

NATIONAL COMMISSION FOR COLLEGES OF EDUCATION

PROPARA
MINIMUM STANDARDS

FOR
FOR

OF
NIGERIA CERTIFICATE IN EDUCATION



**A SUMMARY OF
MINIMUM STANDARDS
FOR N.C.E. TEACHERS**

4th EDITION

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NATIONAL COMMISSION FOR COLLEGES OF EDUCATION

MINIMUM STANDARDS FOR NCE TEACHERS

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2008

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FOREWORD

The National Commission for Colleges of Education, NCCE, was established by Act in 1989 as the third leg of the tripod of excellence in the supervision of tertiary education in Nigeria.

Its mandate includes, inter alia, the laying down of Minimum Standards for all programmes of teacher education and accrediting certificates and other academic awards in the Colleges of Education. Since its inception, my Ministry has been pursuing very doggedly the Commission's goals of quality assurance. We shall not falter in our march towards the realization of the set goals. Let me re-iterate an earlier appeal by my predecessor, Professor Jibril Aminu, that:

In all your dealing with institutions, whether it be over funds, or accreditation or the establishment of new units or whatever; you should be fair but firm. We cannot compromise on accountability and poor quality in teacher education will be a national disaster which we must avoid by insisting only for the best. Humanitarian or political kindness to any institution or programme may eventually prove costly to the nation.

This document is the outcome of a series of workshops organized by NCCE to produce a dynamic Minimum Standard that meets the aspirations of the society. In practical terms, I am aware of inputs from stakeholders and organizations that make up this document, thus minimizing some deficiencies noted in the previous document. These efforts have been made to ensure productive and efficient teachers for the Basic Education level of our education system.

It is the hope of the Federal Ministry of Education that the current Minimum Standards will prepare the way for the production of specialist for the level.

I commend the efforts of NCCE in responding to change and ensuring quality of our NCE graduates through this revised Minimum Standards.

I hope that this Minimum Standards will contribute in enhancing education and national development by producing qualified teachers for our schools.

Dr. Sam Egwu
Honourable Minister of Education.

ACKNOWLEDGEMENT

The publication of the NCE Minimum Standards would not have been possible without the support and contributions of a number of individuals and organizations. The harmonization process, which entails activities including experts meeting, stakeholders consultation workshop, harmonization and critique workshops was supported by funds from our regular capital project in 2008 and funds provided by the Millennium Development Goals (MDG) office. The NCCE would like to acknowledge the importance of this support.

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

Finally, the commission would like to appreciate the efforts of the Federal Government in repositioning teacher education in particular and the entire education system in the country in general.

Professor M.I Junaid
Executive Secretary

December, 2008

INTRODUCTION

The origin of the NCE Minimum Standards in Nigeria dates back to the period before the establishment of the National Commission for College of Education (NCCE) when some universities, notably Ahmadu Bello University, Zaria, Obafemi Awolowo University Ife, and the University of Nigeria Nsuka through their instruments of affiliation, catered for the academic standards and certification needs of the then Advance Teachers Colleges. Although these universities carried out the task creditably well through their Institutes Faculties of Education there was no parity in standard and practices. Consequently, universities had more confidence in the products of their affiliate teachers Colleges and reflected same in their admission policies by giving preference to such NCE graduates over the graduate of other non-affiliate Colleges.

Hence, on its establishment as an agency to monitor and control quality among Colleges of Education, the Commission's first main task was to review and harmonize the Minimum standards for the training of NCE teachers across the country. This initial task of the Commission culminated into the production of the first edition of the harmonized NCE Minimum Standards in 1990. Since then, the Commission have evolved a comprehensive curriculum process in response to both the changing needs in the education sector and the statutory periodic reviews to which the Minimum Standards are subjected every five years. This process entails the production of draft Minimum Standards arising out of broad-based stakeholders' consultative activities and development well as critique workshop where the initial drafts are thoroughly reviewed and refined before the final drafts are presented to the Honourable Minister of Education for approval. The Minimum Standards thus, embody the highlights of decision of experts and stakeholders in the various disciplines that are offered in the Colleges of Education on what should be the contents of various NCE programmes.

I am pleased to introduce the fourth edition of NCE Minimum Standards. This recent review was influenced by, among other things, the need to harmonize the NCE Minimum Standards with the new Basic Education curriculum developed for the nine year schooling to help ensure that pre-service teacher are given adequate exposure to the main elements of the basic curriculum. With thence now being the minimum teaching qualification in the country, it became imperative to restructure the NCE Minimum Standards to reflect the knowledge and skills that pre-service teachers would require for effective teaching at the basic education level.

This fourth edition of the NCE Minimum Standards is yet another milestone effort of the NCCE to remain a catalyst of change. It represents the Commission's first step in addressing the pressing need of specialist teachers and content standards that reflect the knowledge and skills that pre-service teachers need for effective teaching at the basic education level.

