TEACHERS REGISTRATION COUNCIL OF NIGERIA

(FEDERAL MINISTRY OF EDUCATION)

NATIONAL BENCHMARK FOR
POST-GRADUATE DIPLOMA IN EDUCATION
IN NIGERIA

TEACHERS REGISTRATION COUNCIL OF NIGERIA

VISION
An effectively regulated teaching profession in Nigeria founded upon robust teacher education and practice and where teacher quality, discipline, professionalism, reward and dignity match international standards.

MISSION
To assure teacher excellence and professionalism among teachers at all levels of the education system through effective registration and licensing of teachers; accreditation, monitoring and supervision of teacher education programmes; promotion of continuing professional development; maintenance of discipline and leading the overall renaissance of the teaching profession in Nigeria.

MOTTO
Teaching for Excellence

ACKNOWLEDGEMENT

1. MEMBERSHIP OF THE CORE GROUP THAT DEVELOPED THIS PGDE NATIONAL BENCHMARK

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2. EXECUTIVE COUNCIL OF THE COMMITTEE OF DEANS, FACULTIES OF EDUCATION OF NIGERIAN UNIVERSITIES THAT CRITIQUED AND ENDORSED THIS PGDE NATIONAL BENCHMARKS

SN	NAME	POSITION	ADDRESS
1	Prof. D.O. Durosaro	Out-going Chairman	University of Ilorin
2	Prof. A.S. Olorundare	In-coming Chairman	University of Ilorin
3	Prof. J.O.E Otuka	Former Chairman	Nasarawa State University
4	Prof. J.A. Gwani	Vice Chairman	Ahmadu Bello University, Zaria
5	Prof. J.T. Ogundari	Assistant Secretary	Adekunle Ajasin University, Akungba-Akoko, Ondo State
6	Prof. (Mrs.) P.B. Ikulayo	Secretary General	Unversity of Lagos
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8	Prof. A.S. Omenyi	Treasurer	Nnamdi Azikiwe University, Awka
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FOREWORD

-THE HON. MINISTER OF EDUCATION

I have great joy to present this National Post Graduate Diploma in Education (PGDE) Benchmarks to the public which is for the good of Teacher Education in Nigeria. After the universities have operated divergent PGDE curricula which made quality assurance and standardisation difficult, this Benchmark is a legacy that the Federal Ministry of Education cherishes immensely. It means that all universities will now operate a common curriculum and be subject to the same standards. This indeed, is inline with international best practices and will improve the perception and recognition of the programme not only in Nigeria but also by other countries.

The actualisation of this Benchmark has added to the growing number of goals achieved under the One Year Strategic Plan for the Development of the Education Sector and particularly Teacher Education and Development that I made public at the inception of my administration. In the Strategic Plan, I had listed Teacher Education and Development as one of the six key areas of Education that I shall give greatest attention. The other five areas are Strengthening Institutional Management of Education; Access and Equity; Quality and Standards; Technical and Vocational Education and Funding Issues. I am very pleased that dividends are now being steadily delivered to the nation in all of these six areas of Education in keeping with the targets of the One Year Strategic Plan

I must say that the Teachers Registration Council of Nigeria (TRCN) which had the vision of a standardised and internationally acceptable PGDE and achieved it within the shortest time possible deserves my commendation. TRCN has consistently delivered its statutory mandates, not only in this respect but also in others such as the registration and licensing of teachers, promotion of teachers continuous professional development, enforcement of professional ethics through the Investigating Panel and Teachers Tribunal, development and quality assurance of Teacher Education programmes, etc. I will therefore urge TRCN to continue the good work until the teaching profession fully assumes its rightful place as the mother and most noble of all professions in Nigeria.

Professor (Mrs.) Ruqayyatu Ahmed Rufai (OON)
Honourable Minister of Education
Federal Republic of Nigeria
October 2010.

PREFACE

-TRCN REGISTRAR/CHIEF EXECUTIVE

TRCN has demonstrated its commitment to quality Teacher Education not just in words but in action. A few years back, it collaborated with the Deans and Directors of Education in Nigerian universities to develop a Teacher Education Programme called **Professional Diploma in Education** *(***PDE***) which is a post graduate programme for holders of the Higher National Diploma (HND) and Degrees (BSc, MSc, PhD) who wish to be teachers but do not possess teaching qualification. The PDE replaced all manner of Teacher Education programmes (the Technical Teachers Certificate, several types of Diplomas in Education, etc) that existed for over ten years without regulation or updating of curriculum and created so much confusion as to what exactly constituted Teacher Education in Nigeria. The PDE is an internationally acclaimed programme with rich content, flexible in mode of delivery, allowing for specialisation for teachers at the various levels of the Education system, qualifies successful candidates to pursue Masters Degree in Education, among other benefits. The* **PDE** *has since become a flagship programme in most Colleges, Institutes and Faculties of Education in Nigeria.*

Here again, TRCN worked with the Deans and Directors of Education in Nigerian universities and other stakeholders to transform the Post Graduate Diploma in Education (PGDE) landscape into uniform standards with national consensus on content, accreditation modalities, micro teaching, quality and duration of practice teaching, project supervision, administrative structure for the programme, and other very critical parameters. Hitherto, the over one hundred universities and their affiliate colleges of education in Nigeria have run PGDE programmes that are as varied as the number of institutions. This was indeed chaotic and created problems not only for quality control and analysis within Nigeria but also confusion in the rating of the PGDE qualification by foreign countries. It is therefore a leap forward for Teacher Education in Nigeria that the Deans of Education and TRCN saw the need to make a fundamental change and worked with one spirit to achieve it record time. It is expected that all universities will automatically switch over to the National PGDE Benchmarks starting from the 2010/2011 academic session. Also, candidates intending to study PGDE need to be aware that only with effect from the 2010/2011 session, those who study any other form of PGDE other than this approved National PGDE Benchmarks, shall not be registered by TRCN as professional teacher and those who practise without registration are liable for prosecution in the law court in accordance with the provisions of the TRCN Act 31 of 1993 which prohibits unregistered persons from practising teaching in Nigeria.

