Sc.	Lecturer 1
3.	A.I Aigbodion	B.Sc., M.Sc.	Lecturer 11
4.	R.K. Awosola	B.Sc., M.Sc.	Lecturer 11
5.	R.N. Okpala	B.Sc., M.Sc.	Lecturer 11
6.	E.O. Idiakheua	RN, B.Sc., M.Sc.	Lecturer 11
7.	V. Onyencho	B.Sc., M.Sc.	Asst. Lecturer

D. DEPARTMENT OF ECONOMICS

S/NO.	NAME(S)	QUALIFICATION	STATUS
1.	Prof. E.C. Onwuka	B.Sc, M.Sc Kiev 1980, Ph.D Kiev 1984	Professor
2.	Prof. O.J. Imahe	B.Sc (Ed), M.Sc. Ph.D 2001	Professor
3.	Dr. M.I. Ailemen	B.Sc (Ed) DELSU 1992 M.Sc. UI 1995, Ph.D AAU, 2010	Reader
4.	Dr. B.O Iganiga	B.Sc (Ed) BENSU 1990 M.Sc UI 1995, MBA, 2003. AAU, ,Ph.D UI 2010	Reader
5.	Dr. L.A. Okosodo	B.Sc. DELSU 1989, M.Sc. EDSU 1998, Ph.D AAU, 2010.	Reader
6.	Dr. B. Imimole	B.Sc. (Ed) BENSU 1992, M.Sc. EDSU 1998, PGDCS, AAU, 2009, Ph.D. AAU, 2010.	Reader
7.	Dr. D. O. Unemhilin	B.Sc. (Ed) BENSU 1987, M.Sc. OAU 1991.	Snr. Lecurer
8.	Mr. M. C. Ochei	B.Sc. UNICAL-1994, M.Sc. EDSU-1998	Lecturer I
9.	Mr. P. I. Omozejie	B.Sc. BENSU-1992, M.Sc. UNIBEN-1997	Lecturer I
10.	Mr. S. A. Imoisili	B.Sc. AAU-2000, M.Sc. U.I-2008	Lecturer I
11.	Dr. J. O. Obasanmi	B.Sc (Ed), M.Sc., Ph.D 2019	Lecturer II
12.	Mr. A. I. Akhamie	B.Sc (Ed), M.Sc., Ph.D (UNIBEN), 1991	Assistant Lecturer

E. DEPARTMENT OF GEOGRAPHY

S/NO.	NAME(S)	QUALIFICATION	STATUS
1.	Prof. M.E. Ufuah	B.Sc. (Hons) 1986, M.Sc. UNN 1989, Ph.D Ekpoma 2000, FHRD, FCAI	Professor
2.	Prof. J. O. Gbakeji	B.Sc. 1974, M.P.S. Ibadan 1978, Ph.D Ekpoma 2007	Professor
3.	Prof. O. M. Ojiefu	B.Sc. Ekpoma 1992, M.Sc. Benin 1998, Ph.D	Professor

		Ekpoma 2005	
4.	Prof. M. L. Rilwani	B.Sc. Jos 1988, M.Sc. Lagos 1996, PGD Computer Science Ekpoma, Ph.D Benin 2007	Professor
5.	Dr.(Mrs) A.O Yesufu	B.Sc. 1974, Waterl M.Sc. Ibadan 1980, Ph.D Ekpoma 2006	Reader
6.	Dr. B.E. Omogbai	B.Sc. 1979, M.Sc. Ibadan 1985, Ph.D Ekpoma 2007	Reader
7.	Dr. F,O Akhimien	B.Sc. (Ed) 1991, M.Sc. 1998, Ph.D Ekpoma 2005	Senior Lecturer
8.	Dr. A. I. Osawe	B.A., MDU Rohtak (1983); MRS, SGU Surat (1985); Ph.D. AAU, Ekpoma (2004).	Senior Lecturer
9.	Dr. J. O. Eseigbe	B.SC. EDSU (1995); M.SC., AAU, EKPOMA (2006); PH.D., EKPOMA (2011), PGDE UNIBEN (2016).	Senior Lecturer
10.	Dr. P.A. Okhakhu	B.Sc. (Hons) 1994, M.Sc. 2005, Ph.D Ekpoma 2005	Senior Lecturer
11.	Dr. S. Ehisuoria	B.Sc. (Hons) 1994, M.Sc. 2005, Ph.D Ekpoma 2005	Senior Lecturer
12.	Dr. W. W. Edobor	B.Sc., (Ed), AAU, Ekpoma (2001); M.Sc., GIS Ibadan (2005); M.Sc., Ibadan (2007); Ph. D., AAU, Ekpoma (2018).	Lecturer I
13.	Dr. E. S. Okhae	B.Sc., EDSU (1998); M.Sc., AAU, Ekpoma (2005); Ph.D., AAU, Ekpoma (2017).	Lecturer II
14.	Mr. A. E. Ilenre	B.Sc., (Ed) DELSU (1995); M.Sc. AAU, Ekpoma (2012).	Asst. Lecturer