Professor M.I. Junaid
Executive secretary

December, 2008

SECTION A

GENERAL REQUIREMENTS

1. INTRODUCTION

- i) Although the NCE, as a qualification, is common to all the graduates of the programme, each subject has its own unique features and therefore, demands. These unique demands are properly articulated in the introductory pages to each subject in the relevant booklets, requirements that are common to all the subjects set out hereunder

2. GENERAL ADMISSION REQUIREMENTS

- i) A senior secondary school certificate (SSC) NECO or GCE 'O' Level with passes in 5 subjects including English Language, three of which must be at credit level at the same sitting or four credits at two sittings. Two of the credits must be relevant to the course the candidates wishes to offer. Credits in English and/or Mathematics may be required in some courses to meet departmental requirement.
- ii) A Grade II Teacher's Certificate (TC II) with credit or merit in three subjects, two of which must be relevant to the course the candidate wishes to offer. Credit/merit in English Language and/or Mathematics may be a requirement in some courses.
- iii) Teachers Grade II Certificate with a least (5) years of post qualification teaching experience with or without the number of credit/merits in at least four subjects are acceptable qualification.
- iv) For candidates wishing to offer courses in Vocational and Technical Education, R.S.A. or City and guilds/intermediate Certificate or the Federal Craft training Certificate in Nigeria or abroad, is also an acceptable qualifications.
- v) Associateship certificate in Education at merit level awarded by an approved institution in Nigeria or abroad, is also an acceptable qualification.
- vi) Successful candidates in the Pre-NCE final examinations who in addition take and succeed in a selection examination organized by an accredited body would also be qualified for admission.
- vii) All candidates wishing to be considered for admission must enroll for and write the selection examination organized by an accredited body such as JAMB.
- viii) It should be noted that some colleges may, in addition to all of the above, administer their own elimination tests an or interviews for some courses. This is legitimate.

3. COURSE REQUIREMENTS

- i) The General education Course is compulsory for all registered students.
- ii) All registered students must submit a supervised project before graduation. The project may be written in the area of Education or any of the student's major subjects. (This is without prejudice to long essays or seminar papers that may be required by some departments or in some subject areas). Three copies of such projects, typed double-spaced and bound (hard cover) must be submitted by each student before graduation. The credits earned to be recoded under EDU 232.

- iii) Teaching Practice is compulsory for all students and it must last for a minimum of twelve weeks. Colleges are free to make their own arrangements for Teaching Practice. The credits earned to be recorded under EDU 234.
- iv) All registered students must control for and pass General Studies Courses before graduation. Communication Skills, Citizenship Education, Computer Education, Basic Maths, General English and Introduction to Library Studies are compulsory for all students.
- v) Industrial Attachment or SIWES is compulsory for all students registered for Courses in Vocational and Technical Subjects. This is for a minimum of 16 weeks.

4. MINIMUM CREDITS REQUIRED

- i) a student must earn a total minimum 128 to 132 credits to graduate, covering: Education, Project, General Studies, Teaching Practice and a double major or two teaching subjects.

5. EVALUATION AND ASSESSMENT METHODS

- i) Continuous Assessment (C.A)
- ii) End of Semester Examination

6. ATTENDANCE

A registered student for the NCE programme must attain a 75% attendance to be allowed to write the end of Semester Examination. This is very important and all students must comply to this policy.

7. COURSE COMBINATIONS

As these may vary from institution to institution and from time to time candidates are advised to read the brochures produced for the selection of subject combination by the accredited body in charge of such examinations. Please, note that a Double Major cannot be combined with any other teaching subject.

8. QUALIFICATIONS OF ACADEMIC STAFF

- i) Every academic staff should be a professionally qualified teacher (a minimum of NCE or PGDE)
- ii) A good bachelor's degree (not less than a Second Lower Division) in the relevant discipline is the minimum qualification for appointment as Lecturer III or its equivalent.
- iii) H.N.D. holders, with a minimum of a merit, qualify to be appointed as Instructors.
- iv) Higher Degree or additional professional qualifications in the relevant disciplines are added advantages.

SECTION B

COURSE CREDIT SYSTEM

1. INTRODUCTION

With the educational revolution generated by the National Policy on Education (as amended 1989) and the consequent 6-3-3-4 structure, Nigeria has had no choice but to embrace the course credit system and Grade Point Average Phenomenon. The National Policy on Education (1981), especially stipulates that:

A credit system which is transferable among Universities and the institutions of higher learning on a reciprocal basis will be initiated. This is to enable a student who may be compelled to change his residence before completing his course to finish it in another institution (S.101).

The insistence by the Government on excellence in education led to the establishment of the National Universities Commission (NUC), the National Board for Technical Education (NABTE) and the Commission for Colleges of Education (NCCE). These three bodies in ministering to the academic needs at their various levels, are all agreed that the issue of minimum standards cannot be compromised.

On its own part the Commission is geared towards ensuring that teachers earning the Nigeria Certificate in Education (NCE) are professionally and intellectually qualified for the task of servicing the educational system at the levels they shall be employed. Acceptable minimum standards guarantee the acceptability of certificates earned from similar institutions. Also acceptable levels of proficiency on the job will be expected of certified holders of the NCE Certificate.

2. DEFINITION OF COURSE CREDIT SYSTEM

The course credit system is a quantitative system of organising the curriculum in which subject areas are broken into units which are examinable and for which students earn credit(s) if passed. The courses are arranged in a progressive order of difficulty or in levels of academic progress, e.g. level 1 or year 1 courses are 100 and level II or year 2 courses are 200 series.