Professor Addison Mark Wokocha
Registrar/Chief Executive
Teachers Registration Council of Nigeria
October 2010.

WHY PGDE NATIONAL BENCHMARKS?

The **Commonwealth Teacher Recruitment Protocol,** which is a multilateral agreement endorsed on September 1st, 2004 by the Ministers of Education of the Commonwealth countries requires each country of the Commonwealth to streamline and standardize its teacher education programmes. This is to facilitate international comparison and equal treatment/conditions of service for teachers who wish to teach abroad in other Commonwealth countries. Ostensibly, the Protocol adopted in the United Kingdom was chaired by the then Nigeria's Minister of Education, Prof. Fabian Osuji.

Similarly, the world body of the teaching councils – **the International Forum of Teaching Regulatory Authorities (IFTRA),** with its headquarters at Cardiff, Wales, United Kingdom – has in its 2009 World Conference mandated member countries to expedite action on the standardization of teacher education programmes and teacher recognition criteria. TRCN as a prominent member of IFTRA is therefore expected to implement the decisions at the local level.

The Dean of Faculties and Directors of Institutes of Education of Nigerian Universities who designed the 2008 TRCN **Professional Diploma in Education (PDE)**, which is a teacher education programme for non-Education graduates – also raised the need to harmonize the PGDE syllabi of Nigerian universities in order to come up with National Minimum Benchmarks. The need for the PGDE National Benchmarks was pursued most vigorously by then Chairman of the Committee of Deans of Education, Prof. O. O. Anowor of the Enugu State University of Science and Technology who constantly urged TRCN to take up the challenge.

The TRCN Act 31 of 1993, Section 1(1) further empowered TRCN to regulate and control the teaching profession in Nigeria "in all aspects and ramifications." The Act also gave TRCN the responsibility to determine who is a teacher in Nigeria; and to determine the level of knowledge and skills required to be a teacher and to raise the level from time to time.

It is pursuit of these international, national and statutory mandates that TRCN collaborated with Consultants, stakeholders and the Committee of Deans of Education of Nigerian universities to come up with this PGDE National Benchmark.

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LIST OF ACRONYMS

ACE	-	Associateship Certificate in Education
APA	-	American Psychological Association
CPD	-	Continuous Professional Development
EFA	-	Education for All
FTS	-	Federal Teachers Scheme
HIV/AIDS	-	Human Immuno-Deficiency Virus/Acquired Immune Deficiency Syndrome
IA	-	Interim Assessment
ICT	-	Information and Communication Technology
ITF	-	Industrial Training Fund
MDGs	-	Millennium Development Goals
NACA	-	National Agency for the Control of HIV/AIDS
NBTE	-	National Board for Technical Education
NCCE	-	National Commission for Colleges of Education
NCE	-	Nigeria Certificate in Education
NDLEA	-	National Drug Laws Enforcement Agency
NITDA	-	National Agency for Information Technology Development
NTI	-	National Teachers Institute
NUC	-	National Universities Commission
NUT	-	Nigeria Union of Teachers
PDE	-	Professional Diploma in Education
PGDE	-	Post-Graduate Diploma in Education
PQE	-	Professional Qualifying Examination
QA	-	Quality Assurance
STUP	-	Special Teachers Upgrading Programme
TRCN	-	Teachers Registration Council of Nigeria
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
USAID	-	United States Agency for International Development
WHO	-	World Health Organisation

PART ONE
INTRODUCTION

I.I POST-GRADUATE DIPLOMA IN EDUCATION: THE BACKGROUND

Over the years of running Western Education oriented programmes in Nigeria, there has been the need to produce teachers who could operate the education system efficiently with a view to achieving specified curricula goals. In view of this trend, there are graduate personnel who have been employed exigently to perform teaching duties at various levels of the education system, viz- the Nursery, Basic, Senior Secondary and Tertiary levels, who are not professionals.

Within the limit of the exercise of academic freedom to correct the anomaly, most Nigerian Universities have risen to the occasion by establishing Post- Graduate Diploma in Education (PGDE) Programmes to equip that class of persons with requisite skills of the teaching profession. The PGDE programmes run in various Nigerian Universities, accordingly, have vaguely related aims, objectives and diverse curricula. Understandably, there was hitherto, no central regulating authority. The effect has been catastrophic over the years. First, different products of the programme have acquired different non-accredited learning experiences. Second, the quality of each PGDE programme run by various Nigerian Universities has yet to be streamlined by a central regulating authority. Third, the question of minimal entry requirement is arbitrarily fixed by each tertiary institution. Fourth, the duration of the programme is also subject to the convenience of each university. Yet, the question of sustainable structures in terms of human capital, adequate learning resources and academic enabling environment are not uniform. There are many more problems.