F. DEPARTMENT OF POLITICAL SCIENCE

S/NO.	NAME(S)	QUALIFICATION	STATUS
1.	Prof. S. O. Ojo	B.Sc., M.Sc., Ph.D (Uniben)	Professor
2.	Prof. P. E. Agbebaku	B.Sc., M.Sc. (UNIBEN), Ph.D. (AAU, Ekpoma)	Professor
3.	Dr. Babatunde Agara	B.Sc., M. PA (IFE) M.Sc., Ph.D (Uniben)	Assoc. Professor
4.	Rev. P. O. Okhaide	B.Sc. M.Sc. (UNIBEN)	Senior Lecturer
5.	Dr. J. E. Anegbode	B.Sc. (EDSU), M. I. S. S., Ph.D (AAU, Ekpoma)	Senior Lecturer
6.	Dr. F. O. Okokhere	B. A. (Canada), M.Sc. (UNIBEN), Ph.D (AAU, Ekpoma)	Senior Lecturer
7.	Dr. A. T. Aghemelo	B.Sc. (EDSU), M.Sc. (UNIBEN) M. I. S. S. Ph.D (AAU, Ekpoma)	Senior Lecturer
8.	Mr. U. B. Chizea	B.Sc., M.Sc. (U.I)	Lecturer 1
9.	Mr. P. I. Imokhai	B.Ed., M.Sc. (UNIBEN)	Lecturer 1
10.	Dr. W. E. Odion	B.Sc. (EDSU), M.Sc. (AAU, Ekpoma), PGDE (Kaduna) Ph.D (AAU, Ekpoma)	Lecturer 1
11.	Mrs. M. E. Obakhedo	B.Sc. (UNIBEN), M.A. (U. I)	Lecturer II
12.	Mr. Pedro Okor	B.Sc. (EDSU) MISS (AAU, Ekpoma)	Lecturer II
13.	Dr. Rufus Aisedion	B.Sc. (EDSU), MBA., M.Sc. (AAU, Ekpoma), Ph.D (NDA, Kaduna)	Lecturer II
14.	Mr. E. Omoregie	B.Sc. (EDSU), M.Sc. (UNIBEN)	Assistant Lecturer

ACADEMIC PROGRAMME DESCRIPTION

B.Sc. (Ed) in Guidance and Counselling

Philosophy

The programme in Guidance and counseling is aimed at providing aspiring professional counsellors with the skills and competence needed to function as counsellors especially in the school setting. The programme is structured in such a way that the student is exposed to professional training in Guidance and Counselling line with the National Universities Commission approved minimum standards for all Nigerian Universities.

Objectives

The programme is designed to achieve the following objectives

- i. To produce counsellors who can work effectively with students in school settings;
- ii. To produce counsellors who in addition to counseling duties can teach one other subject in the secondary school; and
- iii. To produce counsellors who are sufficiently equipped to pursue graduate work in Guidance and counselling.
- iv. Train personnel that can assist student acquire as early as possible, a positive self-image, though self-understanding, self-direction and skills in problem solving and decision-making
- v. Train personnel that can provide students with a greater knowledge of educational, vocational and personal social opportunities so that they may be better informed and make realistic educational and vocational decisions

ADMISSION REQUIREMENTS

Admission through UTME

1. The candidate must possess at least five credit passes in relevant subject in the Senior secondary school certificate, examination or its equivalent, in not more than two sittings. A candidate must possess credit passes in English Language and Mathematics.

ADMISSION THROUGH DIRECT ENTRY

The candidate must possess one of the following:

1. Minimum of “merit” passes in two relevant subjects at the Nigeria Certificate in Education (NCE), or
2. Minimum of five credit passes at SSCE/GCE O/L or its equivalent. However, a credit pass in General English in NCE/Diploma is accepted in lieu of O’L English.

UTME Subjects: English and any other three relevant subjects.