3. ADVANTAGES OF COURSE CREDIT SYSTEM

The adoption of the course credit system for all Colleges of Education and other NCE awarding institutions has the following merits; it

- i) Allows students within limits to move at their own pace;
- ii) Allows a thematic structuring of the programmes of study; i.e. ability to break courses into convenient and manageable modules;
- iii) Allows inter-departmental and inter-disciplinary collaboration in curriculum processes (curriculum planning, development, implementation evaluation) and minimizes duplication of courses;
- iv) Permits a diagnostic approach to a student's learning as well as a continuous examination of students in each subject area;
- v) Provides students with greater flexibility in taking elective courses from outside their

area of specialization, thereby broadening their education base;

- vi) Facilitates inter-institution transfers, thus enhancing student mobility;
- vii) Enhances comparability, national standard and national unity.

4. CREDIT UNIT

Courses are assigned weights called credit units. Credit units consist of specified number of student teacher-contact hours per week per semester. Credit units are used in two complementary ways; as a measure of course weighting and as an indicator of student work load.

- i) As a measure of course weighting, a course may earn 2 credit units, another 1 unit, another 2, etc. 1 credit means 1 hour lecture per week for 15 weeks of the semester, 2 credit units may mean 1 hour lecture plus one 2 hour practical per week per semester of 15 weeks.
- ii) As a measure of work load, one credit means 1 hour of lecture or tutorial per week per semester. For another forms of teaching requiring student-teacher contact, the following equivalents may apply:
 - a) two hours of seminar
 - b) Three hours of laboratory work, field work, studio work, practicum, stadium supporting activity.
- iii) Teaching Practice: one semester of teaching to earn credits.
- iv) Student Industrial Work Experience (SIWES): Sixteen weeks of student attachment to earn four credits.

5. STAFF/STUDENT WORK LOAD, GUIDELINES

- i) Every full-time student should be required to register for a minimum of 18 and a maximum of 24 credit units per semester except for students on field experience, teaching practice or industrial attachment
- ii) A full-time staff should have a minimum teaching load of 8 credit units per semester.
 - (a) For Science-based disciplines, this should mean a minimum of 9 lecture hour and two 3 hours laboratory work per week.
 - (b) For Art-based disciplines, this should mean a minimum of 9 leactures and two 3-hours laboratory work per week
 - (c) For certain service courses, the size may be very large, and therefore, proportionate contact hours should be used.

6. GREDIT POINT AVERAGE (GPA)

There is considerable variation in the grading systems in operation in Nigerian Universities. This has reflected on the Collages of Education. Most collages of Education tend to use a combination of letter and figure grades. The letter grades range from A to F, while the figure grades vary from 0 7, but a number of Collages use 0-4 figure grades.

- i) The commission is adopting the grading system using both letter (A-F) and figure (0-5) grades. It is more consistent with the degree classification in use in Nigeria, and should therefore, be adopted by the Colleges of Education.

Thus, the grading system for the NCE will be similar to what is in use in the Universities.

- ii) The percentage score, letter grade, grade point average (GPA), and Cumulative Grade Point Average (CGPA), and the status of pass are:

A minimum pass mark of 40% (equivalent to Grade Point of 1) should be adopted by all Colleges. Also a minimum GPA of 1.00 is required for graduation.

7. DEFINITIONS OF GRADES POINT, GRADE POINT AVERAGE AND CUMULATIVE GRADE POINT AVERAGE:

- i) Grade Point: The grade point derives from the actual percentage raw score for a given course: the raw score is converted into a letter grade and a grade point. See table 1:

Table1: Approved Scoring and Grading System

| Credit Units I | Percentage Score II | Letter Grade III | Grade Points Average (GP) IV | Grade Points Average (GPA) | Cumulative Grade Point Average (CGPA) V | Level of Pass in Subjects VI |
|---|------------------------|---------------------|---------------------------------|---|--|---------------------------------|
| Vary according to contact hours assigned to each course per week per semester and according to work load earned by student. | 70-100 | A | 5 | Derived by multiplying I & IV and dividing by total Credit Units. | 4.50-5.00 | Distinction |
| | 60-69 | B | 4 | | 3.50-4.49 | Credit |
| | 50-59 | C | 3 | | 2.40-3.3.49 | Merit |
| | 45-49 | D | 2 | | 2/50-2.39 | Pass |
| | 40-44 | E | 1 | | 1/00-1.49 | Low Pass |
| | 0-39 | F | 0 | | 0.99 | Fail |

- i) Grade Point Average (GPA): This is the average of weighted grade points earned in the courses taken during the semester. The Grade Point is obtained by multiplying the Grade Point attained in each course by the number of credit units assigned to that course, and then summing these and divided by the total number of credit units taken for the semester.
- ii) Cumulative Grade Point Average (CGPA): This is the up-to-date mean of the Grade

Points earned by the student in a programme of study. It is an indication of the student's overall performance at any point in the training programme.

$$\text{CGPA} = \frac{\text{Sum of Total Grade Points X Respective Credit units for Semester}}{\text{Total Credits for all courses registered by the Student}}$$

8. SEMESTER EXAMINATIONS

With the adoption of the course credit system, examinations come at the end of every semester.