Some universities, in addition to offering foundation courses in education, have also mounted specialised PGDE programmes in specific disciplines. Indeed, various academic institutions have had various statements of philosophy and scope, aims and objectives, mission and vision. The entire picture is one of lack of co-ordination and lack of establishment of central regulatory principles for the PGDE programme in Nigeria.

There has been the additional complication of using different scoring/grading systems to obtain cumulative grade point averages. There is the problem of no uniform grading of graduation results; no uniform course contents; no uniform examination regulations and no uniform contact hours. Therefore, there is no uniform performance in the teaching field by the products of PGDE programmes.

Teachers Registration Council of Nigeria (TRCN) has the authority to regulate professionalism in teaching in Nigeria. Accordingly, the Council has hereby produced this draft National Benchmark for the PGDE Programme in Nigeria having closely studied the strengths and weaknesses of the PGDE Programme as run by universities in Nigeria. The National Benchmark is hereby presented as the Minimum Standard for the PGDE Programme in Nigeria.

I.2   THE PHILOSOPHY

The Philosophy of PGDE Programme is to produce educators who will serve as agents of positive change through the social engineering processes of education as teachers, researchers, experts, educational policy/programme designers, developers, implementers, evaluators and experts whose services shall be useful in related fields of national and international development.

I.3   THE VISION

To run a PGDE Programme that shall cater adequately for our national education needs as well as become reckoned with as one of the best programmes globally.

I.4   THE MISSION

To empower educators intellectually and professionally to sustain and improve educational practice in schools, colleges, polytechnics, universities and other educational organisations in Nigeria in line with national needs, aspirations and global standards.

I.5   AIMS AND OBJECTIVES OF THE PROGRAMME

The PGDE Programme is theoretical and practical. It includes important aspects of teaching and learning. The programme addresses the philosophical problems of the bases of educational practice, the diverse human settings within which teaching and learning occur, the practical process and content of teaching, the definition of the teacher's role and teaching ethics.

At the end of the programme, learners should have in-depth knowledge of education and the professional requirements as well as competence to adequately teach at various levels of education and function effectively in other organisations. All courses offered in the programme aim at:

1. Developing professional background and expertise of educators;
2. Producing educators who are knowledgeable and committed to the implementation of our National Policy on Education;
3. Producing educators who can propel social change intellectually in attitudes, skills, values and worldviews;
4. Developing educators who can give Nigerian education a national outlook while making it relevant in a global context;
5. Producing educators who are committed to reforming educational delivery through effective application and utilisation of ICT in both national and global contexts;
6. Producing educators who would teach and provide leadership at different levels of education;
7. Providing leadership for basic, secondary and tertiary academic institutions and other sectors of the national economy;

8. Producing media specialists, designers of training programmes and evaluators of educational programmes/products in the schools, Ministry of Education, industries, health services and government agencies;

9. Providing opportunity for the professional training and personal improvement in teaching for serving teachers;

10. Enabling the acquisition of knowledge, skills and techniques necessary for teaching the special subjects and the effective use of the library; and

11. Conforming to all regulations contained in the National Benchmark for the PGDE programme in Nigeria.

PART TWO
HISTORICAL EVOLUTION OF THE PGDE BENCHMARK

2.1   TEACHERS REGISTRATION COUNCIL OF NIGERIA

2.1.1 TRCN ACT 31 of 1993

Teachers Registration Council of Nigeria was established by Act 31 of 1993. The Act gave legal authority for the regulation of teaching as a profession that pursues and attains international standards.

Within one decade of functional existence (2000-2010), TRCN has strongly established itself across the country in terms of infrastructure, facilities, and staffing, with offices in all states of the Federation. Indeed, some of the offices were donated by the state governments to demonstrate their support for the professionalisation of teaching in Nigeria.

2.1.2 TRCN as Africa's largest professional regulatory body

TRCN is the single largest professional regulator in Africa. It deals with the number of teachers that is more than all other professionals combined. By 2009, over 730,000 teachers had been registered from the primary to the university level. The distribution of certificates to registered teachers was nationally celebrated in 2005. TRCN gave its first Fellowship Awards since inception to six distinguished registered teachers: (i) His Excellency, Alhaji Shehu Shagari, the First Executive President of Nigeria; (ii) His Excellency, Alhaji (Dr.) Aliyu Magatakarda Wamakko, the Executive Governor of Sokoto State; (iii) Her Excellency, Princess Sarah Sosan, Deputy Governor of Lagos State; (iv) Her Excellency, Dame Virgy Etiaba, former Deputy Governor of Anambra State; (v) Professor Adamu Baikie, former Vice Chancellor, Nasarawa State University; and (vi) Chief Anjikwi Musa Ciwar (OON), the pioneer Registrar/Chief Executive of the Teachers Registration Council of Nigeria. The Fellowship Award took place on July 8, 2010 and was hosted by the Sokoto State Government. TRCN is

also a member of the International Forum of Teaching Regulatory Authorities (IFTRA) with its headquarters at the General Teaching Council for Wales, United Kingdom. IFTRA is the world body of all Teaching Councils in all the continents. By 2010, Nigeria (through TRCN) and South Africa (South African Council for Educators) are the only two African countries that are members of IFTRA.

2.1.3 Licensing of teachers

The distinguishing mark of a genuine professional is the possession of a valid practising licence at any moment. Since 2008, TRCN has channelled resources to taking the teaching profession to this next level.

2.1.4 Professional Qualifying Examination (PQE)

Systematic testing of competences before granting of membership is another hallmark of professional regulatory agencies. TRCN advanced to this stage when on December 13, 2008 Professional Qualifying Examination (PQE) for all teachers intending to register was conducted in all states of the country and the Federal Capital Territory.