COURSE STRUCTURE FOR B.Sc. (Ed.) GUIDANCE AND COUNSELLING

YEAR ONE: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 100	Introduction to Teaching Profession	2	C
EDU 101	History of Education	2	C
EDU 102	Development Psychology	2	C
EDG 101	Social and Psychology, Foundations of Education	2	C
EDG 102	Fundamental of Guidance and Counselling	2	C
GST 101	Use of English and Library	4	C
GST 102	Philosophy and Logic	2	C
CFS 101	Introduction to Computer Science	2	C
PSY 101	Introduction to Psycho-biological Basis of Behaviour	3	C

SECOND SEMESTER

EDU 111	Introduction to Social Studies	2	C
EDU 114	Introduction to Adult Education	2	E
EDU 115	Introduction to Special Education	2	E
EDG 111	Child and Adolescent Psychology	3	C
EDG 112	Developmental Guidance and Counselling	3	C
GST 111	Nigerian People and Culture	2	C
GST 112	History and Philosophy of Science	2	C
PSY 111	Legal and Administrative Psychology	3	C
PSY 112	Quantitative Methods in Psychology	3	E

YEAR TWO: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 201	Philosophy of Education	2	C
EDU 202	Curriculum and Instruction	2	C
EDG 201	Personality Development and Social Adjustment	3	C
EDG 202	Appraisal Techniques in Guidance and Counselling	2	C
EDG 203	Principles of Interpersonal Relationship	2	C
PSY 205	Psychopathology of Deviant Behaviour	3	C
PSY 207	Rehabilitation Psychology	3	E
ENT 201	Entrepreneurship Education	2	C

SECOND SEMESTER

EDU 211	Subject Methodology	3	C
EDU 212	Measurement and Evaluation	3	C
EDU 213	Sociology of Education	2	C
EDG 211	Theories of Vocational Development and Choice	3	C
EDG 212	Theories of Counselling	2	C
EDG 213	Introduction of Group Counselling	2	C
GST 222	Peace, Conflict Resolution Studies	2	C
PSY 212	Abnormal Psychology	3	E
PSY 216	Theories of Perception	3	C
ENT 211	Entrepreneurship Education	2	C

YEAR THREE: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 300	Teaching Practice	3	C
EDU 301	Educational Administration and Planning	2	C
EDU 302	Educational Technology	2	C
EDU 303	Childhood Education	2	E
EDU 304	Rural Education	2	E
EDG 301	Principles and techniques in Guidance and Counselling	3	C
EDG 302	Occupational Information	2	C
EDG 303	Organizational and Administration of Guidance and Services	3	C
PSY 303	Psychology of Substance abuse	3	C
PSY 306	Comparative Psychology	3	E

SECOND SEMESTER

EDU 311	Educational Psychology	2	C
EDU 312	Research Method and Data Processing	3	C
EDU 314	Adolescent Psychology	2	E
EDG 311	Practicum in guidance and counseling	3	C
EDG 312	Basic Statistics (Descriptive) in G & C	2	C
EDG 313	Introduction to Abnormal Behaviour	2	C
PSY 317	Motivation in the World of Work	3	C
PSY 318	Psychology of Women	3	E

YEAR FOUR: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 400	Research Project	6	C
EDU 401	Practical Teaching	3	C
EDU 402	Guidance and Counselling	2	C
EDU 403	Continuous Assessment	2	C
EDG 401	Introduction to Behaviour Modification	3	C
EDG 403	Seminar in Guidance and Counselling	2	C
PSY 403	Correctional Psychology	3	C

SECOND SEMESTER

EDU 411	Organization of Primary and Secondary Schools	2	C
EDU 412	Emergent Problems in Nigeria Education	2	E
EDU 413	Comparative Education	2	C
EDU 414	Education Law	2	E
EDG 411	Counselling in Special settings	3	C
EDG 412	Introduction to Psychology Testing	3	C
EDG 413	Practicum in Guidance and counseling II	3	C
EDG 414	Basic Statistics (inferential)	2	C
PSY 412	Social Perception	3	E
PSY 414	Attitudes	3	C

NOTE: Direct Entry students admitted into this programme are to join others in their First Semester Year Two and run the course structure above. In addition, they will offer all prescribed GST courses in years one and two, except where waiver applies.

B.Sc (Ed.) IN ECONOMICS

PHILOSOPHY

The philosophy of the programme is to produce graduates who are equipped with the various techniques and methods of analysis of Economics so that; they can make meaningful contribution to Local and International development and economic planning. The programme is to produce graduates who are equipped to teach Economics at the Senior Secondary School and Tertiary Institutions. Graduates of this programme can register with the Teachers' Registration Council of Nigeria (TRCN) as qualified teachers.

OBJECTIVES

1. To produce graduates who can teach Economics at the Senior Secondary School and Tertiary Institutions.
2. To equip graduates with relevant academic background to pursue graduate studies in Education.
3. To produce graduates who can fit into the administrative cadre in public and private organizations.