9. CONTINUOUS ASSESSMENT (CA)

The Commission approves the following

- i) Weighting of 40% should be adopted for continuous assessment and 60% for semester examinations by all the Colleges of Education in view of the work input expected from students in the various approve programmes of study;
- ii) Continuous assessment of students should be by means of formal and informal tests with the former given greater weight. Assessment should normally be in workshops, laboratories studios, etc. as may be applicable to respective disciplines;
- iii) For effective implementation of the course credit system and the continuous assessment scheme.
 - a) Each college should provide essential tools for information storage, retrieval and analysis in the form of microcomputers along with relevant software e.g. courses administration programmes, data bases and word processors. Such computer application can facilities access to analytical tools which can greatly facilitates the grading, analytical and interpretation processes;
 - b) The standard of teaching/instruction and quality of examinations should be raised through the institutions of student opinion survey and peer evaluation to assess the quality to teaching in all courses. The lecturers evaluated should be informed about the outcome which should be discussed with them individually as a basis for improvement.

In addition, short courses on teaching and examination methods should be mounted for staff during the long vacation periods. The NPE (1989) recognizes the need for the training of teachers at all levels of the educational system.

10. RESIT EXAMINATIONS

- i) Resit examinations are abolished in the Colleges of Education.
- ii) Students who repeat courses for any reasons should be credited with the actual marks so earned but previous marks should also be recorded. This is in keeping with the objectives of the courses system.

11. CONDITIONS FOR PROBATION AND WITHDRAWAL

- i) the common denomination for assessing a student's overall performance in programme of study, regardless of the number of credit units taken, is the Cumulative Grade Point Average (CGPA)

CGPA should be used as a guide for assessing students for probation and withdrawal, taking

into account the minimum CGPA of 1.00 required for graduation.

- ii) Probation: Probation is a status to a student whose academic performance falls below an acceptable standard. A student whose Cumulative Grade Point Average is below 1.00 at the end of a particular year of study, earns a period of probation for one academic session.
- iii) Withdrawal: a candidate whose Cumulative Grade Point Average is below 1.0 at the end of a particular period of probation should be required to withdraw from the College.

Repeating Failed Course Unit(s): Subject to the conditions for probation and withdrawal, a student may be allowed to repeat the failed course unit(s) at the next available opportunity provided that the total number of Credit Units carried during that semester do not exceed 24, and that the grade earned at all the attempts shall count towards the calculation of the CGPA

12. MODERATION

- i) Each Head of Department, through the Dean or Head of Division, shall recommend a list of external examiners to the Academic Board of the College for approval
- ii) External Examiner so recommended may either come from sister institutions of the Universities or may be respectable professionals in the field.
- iii) External Examiners from Colleges of Education and Polytechnics must not be below the rank of Principal Lecturers, while those from the Universities must be Senior Lecturers and above. Professionals in the field must have not less than ten years post-qualification experience before they can be appointed external examiner in their field of practice.
- iv) Such External Examiners shall moderate the questions, the marked answer sheets, as well as the projects, and send their written reports to the Academic Board.
- v) In addition to all of the above, the NCCE shall appoint a monitoring team of experts in each discipline to go round the Colleges from time to time to vet their academic standards and forward written reports to the Commission.

13. ACADEMIC YEAR AND SEMESTER

- i) for proper computation of contact hours for each course in a programme of study, the Commission approves the following:
 - a) A two semester year (first and second semesters for regular courses) for all Colleges of Education. A long vacation period should be adopted for vacation courses.
 - b) The first and Second semester should last between 17 and 18 weeks each, (including registration, teaching and examination periods) provided that not less than 15 weeks during each semester is devoted to teaching. Programmes of study for the long vacation period should last between 11-12 weeks, of which is devoted to teaching.
- ii) For maximum utilization of staff and resources, and to give more opportunity to students to take additional courses under the course credit system, Colleges of

Education should be operate programmes of the long vacation period in line with the course credit system.

14. DURATION OF THE NCE PROGRAMME

As stated in the Naional Policy on Education (1989), maximum of five years is given for a candidate to obtain the NCE Certificate. The minimum number of years to be spent to qualify for the award of the NCE is three.

GENERAL EDUCATION

1. PHILOSOPHY

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

2. VISION AND MISSION OF TEACHER EDUCATION IN NIGERIA

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

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

The NCE programme being a major sector of teacher education, generally aims at producing teachers with high personal and professional discipline and integrity, teachers who are dedicated, with appropriate knowledge, skills and attitudes that would facilitate easy achievement of the national goals spelt out above. This is all the more important when we note the government's decision that NCE shall ultimately be the minimum entry qualification into the teaching profession in Nigeria.