The success of the examination brought greater credibility to the teaching profession and sent a strong signal to teachers that they must keep learning.

After the 2008 successful exercise, TRCN has become more equipped to develop the on-going PGDE Programme and Modules. TRCN has temporarily suspended the examination pending the completion of the PQE programme and module designs. The PQE shall be restored as soon as the Modules are ready

2.1.5 Induction of Education students at point of graduation

TRCN catches young teaching professionals. Accordingly, it is laying a strong foundation for professional consciousness and commitment through the induction of graduates in education disciplines at the point of graduation.

2.1.6 Quality Assurance for Teacher Education in Nigeria

Quality Assurance (QA) is enshrined in the laws of all the professional regulatory agencies. By this provision, the agencies are empowered to accredit, monitor and supervise the quality of training being given to individuals who intend to register as teachers. This is also true of the medical, legal, engineering, teaching Councils etc.

While some of the professional agencies carry out the QA functions independently, others work collaboratively with the supervisory agencies in charge of the tertiary institutions in Nigeria such as the NUC, NCCE, NBTE. TRCN has preferred the collaborative approach and as such, has made tremendous impacts on QA in teacher education by working with the NUC and NCCE. For instance, from 2004 - 2006, TRCN together with the World Bank, NUC, NCCE, NTI, NUT and other stakeholders sponsored a national research to investigate the quality of NCE and Education graduates already in practice in Nigeria. The findings of the research formed the basis for the latest National Minimum Standards for NCE and Bachelors Degree in Education being introduced to the Colleges of Education and Universities in Nigeria currently by the NCCE and NUC, respectively.

Equally, TRCN made critical contributions at the relevant national workshops organised by the NCCE to come up with the current National Minimum Standards while the NUC sent its National Benchmarks for Bachelors Degree in Education to TRCN for inputs and received the necessary boosts.

TRCN has further worked out a Memorandum of Understanding with the NCCE on how to constructively and collectively deepen the QA functions in the Colleges of Education in Nigeria while TRCN's partnership with the NUC for the same function in respect of Education programmes at the Faculties of Education in the universities has been on-going.

TRCN is collaborating in other national and international efforts aimed at improving QA for teacher education. Among these are: the UNESCO Teacher Training Initiative in Sub-Saharan Africa (TTISA) and the development of QA Tool kits by the Commonwealth of Learning, Canada.

TRCN has published and circulated free of charge teacher accreditation/monitoring manual to teacher training institutions in Nigeria. In conclusion, All PGDE Programmes are expected to measure to specified Minimum National Standards. Accordingly, PGDE Programmes shall be accredited for routinely supervised quality assurance by using TRCN set parameters. Such parameters shall be reviewed from

time to time with a view to meeting prevailing needs and challenges. Lecturers with professional teaching qualifications (not below the Nigeria Certificate in Education, PGDE or Professional Diploma in Education) only shall be allowed to teach in the PGDE Programme.

2.1.7 The Professional Diploma in Education (PDE)

TRCN collaborated with the Institute of Education, Ahmadu Bello University Zaria and Deans of Faculties of Education in Nigeria to fashion a new teacher education programme called the Professional Diploma in Education (PDE). TRCN in 2007 concluded the development and production of the national benchmark for the programme and by 2008, circulated free copies to virtually all teacher training institutions in Nigeria.

The PDE which has become popular among the teacher training institutions in Nigeria by policy replaced all other "obsolete" teacher education curricula and all manners of Diplomas and Certificates in Education being awarded by the various institutions without curriculum update or accreditation/monitoring by either NCCE or NUC. For instance, the Technical Teachers Certificate Curriculum has not been reviewed for over ten years and the Diplomas and Associateship Certificate in Education etc. do not meet the national minimum teaching qualifications.

The PDE is designed specifically for teachers without teaching qualifications, ranging from holders of the Higher National Diploma to PhD or their equivalent. The PDE further embodies the flexibility, richness in pedagogical content, provision for specialisation etc. which have current national and international concerns. A candidate who has successfully undergone the Professional Diploma in Education (PDE) is qualified to pursue Masters Degree in Education.

2.1.8 The Post Graduate Diploma in Education (PGDE)

Deans of Education in Nigeria have been inspired by the successful development of the National Benchmark for the PDE to agitate for the Post Graduate Diploma in Education (PGDE). The Deans pointed out that the PGDE Programme does not have a

National Benchmark and never accredited or supervised by the NUC. The Deans therefore, see TRCN as the appropriate umbrella to take over completely the QA for such teacher education programme that has been operating in the institutions without moderation by any of the supervisory agencies. TRCN hereby responds to that need.

2.1.9 The Special Teacher Upgrading Programme (STUP)

The Special Teacher Upgrading Programme (STUP) which is a proud legacy of the Federal Ministry of Education and now domiciled at the NTI has TRCN at its roots. It was TRCN's irresistible drive to rid the teaching profession of quacks (and in fact threatened to commence the prosecution of unqualified teachers in accordance with the 2003 decisions of the National Council on Education) that led to the introduction of STUP in 2006.

The National Council on Education made TRCN the Secretariat/Secretary of the Committee. After the production of acceptable STUP Blueprint, the NCE further gave TRCN the responsibility of designing and administering the screening tests meant to determine the Teacher Grade Two candidates that are suitable for the STUP Programme. TRCN is still a key ally of NTI in the implementation of STUP.