ADMISSION REQUIREMENTS

Admission through UTME

Candidates must possess a minimum of five credit passes at the SSCE/NECO or its equivalent at not more than two sittings. These credits must include English Language, Mathematics and Economics.

ADMISSION THROUGH DIRECT ENTRY

Candidates must possess in addition to the UME requirements, a minimum of "merit" pass at NCE/Diploma in two subjects. However, a credit pass in General English in NCE/Diploma is accepted in lieu of O'L English.

UTME Subjects: English, Economics and any other two relevant subjects.

COURSE STRUCTURE FOR B.Sc. (Ed.) ECONOMICS

YEAR ONE: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 100	Introduction to Teaching Profession	2	C
EDU 101	History of Education	2	C
EDU 102	Developmental psychology	2	C
ECO 101	Economics Principles 1	3	C
ECO 102	Introduction to statistics 1	3	C
ECO 103	Introduction to Mathematics for Economics 1	3	C
GST 101	English and Library	4	C
GST 102	Philosophy and Logic	2	C
CFS 101	Computer for Social Sciences	2	C
SECOND SEMESTER			
EDU 111	Introduction to Social Studies Education	2	C
EDU 114	Introduction to Adult Education	2	E
EDU 115	Introduction to Special Education	2	E
ECO 111	Economics Principles 11	3	C
ECO 112	Introduction to Statistics 11	3	C
ECO 113	Introduction to Mathematics for Economics 11	3	C
ECO 115/BUS 111	Introduction to Management 11	3	E
ACC 111	Introduction to Accounting 11	3	C
GST 111	Nigerian People and Culture	2	C
GST 112	History and Philosophy of Science	2	C

YEAR TWO: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 201	Philosophy of Education	2	C
EDU 202	Curriculum and Instruction	2	C
ECO 201	Microeconomics 1	2	C
ECO 202	Macroeconomics 1	2	C
ECO 203	Mathematics for Economics	3	C
ECO 204	Introductory Statistics 1	3	C
ECO 205	Structure of Nigerian Economy I	3	E
CFS 201	Computer Programming	4	C
ENT 201	Entrepreneurship Education	2	C
SECOND SEMESTER			
EDU 211	Economics Methodology	3	C
EDU 212	Measurement and Evaluation	3	C
EDU 213	Sociology of Education	2	C
ECO 211	Microeconomics 11	2	C
ECO 212	Macroeconomics 11	2	C
ECO 213	Introductory Statistics 11	3	C

ECO 214	Structure of Nigerian Economy II	3	C
GST 222	Peace, Conflict Resolution Studies	2	C
ENT 211	Entrepreneurship Education 11	2	C

YEAR THREE: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 300	Teaching Practice	3	C
EDU 301	Educational Administration and Planning	2	C
EDU 302	Educational Technology	2	C
EDU 303	Childhood Education	2	E
EDU 304	Rural Education	2	E
ECO 301	Intermediate microeconomics I	2	C
ECO 302	Intermediate macroeconomics I	2	C
ECO 303	Applied Statistics	3	C
ECO 304	History of Economics Thought I	3	C
ECO 306	Introduction to Econometrics	3	E
SECOND SEMESTER			
EDU 311	Educational Psychology	2	C
EDU 312	Research Method and Data Processing	3	C
EDU 314	Adolescent Psychology	2	E
ECO 311	Intermediate Microeconomics II	2	C
ECO 312	Intermediate Macroeconomics II	2	C
ECO 314	Applied Statistics	3	C
ECO 313	Development Economics	3	C
ECO 315	History of Economics Thought	3	C

YEAR FOUR: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 400	Student Project	6	C
EDU 401	Practical Teaching	3	C
EDU 402	Guidance and Counselling	2	C
EDU 403	Continuous Assessment	2	C
ECO 401	Advanced Microeconomics I	2	C
ECO 402	Advanced Macroeconomics I	2	C
ECO 403	Project Evaluation	3	C
ECO 404	Economic Planning	3	E
ECO 405	Taxation and Fiscal Policy	3	C
SECOND SEMESTER			
EDU 411	Organization of Primary and Secondary Schools	2	C
EDU 412	Emergent Problems in Nigeria Education	2	C
EDU 413	Comparative Education	2	C
EDU 414	Education Law	2	E
ECO 411	Advanced Microeconomics II	2	C
ECO 412	Advanced Macroeconomics II	2	C
ECO 413	Project Evaluation II	3	C
ECO 416	Economics of Production	3	C

***NOTE:** Direct Entry students admitted into this programme are to join others in their First Semester Year Two and run the course structure above. In addition, they will offer all prescribed GST courses in years one and two, except where waiver applies.*

B.Sc. (Ed.) IN GEOGRAPHY

PHILOSOPHY

The philosophy of the programme is to produce graduates who are equipped with various techniques and methods of analysis in Geography and Regional Planning so that, they can make meaningful contribution to Local, National and International development and planning. The programme is to also produce graduates who are equipped to teach Geography at the Senior Secondary School and Tertiary Institutions. Graduates of this programme can register with the Teachers' Registration Council of Nigeria (TRCN) as qualified teachers.