3. OBJECTIVES

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

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

GENERAL ADMISSION REQUIREMENTS

- (a) A Senior Secondary School Certificate (SSC), NECO, or GCE 'O' Level with 5 credits at a maximum of two sittings including English Language and Mathematics. Two of the Credits must be relevant to the course the candidate wishes to offer.
- (b) A Grade II Teacher's Certificate (TC II) with credit or merit in five subjects including English and Mathematics. Two of the credits must be relevant to the course the candidate wishes to offer as his/her specialization.
- (c) For candidates wishing to offer courses in Vocational and Technical Education, RSA or City and Guilds Intermediate Certificate, and the Federal Craft Training Certificate (FCTC) with credit/merit in at least five subjects, are acceptable qualifications.
- (d) Associateship Certificate in Education awarded by an approved institution in Nigeria or abroad, is also an acceptable qualification.
- (e) All candidates wishing to be considered for admission must enroll for and pass the selection examination organised by an accredited body such as JAMB.
- (f) Successful candidates in the Pre-NCE final examinations who obtain a minimum Cumulative Grade Point Average (CGPA) of 1.5 shall qualify to be admitted into the

NCE programme.

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

5. FACILITIES

(a) Space and Classroom

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

(b) Laboratory and Equipment

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

(c) Staff Offices

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

(d) Books in the Library

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

6. PERSONNEL

(a) Academic

A Minimum of Master's degree with teaching qualification is required for appointment as a Lecturer in a College of Education. The recommended staff/student ratio is 1:25 for Education in view of the fact that all students in the College offer the programme. Every College of Education should appoint a specialist in Special Education to teach EDU 221.

(b) **Others/Non-Academic**

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

7. **MODE OF TEACHING**

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

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

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

3. **GRADUATION REQUIREMENTS**

Duration:- 3 years minimum

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

Candidates for the award of NCE certificates are required, among others, to earn at least 36 credits in General Education courses, 6 credits in Teaching Practice and 18 credits in General Studies Education (totaling 60 credits in the Education component of the NCE programme) to qualify for graduation, viz:

| | | |
|-------------------|---|------------|
| General Education | - | 36 Credits |
| TP | - | 06 |
| GSE | - | <u>18</u> |
| | | <u>60</u> |

1. **TEACHING PRACTICE**

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

Teaching Practice is compulsory for all NCE students. It has to be done in the candidate's teaching subject(s), and has to be passed for the candidate to earn the 6 credits required for graduation in this course area. Bearing in mind the demands of the UBE, institutions are advised to assign their students to Nursery (Early Childhood care) institutions, Primary Schools, Junior Secondary Schools or Adult/Non-formal settings for the Teaching Practice to give them appropriate exposure at that level and context. Whatever subject is observed for Teaching Practice, the score should be recorded under its own separate heading in the School of Education. Teaching Practice should last for 26 weeks duration which should run at a stretch from mid September to December and January to April (i.e. two terms).

A minimum of ten supervisors per student before final computation of each student's TP score. Only students who pass EDU 213 Micro-Teaching Theory would qualify to offer EDU 224 Micro Teaching Practicum and only students who pass EDU 224 would qualify to go on Teaching Practice.

10. PROJECT

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

11. SUBJECT COMBINATION

In order to qualify for the Nigeria Certificate in Education, candidates are expected to combine studies in Education with courses in one or two teaching subjects in the primary and secondary school curricula. In the main, the alternative combinations are as shown below:

- (a) Education + Early Childhood Care and Education (ECCE)
- (b) Education + Primary Education Studies
- (c) Education + 2 Teaching subjects in the junior or secondary school curriculum
- (d) Education + Special Education + 1 teaching subject in the primary or junior secondary school curricula (This combination is available at FCE(S) Oyo only.

12. EDUCATION: CURRICULUM TABLE/STRUCTURE (WITH SUMMARY)

| COURSE CODE | COURSE TITLE | CREDIT(S) | STATUS |
|--------------------|--|------------------|---------------|
| EDU 111 | History of Education in Nigeria | 2 | Compulsory |
| EDU 112 | Educational Psychology I (Child Studies) | 2 | Compulsory |
| EDU 113 | Principles and Methods of Teaching | 2 | Compulsory |
| EDU 114 | Introduction to Pre -Primary and Primary Education Studies | 2 | Compulsory |
| | | 8 | |

YEAR 1 SEMESTER 2

| COURSE CODE | COURSE TITLE | CREDIT(S) | STATUS |
|--------------------|---|------------------|---------------|
| EDU 121 | Sociology of Education | 2 | Compulsory |
| EDU 122 | Educational Psychology II (Human Learning) | 2 | Compulsory |
| EDU 123 | Introduction of Teacher Education | 2 | Compulsory |
| EDU 124 | Practicum in Classroom Management and Organisation. | 1 | Compulsory |
| | | 7 | |

YEAR 2 SEMESTER 1

| COURSE CODE | COURSE TITLE | CREDIT(S) | STATUS |
|--------------------|---|------------------|---------------|
| EDU 211 | Philosophy of Education | 2 | Compulsory |
| EDU 212 | Educational Technology: Theory and Practice | 2 | Compulsory |
| EDU 213 | Micro-Teaching: Theory | 1 | Compulsory |
| EDU 214 | Introduction to Research Methods | 2 | Compulsory |
| | Education of Special Target Groups | 1 | Elective |
| | | 8 | |