2.1.10 The Federal Teachers Scheme (FTS)

The idea of a Federal Teachers Scheme (FTS), another legacy of the FME, was born through collaboration between the FME, TRCN, UBEC, NCCE, and NTI. TRCN was central, not only to the initiation of the idea but also the development of the Blueprint. This is why one of the three cardinal objectives of the FTS is to serve as INTERNSHIP PROGRAMME for the fresh NCE graduates engaged ⁹ ie programme. The internship component was to be managed by TRCN as a pilot test of how internship could be designed and generalised to other categories of Education graduates. This objective has however not yet been realised due to paucity of funds.

TRCN has performed with much distinction in the area of Continuous Professional Development (CPD) that the National Council on Education at its 2007 session unanimously endorsed a motion to commend TRCN for its breakthroughs in CPD. The constant facts associated with TRCN's CPDs since its inception are that: they are

totally free of charge to the participants contrary to the practice in other professional regulatory agencies where training programmes are clearly exorbitant; they are national as they cover every state of the country; the participants are purely the nominees of their states; teachers at all levels from the primary to the university have been catered for; the CPDs have covered very critical aspects of teaching skills and professional competencies.

Over the years, TRCN's CPDs have covered a wide array of pedagogical and professional themes which include:

    i. Basic pedagogical issues in teaching methods, instruction and curriculum, measurement and evaluation, school records etc.

    ii. School based teacher professional development strategies,

    iii. Multi-grade teaching techniques,

    iv. Information and Communication Technology (ICT),

    v. Use of mother-tongue in instructions at the primary school level,

    vi. Best practices in the teaching of Science, Technology and Mathematics (STM),

    vii. Eradication of drug abuse, cultism and examination malpractice,

    viii. Prevention and management of HIV/AIDS,

    ix. Gender sensitivity instructions,

    x. Physical Education and Sports,

    xi. Student friendly teaching techniques.

In the delivery of these CPDs, the best resource agencies/persons were utilised, for instance:

- For the ICT it was the National Agency for IT Development (NITDA) and National e-Government Strategies (NeGSt); Skills4Industry Inc., USA
- Drug abuse and cultism – National Drug Law Enforcement Agency (NDLEA)
- Examination malpractice – The National Examination Ethics Project
- HIV/AIDS – The National Agency for the Control of HIV/AIDS (NACA)
- Pedagogy Nominees of the Faculties of Education as the best teachers in specified fields

Over the years, the PGDE programme has been run by various universities without a national benchmark to regulate minimum standards quite unlike the Post Graduate Programmes leading to the award of MA, MSc, MEd, PhD and other higher degrees which programmes are directly regulated and accredited by the NUC. It is not part of the mandate of the NUC to regulate diploma programmes in the university system. The responsibility of regulating the PGDE Programme is vested in TRCN.

2.2   PGDE PROGRAMME MANAGEMENT

The routine management of the PGDE Programme is vested on the authority of the University which runs the programme. Accordingly, each university shall forward an application of intent to TRCN for *consideration, assessment* and *approval* before commencement. In the event that the programme had commenced before the adoption of the National Benchmark, the institution shall forward to TRCN within three (3) months of receipt of the National Benchmark details of the PGDE Programme for Interim Assessment (IA) and resource verification. TRCN shall within three (3) months on receipt of the document, conduct Interim Assessment of the programme and shall within the subsequent twelve (12) months carry-out Full Accreditation (FA) of the PGDE programme. Letters must be sent to all concerned with the Accreditation exercise.

2.3   RECOGNITION

A PGDE Programme shall have *full, interim or denied accreditation* status depending on the performance during a TRCN accreditation exercise. The programme shall be accredited once in every three years for institutions on full accreditation and once in every two years for those who have interim accreditation. Institutions that have a denied accreditation status shall have the PGDE Programme de-recognised. The institution which has denied accreditation status shall not be allowed to run the PGDE programme until it has secured a full or interim accreditation status. An institution which has interim accreditation on its second visit shall have that assessment result interpreted as denied accreditation. Violators shall be duly sanctioned through public blacklisting and de-recognition by TRCN and published in at least four national daily newspapers. TRCN shall neither register nor license PGDE graduates of such institutions.

PART THREE
GENERAL REGULATIONS

3.1   ADMISSION POLICY

The PGDE programme shall become operable subject to full compliance with stipulated regulations. The admission requirements for Post Graduate Diploma in Education programme are presented below.

3.1.1 General Requirements

General criteria for admission are as follows:
1. A candidate who holds a first degree (or above) in a relevant teaching subject from an NUC accredited university in Nigeria or a recognised overseas university;
2. A Candidate who possesses an HND (not below lower credit pass) in one of the teaching subjects at credit level.

3.1.2 Specific Requirements

1. A candidate must possess Senior Secondary School Certificate or its equivalent with at least five credit passes including English in not more than two sittings.
2. A candidate must possess such credit passes that are related to the teaching subject.

3.2   TYPES OF ADMISSION

3.2.1 Full-Time Admission

Full-time admission is offered only to candidates who can satisfy the Admission Board of PGDE Programme that they are not in employment, or that they have been

relieved by their employers to undertake full-time studies. Candidates who have made a false declaration in this respect shall be expelled from the programme whenever detected.

3.2.2 Part-Time/Online Programmes

Candidates who have applied from within a university may be admitted into a part-time/online programmes. However, they shall undertake to take all courses for the programme and satisfy supervision requirements within the duration of the course.