OBJECTIVES

1. To produce graduates who can teach Geography at the Senior Secondary School and Tertiary Institutions.
2. To equip graduates with relevant academic background to pursue graduate studies in Education.
3. To produce graduates who can fit into the administrative cadre in public and private organizations.

ADMISSION REQUIREMENTS

Admission through UTME

Candidates must possess a minimum of five credit passes at the SSCE/NECO or its equivalent at not more than two sittings. These credits must include English Language, Mathematics and Geography.

ADMISSION THROUGH DIRECT ENTRY

Candidates must possess in addition to the UME requirements, a minimum merit pass at NCE/Diploma or its equivalent. However, a credit pass in General English in NCE/Diploma is accepted in lieu of O'L English.

UTME Subjects: English, Geography and any other **two** relevant subjects.

COURSE STRUCTURE FOR B.Sc. (Ed.) GEOGRAPHY

YEAR ONE: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 100	Introduction to Teaching Profession	2	C
EDU 101	History of Education	2	C
EDU 102	Development Psychology	2	C
GRP 101	Elements of Physical Geography I	2	C
GRP 102	Elements of Human Geography I	2	C
GRP 103	Introductory to Practical Geography	3	C
GRP 104	Introductory to Land Surveying	3	C
CFS 101	Computer for Social Science	2	C
GST 101	Use of English and Library	4	C
GST 102	Philosophy and Logic	2	C
SECOND SEMESTER			
EDU 111	Introduction to Social Studies Education	2	C
EDU 114	Introduction to Adult Education	2	E
EDU 115	Introduction to Special Education	2	E
GRP 111	Elements of Physical Geography II	2	C
GRP 112	Elements of Human Geography II	2	C
GRP 113	Local Fields Studies	3	C
GRP 114	Introduction to Environmental Science	3	C
GST 111	Nigerian People and Culture	2	C
GST 112	History and Philosophy of science	2	C

YEAR TWO: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 201	Philosophy of Education	2	C
EDU 202	Curriculum and Instruction	2	C
GRP 201	Spatial Organization of Society	2	C
GRP 202	Introduction to Geomorphology	2	C
GRP 203	Statistics for Geography/Planning	2	C
GRP 204	Introduction to Cartography	2	C
GRP 206	Introductory History of Geography Thought	2	C
GRP 207	Soil Geography	2	E
ENT 201	Entrepreneurship Education	2	C
SECOND SEMESTER			
EDU 211	Geography Methodology	3	C
EDU 212	Measurement and Evaluation	3	C
EDU 213	Sociology of Education	2	C
GRP 211	Quantitative Techniques I	3	C
GRP 212	Regional Geography of Africa	2	C
GRP 213	Introduction to Climatology	2	C
GRP 214	Cartographic Methods in Research	2	C
GRP 217	Air Photo Interpretation	2	C
GST 222	Peace, Conflict Resolution Studies	2	C
ENT 211	Entrepreneurship Education	2	C

YEAR THREE: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 300	Teaching Practice	3	C
EDU 301	Educational Administration and Planning	2	C
EDU 302	Educational Technology	2	C
EDU 303	Childhood Education	2	E
EDU 304	Rural Education	2	C
GRP 302	Research Methods in Geography	2	C
GRP 303	Economic Geography	2	C
GRP 304	Population Studies	2	C
GRP 305	Biogeography	2	C
GRP 307	Rural Settlement System and Planning	2	C
GRP 308	Traffic and Transportation Planning	2	E
SECOND SEMESTER			
EDU 311	Educational Psychology	2	C
EDU 312	Research Method and Data Processing	3	C
EDU 314	Adolescent Psychology	2	E
GRP 310	Fluvial Geomorphology and Hydrology	2	C
GRP 323	Planning Principles	2	C

YEAR FOUR: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 400	Student Project	6	C
EDU 401	Practical Teaching	3	C
EDU 402	Guidance and Counselling	2	C
EDU 403	Continuous Assessment	2	C
GRP 401	Systematic Geography of Nigeria I	2	C
GRP 403	Advanced Cartographic Techniques I	2	C
GRP 404	The Developing World	2	C
SECOND SEMESTER			
EDU 411	Organization of Primary and Secondary Education	2	C
EDU 412	Emergent Problem in Nigeria Education	2	E
EDU 413	Comparative Education	2	C
EDU 414	Education Law	2	E
GRP 410	Systematic Geography of Nigeria II	2	C
GRP 411	Contemporary Philosophy of Geography	2	C
GRP 412	Advanced Cartographic Techniques II	2	C
GRP 413	The Developed World	2	C

NOTE: Direct Entry students admitted into this programme are to join others in their First Semester Year Two and run the course structure above. In addition, they will offer all prescribed GST courses in years one and two, except where waiver applies.