YEAR 2 SEMESTER 2

| COURSE CODE | COURSE TITLE | CREDIT(S) | STATUS |
|--------------------|-----------------------------------|------------------|---------------|
| EDU 221 | Introduction to Special Education | 2 | Compulsory |
| EUC 222 | Curriculum Studies I | 1 | Compulsory |
| EDU 223 | Measurement and Evaluation | 2 | Compulsory |
| EDU 224 | Micro-Teaching Practicum | 1 | Compulsory |
| EDU 225 | Comparative Education | 1 | Elective |
| EDU 226 | Educational Administration | 1 | Compulsory |
| | | 8 | |

YEAR 3 SEMESTER 1

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

YEAR 3 SEMESTER 2

| COURSE CODE | COURSE TITLE | CREDIT(S) | STATUS |
|-------------|--|-----------|------------|
| EDU 321 | Introduction to Adult Education | 1 | Compulsory |
| EDU 322 | Curriculum Studies II | 1 | Compulsory |
| EDU 323 | Research Project | 2 | Compulsory |
| EDU 324 | Educational Planning and Supervision | 1 | Compulsory |
| EDU 325 | Adolescent Psychology | 1 | Elective |
| EDU 326 | Introduction to Theory and Practice of Guidance and Counselling. | 2 | Compulsory |
| | | 8 | |

**Students specialising in Primary Education Studies and Special Education are not to take EDU 114 and EDU 221 respectively.*

SUMMARY

| | | |
|--|---|--|
| Total number of credits | = | 40 |
| Compulsory credits | = | 34 (32 for PES and Special Education students) |
| Elective | = | 06 |
| Minimum number of units for graduation | = | 36 |

GENERAL STUDIES EDUCATION (GSE)

1. PHILOSOPHY

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

2. OBJECTIVES

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

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

CURRICULUM STRUCTURE FOR GSE GENERAL STUDIES EDUCATION

| COURSE CODE | COURSE TITLE | CREDITS | STATUS |
|-------------|--|---------|------------|
| | 100 LEVEL - FIRST SEMESTER | | |
| GSE 111 | General English 1 | 1 | Compulsory |
| GSE 112 | Introduction to Library Studies | 1 | Compulsory |
| GSE 113 | Basic General Mathematics 1 | 1 | Compulsory |
| | 100 LEVEL - SECOND SEMESTER | | |
| GSE 121 | General English II | 1 | Compulsory |
| GSE 122 | Basic General Mathematics II | 1 | Compulsory |
| GSE 123 | Introduction to Computer Studies I | 1 | Compulsory |
| GSE 124 | FLEHI - Family Life & Emerging Health Issues | 1 | Compulsory |

| | | | |
|---------|-------------------------------------|---|------------|
| | 200 LEVEL FIRST SEMESTER | | |
| GSE 211 | General English III | 1 | Compulsory |
| GSE 212 | Basic General Mathematics III | 1 | Compulsory |
| GSE 213 | Introduction to Computer Studies II | 1 | Compulsory |
| | SECOND SEMESTER | | |
| GSE 221 | General English IV | 2 | Compulsory |
| GSE 222 | Basic General Mathematics IV | 1 | Compulsory |
| GSE 223 | Citizenship Education | 1 | Compulsory |
| GSE 224 | Entrepreneurship | 1 | Compulsory |
| | 300 LEVEL FIRST SEMESTER | | |
| | Teaching Practice | | |
| | 300 LEVEL SECOND SEMESTER | | |
| GSE 321 | General English V | 1 | Compulsory |
| GSE 322 | Basic General Mathematics V | 1 | Compulsory |
| GSE 323 | Science and Technology in Society | 1 | Compulsory |
| GSE 324 | Political Economy | 1 | Compulsory |

SUMMARY

| | | |
|--|---|----|
| Total number of units available | = | 19 |
| Number of compulsory units | = | 18 |
| Number of elective units | = | 1 |
| Minimum number of units required for graduation | = | 18 |
| - Students are expected to take 20 credits from the School of General Studies. | | |
| - Minimum number of units required for Graduation | = | 19 |

(NOTE TO LECTURERS)

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

PRIMARY EDUCATION STUDIES (PES)

MISSION

Primary Education Studies (PES) aims at training students to become teachers with sufficient knowledge of the Primary School Curriculum, skills, attitude and methods to enable them teach the subjects of Primary 1 - 6 as contained in the National Policy on Education.

OBJECTIVES

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

teach the Primary School Subjects in the 9-Year Basic Education Curriculum; demonstrate school management skills and supervisory roles; implement the curriculum, write lesson plan, and teach effectively; improvise/produce instructional aids using local materials; and develop the attitude to continue learning.

ADMISSION REQUIREMENTS

A Senior Secondary School Certificate Examination (SSC) or G.C.E. 'O' Level with credits in 5 subjects including English Language and Mathematics at a maximum of two sittings.

A Grade II Teacher's Certificate (TC II) with 5 credits or merits in 5 subjects including English and Mathematics.

All candidates wishing to be considered for admission must write and pass the selection examination organised by JAMB.

Successful candidates in the Pre-NCE final examination who take and succeed in a selection examination organised by JAMB are also qualified for admission.