3.3 DURATION OF COURSE

3.3.1 Full-time

The duration for the full-time programme is one academic session which comprises two semesters. In the event of failure (or other justifiable reasons to cause extension), the candidate shall spend an additional session of two semesters to remedy such problems. At the end of the second session, the studentship shall be deemed to have lapsed if the student could not complete programme successfully. For good cause, a paid-up student could suspend studies and/or defer admission for a period not exceeding one academic session (two semesters) only.

3.3.2 Part-Time

The duration for the Part-time PGDE Programme is four semesters (two academic sessions). In the event of failure or any other justifiable reason, the student shall spend an additional session (two semesters) to remedy the problem.

After the sixth semester (third academic session), the Programme shall be deemed to have lapsed if the student does not complete the programme successfully. For good cause, a paid-up student could suspend studies and/or defer admission for a period not exceeding one academic session (two semesters).

3.4 METHOD OF APPLICATION

3.4.1 Application Form

Advertisement for admission shall be done by each institution. The advert shall appear in ;

1. At least one National daily newspaper
2. One local newspaper
3. The Electronic medium (radio/television/web)

This shall be done three months before the commencement of the programme.

3.4.2 Procedure for Admission

The preferred method of application may be specified by each university. The procedure for admission into the PGDE Programme may include the following (the suggestions are without prejudice to the existing structures in each university):

i. Eligible candidates wishing to be admitted into the PGDE Programme shall purchase an admission form,

ii. The completed form should be accompanied by validated transcript submitted in duplicate to the PGDE directorate,

iii. The candidate's forms accompanied by the validated transcript shall be sent to the HOD into which the candidate seeks admission for processing and recommendation following the National Benchmark and the university's School of Graduate Studies regulations for admission,

iv. The HOD in consultation with the Departmental Graduate Studies Committee using the eligibility criteria shall recommend the candidates to be admitted,

v. The departmental admission list with recommendations shall be forwarded by the HOD to the Director/Coordinator of PGDE Programme,

vi. The Directorate of PGDE Programme shall appraise the departmental recommendations in relation to availability of staff and research facilities,

vii. The appraisal of the Directorate of PGDE Programme shall be submitted to the School of Post Graduate Studies via the office of the Dean, Faculty of Education,

viii. The Board of School of Graduate Studies shall ratify the list of admission and forward same to Admissions Office of the University for publishing and notification of successful candidates.

3.5   RESIDENTIAL ACCOMMODATION

If residential accommodation is available, a successful candidate shall on application be offered residential accommodation subject to the terms of each university.

3.6   STAFF OBLIGATION

All lecturers of the PGDE Programme, Heads of Departments, the Directorate of PGDE Programme and the School of Graduate Studies shall cooperate fully to enforce compliance with programme duration.

3.7   EMPLOYMENT OPPORTUNITIES

Employment opportunities exist for graduates of the PGDE Programme in the following areas:

i.   Federal and State Ministries of Education as education officers, etc.

ii.   Basic and Senior Secondary Education Management Boards,

iii.   Teaching in Basic and Senior Secondary Schools,

iv.   Teaching in Monotechnics, Polytechnics, Colleges of Education and Universities,

v.   Non-teaching staff in iv (above),

vi.   Petroleum (oil & gas industry) as facilitators, developers and designers of training programmes on safety and other issues in the sector,

vii.   Other industries (manufacturing, extractive and construction) as designers or developers of training programmes,

viii. Industrial Training Fund (ITF) as education officers, facilitators or designers of training programmes for several establishments,

ix.   UNESCO, UNICEF, WHO, USAID and other international agencies as consultants, facilitators or designers of training programmes on current issues such as EFA, MDGS, HIV/AIDS pandemic, etc.

x.   Generation of self-employment and employment for others.

3.8   COMPONENTS OF THE PGDE PROGRAMME

The Post-Graduate Diploma in Education shall consist of:

i.   Studies in Theory and Practice of Education,

ii.   Specialised procedure in the teaching of subject,

iii.   Supervised practice teaching for a minimum of twelve weeks,

iv.   Supervised research project in Education.

3.8.1 Withdrawal from Programme

A PGDE student shall be asked to withdraw on grounds of the following:

(A)   i)   Unsatisfactory academic performance,

ii)   Poor and irregular lecture attendance (below 75% attendance),

iii)   Ill health without medical report,

iv)   Examination malpractice,

v)   Stealing, fighting, insubordination to staff and other related offences.

(B)   A student may withdraw from the programme voluntarily.

(C) A student may suspend the programme with adequate reason(s).

PART FOUR
ACADEMIC REQUIREMENTS

4.1 SUPERVISION SPECIFICATIONS

Students shall meet the following requirements. Similarly, each university shall operate in compliance with the stipulated procedures. The PGDE Directorate shall appoint project supervisors for students. Each student shall submit a list containing three researchable topics that relate to education and the students' discipline. All supervision work must be concluded within the period of the duration of the programme.

In all cases, lecturers/supervisors in the PGDE Programme must be of the rank of Senior Lecturer and above, and shall have obtained a minimum teaching qualification of Nigeria Certificate in Education (NCE) or PGDE. Such lecturers and supervisors shall also have been duly registered with TRCN. No lecturer shall supervise more than five candidates per session.