B.Sc. (Ed.) IN POLITICAL SCIENCE

PHILOSOPHY

The philosophy of the programme is to produce graduates who are equipped with various techniques and methods of analysis of political science so that, they can make meaningful contribution to Local, National and International development and politics. The programme is to produce graduates who are equipped to teach Government, Political Science and Civic Education at the Senior Secondary School and Tertiary Institutions. Graduates of this programme can register with the Teachers' Registration Council of Nigeria (TRCN) as qualified teachers.

OBJECTIVES

1. To produce graduates who can teach Government at the Senior Secondary School and Tertiary Institutions.
2. To equip graduates with relevant academic background to pursue graduate studies in Education.
3. To produce graduates who can fit into the administrative cadre in public and private organizations.

ADMISSION REQUIREMENTS

Admission through UTME

Candidates must possess a minimum credit passes in five subjects at the SSCE/NECO or its equivalent at not more than two sittings. Such credits must include English Language, Mathematics and History/Government.

ADMISSION THROUGH DIRECT ENTRY

In addition to the requirements of UME candidates, for direct entry, candidates must possess a minimum of merit pass at NCE/Diploma level. However, a credit pass in General English, at the NCE/Diploma level is accepted in lieu of O'level English.

UTME SUBJECTS: English, Government/History, and any other two relevant subjects.

COURSE STRUCTURE FOR B.Sc. (Ed.) IN POLITICAL SCIENCE

YEAR ONE: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 100	Introduction to Teaching Profession	2	C
EDU 101	History of Education	2	C
EDU 102	Development Psychology	2	C
POS 101	Introduction to Political Science 1	3	C
POS 102	Introduction to African Politics	3	C
POS 103	Nigerian Constitutional Development	3	C
SOC 101	Introduction to Sociology	2	C
CFS 101	Computer for Social Science	2	C
GST 101	Use of English and Library	4	C
GST 102	Philosophy and Logic	2	C

SECOND SEMESTER

EDU 111	Introduction to Social Studies Education	2	C
EDU 114	Introduction to Adult Education	2	E
EDU 115	Introduction to Special Education	2	E
POS 111	Introduction to Political Science II	3	C
POS 112	Introduction of African Politics II	3	C
POS 113	Organization of Government: The Citizens and the state	3	C
POS 114	Nigerian Legal System II	2	E
GST 111	Nigerian People and Culture	2	C
GST 112	History and Philosophy of Science	2	C

YEAR TWO: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 201	Philosophy of Education	2	C
EDU 202	Curriculum and Instruction	2	C
POS 201	Introduction to International Relations	3	C
POS 202	Introduction to Political Analysis	2	C
POS 203	Nigerian Government and Politics 1	2	C
POS 204	Introduction to Public Administration	3	C
POS 205	Introduction to Comparative Politics	2	C
POS 206	Introduction to Political Behaviour	2	C
POS 207	Introduction to Statistics for Social Science 1	2	E
ENT 201	Entrepreneurship Education	2	C

SECOND SEMESTER

EDU 211	Political Science Methodology	3	C
EDU 212	Measurement and Evaluation	3	C
EDU 213	Sociology of Education	2	C
POS 211	Political Ideas	2	C
POS 212	Foundation of Political Economy	3	C
POS 213	Nigerian Government and Politics 11	2	C
POS 214	Africa and the International System	2	C
POS 215	Introduction to Social Statistics for Social Science 11	3	C
POS 216	Introduction to Local Government	3	E
GST 222	Peace, Conflict Resolution Studies	2	C
ENT 211	Entrepreneurship Education	2	C

YEAR THREE: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 300	Teaching Practice	3	C
EDU 301	Educational Administration and Planning	2	C
EDU 302	Educational Technology	2	C
EDU 303	Childhood Education	2	E
EDU 304	Rural Education	2	E
POS 301	Political Thought I	2	C
POS 302	Logics and Methods of Political Inquiry	2	C
POS 303	Public Policy Analysis	2	C
POS 304	Politics of Development and Under-development	2	E
SECOND SEMESTER			
EDU 311	Educational Psychology	2	C
EDU 312	Research Method and Data Processing	3	C
EDU 314	Adolescent Psychology	2	E
POS 311	Political Thought II	2	C
POS 312	Contemporary Political Analysis	2	C
POS 313	Political Behaviour	2	C
POS 314	Comparative Federalism	2	C
POS 315	Foreign Political Analysis	2	C