Facilities, Personnel and Mode of Teaching

PRIMARY SCHOOL SUBJECTS

Maths

Basic Primary Science and Technology

Social Studies

Cultural and Creative Arts

French

Nigerian Languages

Hausa

Igbo

Yoruba

Home Economics

Agricultural Education

Religious Studies (CRK/IRS)

PHE

English Studies

Computer Studies

Arabic

PERSONNEL

ACADEMIC STAFF

A minimum of B.Ed. second class upper will be required

The staff/student ratio should be 1:30.

The spread of lecturers should cover all the 13 subjects listed above.

NON ACADEMIC STAFF

Staffing of the Department should include:

Resource Centre Attendant (1).

A Computer Operator with graphics experience.

A minimum of three Educational Technologists.

In the Head of Department's Office.

Secretary

A Clerk

Messenger

MODE OF TEACHING

Lecturing

Tutorial

Questioning Response, Practicals, Demonstration, Group/Individual projects, Discovery/Inquiry

methods, Play method, Exhibition, Excursion or Educational visits, etc.

A (model) demonstration Primary School should be established by each COE offering PES for purposes of demonstrating and practical teaching.

A PES week is recommended as a yearly activity.

FACILITIES

5 Classrooms to accommodate at least 40 students in each.

6 Staff Offices (2 lecturers per office)

1 HOD Office

1 Office for Department Staff

1 Resource Centre with some materials.

FURNITURE

Every lecturer should have at least a table and a chair to sit on.

NOTE:

For implementation of P.E.S. programme, it is now mandatory for the college to have in the P.E.S department, the national curriculum for basic education year 1 - 6 published by NERDC-SHEDA. This will count toward the accreditation of the programme.

CURRICULUM TABLE/STRUCTURE

YEAR I - 1ST SEMESTER

| COURSE | COURSE TITLE | CREDITS | STATUS |
|----------|--|-----------|--------|
| EDUC 111 | History of Education in Nigeria | 2 | C |
| EDUC 112 | Child Psychology | 2 | C |
| EDUC 113 | Principles and methods of teaching | 2 | C |
| PES 111 | Philosophy of Primary Education Studies | 2 | C |
| PES 112 | English Language Studies in Primary Education I | 2 | C |
| PES 113 | Mathematics in Primary Education Studies I | 2 | C |
| PES 114 | Basic Science and Technology in Primary Education Studies I | 2 | C |
| PES 115* | Home Economics in Primary Education Studies I | 1 | E |
| PES 116* | Agricultural Education in Primary Education Studies | 1 | E |
| PES 117 | Social Studies in Primary Education Studies I | 2 | C |
| PES 118 | Physical and Health Education in Primary Education Studies I | 2 | C |
| PES 119 | Nigerian Languages in Primary Education Studies I either: (i) Hausa; or (ii) Igbo; or (iii) Yoruba; or (iv) Other Nigerian Languages | 2 | C |
| GSE 111 | General English I | 1 | C |
| GSE 112 | Introduction to Library Studies | 1 | C |
| GSE 113 | Basic General Mathematics I | 1 | C |
| | TOTAL CREDIT | 24 | |

* One Elective must be selected in year I Semester I

YEAR I - 2ND SEMESTER

| COURSE CODE | COURSE TITLE | CREDITS | STATUS |
|--------------------|--|----------------|---------------|
| EDUC 121 | Sociology of Education | 2 | C |
| EDUC 122 | Educational Psychology Human-Learning II | 2 | C |
| EDUC 123 | Introduction to Teacher Education | 2 | C |
| EDUC 124 | Classroom Management and Organisation | 1 | C |
| PES 121 | English Language Studies in Primary Education II | 2 | C |
| PES 122 | Mathematics in Primary Education Studies II | 2 | C |
| PES 123 | Social Studies in Primary Education Studies II | 2 | C |
| PES 124* | Home Economics in Primary Education Studies II | 1 | E |
| PES 125* | Agricultural Studies in Primary Education Studies II | 1 | E |
| PES 126** | Arabic Language in Primary Education Studies I | 1 | E |
| PES 127** | French in Primary Education Studies I | 1 | E |
| PES 128 | School observation | 2 | C |
| PES 129A OR | Christian Religious Studies and Moral Education in PES I | 1 | Op |
| PES 129B | Islamic Religious Studies and Moral Education in PES | 2 | OP |
| GSE 121 | General English II | 1 | C |
| GSE 123 | Introduction to Computer Studies | 1 | C |
| GSE 124 | FLEHI Family Life and Emerging Health Issues. | 1 | C |
| | TOTAL CREDIT | 20 | |