4.2 COURSE WORK GRADING SYSTEM

Score Range	Letter Grade	Grade Point
70 and above	A	5.00
60 to 69	B	4.00
50 - 59	C	3.00
0 – 49	F	0.00

4.3 REQUIREMENTS FOR THE AWARD OF POST-GRADUATE DIPLOMA IN EDUCATION

Each student's performance shall be based on:

i.   Continuous assessment and final examination in the taught courses

ii.   Assessment of supervised teaching/seminars

iii.   Assessment of research project.

Continuous Assessment shall account for 40% of a student's grade for each course taught. The final examination shall be presented based on cumulative grade point averages which ranges shall be designated as follows:

	Range of CGPA		Designation
1.	4.50 to 5.00	-	Distinction
2.	4.00 – 4.49	-	Credit
3.	3.50 – 3.99	-	Merit
4.	3.00 – 3.49	-	Pass
5.	0.00 – 2.99	-	Fail

A candidate who carries over any course shall not be eligible for a Distinction Grade; and no candidate who fails to meet the graduation requirement within the normal period of the programme shall be eligible for the award of a Credit grade.

4.4   REGULATIONS GOVERNING THE PRESENTATION OF PROJECT

4.4.1 Size of Paper

The approved size of paper shall be A4.

4.4.2 Signatories

The underlisted members of a candidate's Board of Examiners should sign the certification of project.

- Supervisor

- Director/Coordinator of PGDE Programme

- External Examiner

- Chairman, Board of Examiners/Dean.

4.4.3 Length

The completed research project shall not fall below 25, 000 words.

4.4.4 Format and Layout

The research project shall be made up of (all or some of) the following parts:

Title Page

Certification Page

Dedication Page

Acknowledgement

Abstract

Table of Contents (Analytic Model)

List of Abbreviations

List of Illustrations (Tables and Figures)

Text of Project

References

Appendices

4.4.5 Style Sheet

The most current research style sheet of American Psychological Association (APA) shall be adopted for citation and documentation of sources.

4.4.6 Colour and Bindery Specification

The research project shall be bound in hard cover and according to the colour chosen by the university.

4.4.7 Certification Format

    i.   Name of University

    ii.   Title of Project

    iii.   Full name of Author (Surname first, comma, and other names in full)

              E.g.   GOWON, OLA AGWU

    iv.   Declaration

        The Board of Examiners Declares as Follows:

        That this is original work of the candidate; that the project is accepted in partial fulfilment of the requirement for the award of Post-Graduate Diploma in Education of the University of ...

v.	NAME	SIGNATURE/DATE
Supervisor(s)	……………….	………………………
Director of PGDE Programme	………………..	………………………
External Examiner	………………..	……………………..
Chairman, Board of Examiners	……………….	………………………

4.4.8 Related Matters

All cases related to Registration, Late Registration, Deferment of Admission, Lapsed Registration, Renewal of Registration and Deferment of Registration shall be handled in relation to the provisions of this document with specific applications to each university where the PGDE Programme is run.

PART FIVE
FINANCIAL AND EXAMINATION REGULATIONS

5.1   FEES AND FINANCIAL REGULATIONS

Details of fees payable and other financial regulations are subject to the approvals made by the Senate of each University. Such fees will however cover such vital areas as: Tuition, Registration, Health Services, Cautionary Deposit, Library, Identity Card, Teaching Practice, Sports, Accommodation (if available), Laboratory (where applicable), Supervision and Examination. Charges in Relation to Development Levy, Late Registration, Change of Mode of Study, Deferment of Programme, Change of Course, Extension of Period, and Refund of Fees are subject to the University internal regulations.

5.2   THE BURSARY

The Bursary Department shall be responsible for all financial transactions of the PGDE Programme. Accordingly, students' accounts, fees, scholarship payments and other financial matters shall be undertaken by the Bursary via the PGDE Programme Accountant.

5.3   EXAMINATION MALPRACTICE

All proven cases of examination malpractice shall be punished according to the laws of the institution.

5.4   FORMS OF EXAMINATION MALPRACTICE

These are forms of cheating which directly or indirectly falsify the ability of   the students. These shall include but not limited to cheating within an examination hall and any involvement in illegal examination related offences. Forms of cheating are categorised as follows:

5.4.1 Cheating within an Examination Hall/Room

i.   Copying from one another / exchanging question/answer sheets,

ii.   Bringing in prepared answers, copying from textbooks, notebooks, laboratory specimen and any other instructional aids smuggled into the hall,

iii.   Collaboration with invigilator/lecturer where it involves the lecturer providing written and or oral answers to a student in the examination hall,

iv.   Oral/written communication between and amongst students,

v.   Bringing in prepared answers whether written or oral, from any person(s) outside an examination hall,

vi.   Receiving examination answers whether written or oral, from any person(s) outside an examination hall,

vii.   Refusal to stop writing at the end of an examination,

viii. Beginning an examination before the supervisor authorises the beginning of the examination,

ix.   Impersonation,

x.   Illegal removal of unused answer booklet(s) from the examination venue,

xi.   Non-submission of answer scripts at the end of the examination,

xii.   Chewing and swallowing copied answers to escape punishment,

xiii. Colluding to cover up an examination malpractice,

xiv.   Bringing into the examination hall and/or any electronic gadget by which examination malpractice could be perpetrated,

xv.   Soliciting for answers from the invigilator, and

xvi.   Moving to an unassigned seat during examination, etc.