YEAR FOUR: FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNITS	STATUS
EDU 400	Student Project	6	C
EDU 401	Practical Teaching	3	C
EDU 402	Guidance and Counselling	2	C
EDU 403	Continuous Assessment	2	C
POS 402	Development Administration	3	C
POS 403	Third World & Dependency	3	C
POS 404	Comparative Politics	3	C
SECOND SEMESTER			
EDU 411	Organization of Primary and Secondary Education	2	C
EDU 412	Emergent Problems in Nigeria Education	2	E
EDU 413	Comparative Education	2	C
EDU 414	Education Law	2	E
POS 412	State and Economy	3	C
POS 414	Comparative Public Administration	3	C

NOTE: Direct Entry students admitted into this programme are to join others in their First Semester Year Two and run the course structure above. In addition, they will offer all prescribed GST courses in years one and two, except where waiver applies.

GENERAL EDUCATION COURSES

EDU 100 Introduction to Teaching Profession

Definition of profession and teaching. Basic requirements needed by any occasion. Teaching in Nigeria and the contemporary debate on whether it is a professional reforms, including the teachers registration Council of Nigeria (TRCN).

EDU 101 History of Education

Historical Background and education in Nigeria; colonial educational policy, and post-independence educational reforms. The course will also x-ray various commissions set up by Colonial government as well as post-independence government to reform educational system. Also contemporary issues and policy formulations and implementation of country educational system will be addressed.

EDU 102 Development Psychology

Stages of child development.i.e. prenatal and post-natal development. Development during infancy, early childhood, later childhood, adolescent and adult stage.Characteristics of children at various stages of development and their implementation for educational planning and implementation. Cognitive theories about these developments shall be x-rayed.

EDU 111 Introduction to Social Studies

The course will x-ray issues relating to man and his physical environment. It will also deal with man in relation to his social environment; efforts made by man to change his physical environment as well as the effects of environment will be discussed. The course goes further to examine the act of government, problems associates with teaching of social study in schools and methods of teaching social study.

EDU 114 Introduction to Adult Education

Historical foundation of adult education in Nigeria. Relevance of adult illiteracy programme in educationally background society. Adult education and community development principles involved in administration of adult and illiteracy programme. A critical appraisal of adult illiteracy programme in Nigeria.

EDU 115 Introduction to Special Education

Definition or meaning of special education.Categories and exceptionality in children.i.e. visually impaired mentally, retarded, learning disability, ordinarily impaired of deaf will also examine methods of educating handicap children as well as gifted or talented children.

EDU 201 Philosophy of Education

The course will examine the various philosophical principles affecting education. Philosophical theories like existentialism. Idealism and pragmatism will also be discussed. Great philosophers like Pato, Socrates, Aristotle, e.t.c will also be discussed. Philosophy of pragmatism will be discussed extensively with emphasis on its impact on educational reform or development.

EDU 202 Curriculum and Instruction

Philosophical base curriculum development will be examined. curriculum process and theories, curriculum objectives, purpose, objectives, agencies involved in curriculum development as well as processes of curriculum innovation will be addressed. Emphasis on curriculum process should be laid on the various curriculum, models i.e. Whiller's models, Talars models e.t.c.

EDU 211 Subject Methodology (Student minor)

This course focuses on me17

thods of teaching with specific topics in student's area of specialization. Various teaching methods will be discussed i.e plenary methods, Socratic methods, lecture methods, team teaching methods, e.t.c. furthermore, the act of designing a lesson plans a lesson note should also be taught. Students should also be exposed to micro teaching to test their proficiency in the act of using instructional techniques available to them.

EDU 212 Measurement and Evaluation

Basic principles used in measurement and evaluation should be taught. Statistical method used in analysis of data should also be taught. Different types of data and methods of analyzing each should be addressed.

EDU 213 Sociology of Education

Sociology principles involved in education are to be discussed. Emphasis should be laid on culture, society, factors binding society together, social stratification, social mobility and factors affecting social mobility. Agencies of education together with some abnormal or deviant behaviour in the school system will also be discussed.

EDU 300 Teaching Practice

Students will be sent out for six weeks teaching practice exercise to put into practice the knowledge they have gained in various courses like developmental psychology, philosophy of education, educational technology as well as educational psychology, including other subject areas.