* One Elective must be selected in year I Semester 2

** One Elective must be selected in year I Semester 2

YEAR II - 1ST SEMESTER

| COURSE CODE | COURSE TITLE | CREDITS | STATUS |
|----------------------|---|----------------|---------------|
| EDUC 211 | Philosophy of Education | 2 | C |
| EDUC 212 | Educational Technology Theory and Practice | 2 | C |
| EDUC 213 | Micro Teaching Theory | 2 | C |
| EDUC 214 | Introduction to Research Method | 2 | C |
| PES 211 | Basic Science and Technology in Primary Education Studies II | 2 | C |
| PES 212 | Cultural and Creative Arts in Primary Education Studies I | 1 | C |
| PES 213A PES 213B | Moral Education: (i) Christian Religious Studies and Moral Education; or (ii) Islamic Religious Studies and Moral Education | 1 | OP |
| PES 214 | Nigerian Languages in Primary Education Studies II either: (i) Hausa; or (ii) Igbo; or (iii) Yoruba; or (iv) Other Nigerian Languages | 2 | C |
| PES 215 | Physical and Health Education in Primary Education Studies II | 2 | C |
| PES 216 | Social Studies in Primary Education Studies III | 2 | C |
| PES 217 | English Language in Primary Education Studies III | 2 | C |
| PES 218* | French in Primary Education Studies II | 1 | E |
| PES 219* | Arabic Language in PES II | 1 | E |
| GSE 211 | General English III | 1 | C |
| GSE 212 | Basic General Mathematics III | 1 | C |
| GSE 213 | Introduction to Computer Studies II | 1 | C |
| | TOTAL CREDITS | 24 | |

* One Elective must be selected in year II semester I

YEAR 2 - 2ND SEMESTER

| COURSE CODE | COURSE TITLE | CREDITS | STATUS |
|--------------------|--|----------------|---------------|
| EDUC 221 | Introduction to Special Education | 2 | C |
| EDUC 222 | Curriculum Studies I | 1 | C |
| EDUC 223 | Measurement and Evaluation | 2 | C |
| EDUC 224 | Micro Teaching Practicum | 1 | C |
| EDUC 225 | Comparative Education | 1 | E |
| EDUC 226 | Educational Administration | 1 | C |
| PES 221 | Production and Use of instructional materials | 2 | C |
| PES 222 | Mathematics in PES | 2 | C |
| PES 223 | English in PES | 2 | C |
| PES 224 | Social Studies in PES | 1 | C |
| PES 225 | Basic Science/Technology in PES | 1 | C |
| PES 226 | Nigerian Languages L1 and L2 in PES | 2 | C |
| PES 227A | CRS and Moral Education | 1 | Op |
| PES 227B | IRS and Moral Education | 1 | Op |
| PES 228 | Primary Home Economics Curriculum and Methods; or Primary Agricultural Education Method | 1 | C |
| PES 229 | Cultural and Creative Arts Curriculum and Methods for Primary School | 1 | C |
| GSE 221 | General English IV | 1 | C |
| GSE 222 | Basic General Mathematics IV | 1 | C |
| GSE 223 | Citizenship Education | 1 | C |
| GSE 224 | Entrepreneurship | 1 | C |
| | TOTAL CREDITS | 24 | |

YEAR 3 - 1ST SEMESTER

| COURSE CODE | COURSE TITLE | CREDITS | STATUS |
|--------------------|----------------------|----------------|---------------|
| EDUC 311 | Teaching Practice | 6 | C |
| | TOTAL CREDITS | 6 | C |

YEAR 3 - 2ND SEMESTER

| COURSE CODE | COURSE TITLE | CREDIT S | STATUS |
|--------------------|---|-----------------|---------------|
| EDUC 321 | Introduction to Adult Education | 1 | E |
| EDUC 322 | Curriculum Studies II | 1 | C |
| EDUC 323 | Research Project | 2 | C |
| EDUC 324 | Educational Planning and Supervision | 1 | C |
| EDUC 325 | Adolescent Psychology | 1 | E |
| EDUC 326 | Introduction to Theory and Practice of Guidance and Counselling | 2 | C |
| PES 321 | Primary School Administration and Supervision | 2 | C |
| PES 322 | Computer Appreciation and Application | 2 | C |
| PES 323 | English Language Studies IV | 2 | C |
| PES 324 | Mathematics in Primary Education Studies III | 2 | C |
| PES 325 | Basic Science and Technology in Primary Education Studies III | 2 | C |
| PES 326 | Cultural and Creative Arts in Primary Education Studies II | 2 | C |
| PES 327 | Coaching and Management of Sports in PES | 2 | C |
| PES 328A | Basic French in PES | 1 | E |
| PES 328B | Basic Arabic in PES | 1 | E |
| PES 329 | Nigerian Languages in Primary Education Studies III: (i) Hausa; or (ii) Igbo; or (iii) Yoruba; or (iv) Other Nigerian Languages | 2 | C |
| GSE 321 | General English V | 1 | C |
| GSE 323 | Science and Technology in Society | 1 | C |
| | TOTAL CREDITS | 20 | |

* One Elective must be selected in year 3 Semester 2

SUMMARY OF CREDITS LOAD

| COURSE TITLE | COMPULSORY | ELECTIVE | OPTION | TOTAL |
|----------------------|------------|----------|--------|-------|
| Education courses | 32 | - | 3 | 35 |
| Teaching Practice | 6 | - | - | 6 |
| Project | 2 | - | - | 2 |
| PES courses | 61 | 3 | 10 | 74 |
| GSE courses | 18 | - | 1 | 19 |
| TOTAL | 119 | 3 | 14 | 136 |

UNITS

Total Available - 136

Total Units Compulsory - 119

Minimum Units for graduation - 132

NOTE: Tutors Handling Method Courses Must Utilize NERD National Curriculum for Basic 1 —6 as guide to instruction