EDU 301 Educational Administration and Planning

Basics principles and theories of administration will be discussed. Planning in terms of programme planning, supervision strategies and general administration of schools will be discussed with emphasis on the duties of a principal or headmaster, the school inspectors, ministry of education, the functions of the class teacher, and Inspectorate Division of Ministry education in relation to supervision of instruction should be discussed.

EDU 302 Educational Technology

Historical background of educational technology, relevance of the use of technology to the business of teaching and learning should be discussed. Educational media and the relevance of media in teaching and learning situation should be emphasized. Two and three dimensional aids, soft and hardware, projected aids in Nigeria should be addressed. Furthermore improvisation of instructional materials should be taught.

EDU 303 Childhood Education

Meaning of the concept of childhood characteristics of children at early and later childhood, their approaches to learning and methods of teaching children at early and later childhood stages. Problems associated with children in early and later childhood should be discussed.

EDU 304 Rural Education

This course is concerned with definition and meaning of rural education, description of rural settings in comparism with urban settlements. Extension education, Adoption of innovations by rural dwellers (innovators, early adopters, late adopters and lagger), Nomads and Nomadic education.

EDU 311 Educational Psychology

Various psychological principles involved in teaching and learning should be examined e.g. Pavlov's experiment, Thorndike, Skinner, etc. the effect of these psychological theories on teaching and learning process should be x-rayed. Individual differences and psychological make-up of the individual in relation to teaching and learning should be examined.

EDU 312 Research Method and Data Processing

This course will examine the meaning of research, processes involved in carrying out research, e.g. concepts like research design, research problem, formulation of research hypotheses or research questions, development and validation of research instrument, methods of collecting research data, and data analysis should also be discussed. Students should be taught how to write simple research reports from either experimental or quasi-experimental studies carried out by them or from a descriptive survey. They should be taught how to acknowledge other authorities cited in their work.

EDU 314 Adolescent Psychology

Meaning of the concept of adolescent behaviour, characteristics of adolescents, effect of such behaviour on teaching-learning process, the society, the peer group, and the family organization. Approaches used in educating adolescents are also discussed.

EDU 400 Research Project in Guidance and Counselling

Students are expected to carry out independent studies in their own field of specialization. Such studies are expected to focus on finding solutions to problems of teaching and learning.

EDU 401 Teaching Practice

Students are expected to spend six weeks on industrial attachments to afford them the opportunity on the job training in their area of specialization. Such training will expose them to modern techniques of administering, or have an insight into what to expect in the world of work. Such attachments also offer students the opportunity to put into practice the knowledge, principle and practice they earlier acquired in the classroom.

EDU 402 Guidance And Counselling

The meaning and definition of Guidance and Counselling should be taught to the students. There should be an overview of counselling processes and services, marital counselling, multicultural counselling, career development and qualities of a good counsellor. A review of major counselling theories, the problems associated with the organization and administration of guidance and counselling services in schools and contemporary issues in counselling services in Nigeria should be critically discussed.

EDU 403 Continuous Assessments

Meaning of continuous assessment, National policy on education, its emphasis on continuous assessment, the domain of continuous assessment i.e. cognitive, psychomotor and effective domains. The use or mis-use of continuous assessment in the primary and the post-primary schools in Nigeria. Problems and prospects of the use of Continuous Assessment in schools in Nigeria are discussed.

EDU 411 Organizations of Primary and Secondary Schools

Programme organization and policy organization of primary schools in Nigeria, emphasis on the role of ministry of Education, post-primary Education Board, Local Education Authority in Policy formulation and implementation in primary and secondary education.

Contemporary issues and problems plaguing primary and secondary education in Nigeria.

EDU 412 Emergent Problems in Nigeria Education

This course examines contemporary issues and problems affecting education in Nigeria such as examination leakages and mal-practices, student's unrest, cultism, blocking, sexual harassment, alcoholism, and drug addiction-immoralities, etc. the course will also x-ray problems of funding in schools, non-regular payments of salary of teachers resulting in series of strike actions or work to rule

EDU 413 Comparative Educations

This course is designed to acquaint students with the various policies and programme of different countries. Towards this end, emphasis will be placed on British Educational System, America, Ghana, Cote d'Voire, China, Tanzania, Nigeria etc.

EDU 414 Education Law

This course is designed to equip students with the various educational ordinances or laws. Emphasis here will be on law guiding appointments, discipline and promotion of teachers. Various arbitration avenues available to pupils, students or staff in case of conflict, laws that boarder on professional misconduct or procedures for dealing with erring students in school setting. Emphasis will be on various reforms or amendments to education law and also procedures for seeking redress