5.4.2 Cheating outside the Examination Hall

i. Plagiarism,

ii. Copying field work and laboratory reports of others,

iii. Copying term papers of others,

iv. Colluding with a member of staff to obtain or on his own initiative obtaining set questions or answers before hand,

v. Colluding with a member of staff to modify, or on his own initiative modify students' score cards, answer scripts and/or mark sheets,

vi. Colluding with staff in order to submit a newly prepared answer script as a substitute for the original script after an examination,

vii. Writing of projects, laboratory and/or field report on behalf of a student by a staff,

viii. Soliciting for help after an examination,

ix. Secretly entering/and or breaking into a staff office or departmental office in order to obtain question papers, answer scripts or mark sheets or substituting a fresh answer script for the original script, and

x. Refusal to cooperate with the Investigating Panel in the investigation and preparation of alleged examination malpractice.

5.4.3   Related Offences

i. Manipulation of registration forms in order to sit in for an examination for which the student is not qualified,

ii. Sitting in for an examination for which the student is not qualified as a result of manipulation of registration forms,

iii. Colluding with a Medical Doctor in order to obtain an excuse duty and medical certificate on grounds of feigned illness,

iv. Producing a fake medical certificate,

v. Assaulting/Abusing the invigilator within or outside the scene of examination malpractice,

vi. Insulting/intimidating the invigilator within or outside the scene of examination malpractice,

vii. Attempting to destroy evidence of examination malpractice,

viii.   Giving/accepting gifts to induce examination malpractice,

ix.   Intimidation/threat to extort sex/money/other forms of indecent gratification from students by staff in exchange for grades,

x.   Deliberate attempt to fail a student by an examiner,

xi.   Misplacement/loss of students' scripts,

xii.   Delay in turning in the score sheets, scripts and attendance sheets of candidates, and

xiii.   Lateness to examination by staff and student, etc.

Indeed, no candidate who is thirty (30) minutes late shall be allowed to take an examination. The candidate shall take the examination at the next available opportunity as first attempt. All cases of examination malpractice shall be handled according to the laid down regulations of each university. Defaulters shall be proportionately disciplined and records of such disciplinary actions shall be made available to TRCN during programme accreditation exercises.
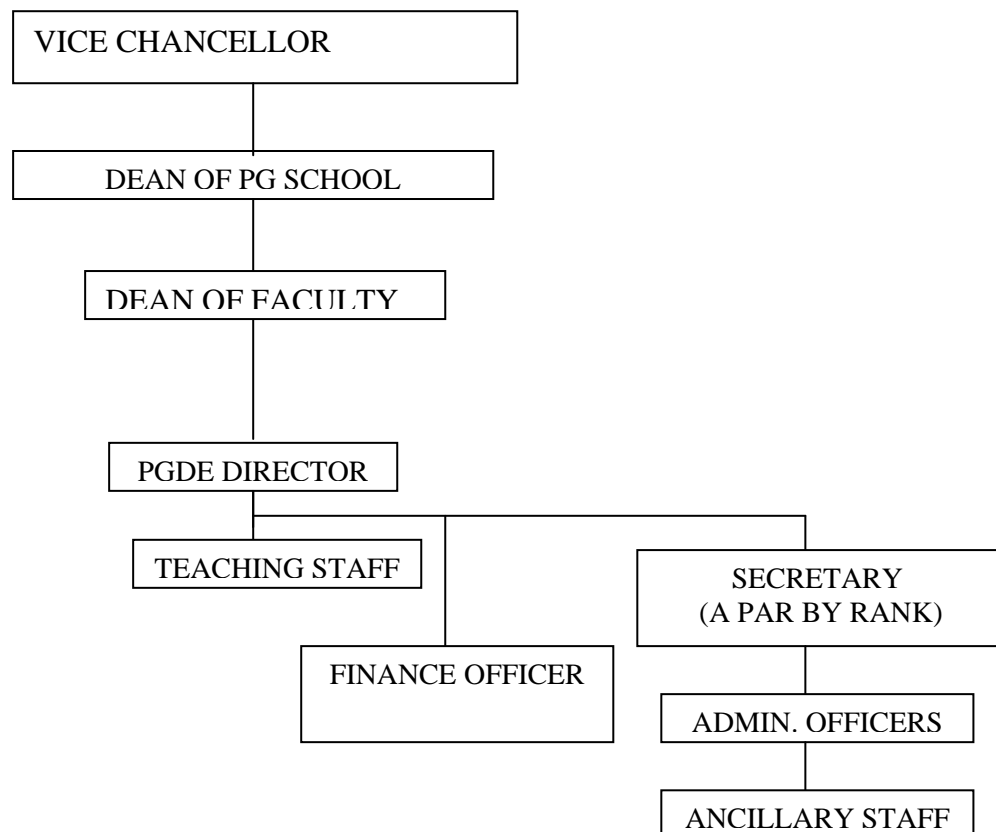
PART SIX
ADMINISTRATION OF THE POST-GRADUATE DIPLOMA IN EDUCATION PROGRAMME

The suggestions in this Part are without prejudice to the existing structures in each university.

6.1 THE PGDE ORGANOGRAM

The PGDE Programme is run by universities through The Directorate of the PGDE Programme with the supervision of the School of PG Studies. The proposed organogram by which the programme is run is presented below.

```
                    VICE CHANCELLOR

                   DEAN OF PG SCHOOL

                   DEAN OF FACULTY

                     PGDE DIRECTOR
                                              SECRETARY
         TEACHING STAFF                      (A PAR BY RANK)

              FINANCE OFFICER                 ADMIN. OFFICERS

                                              ANCILLARY STAFF
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The PGDE Directorate shall relate to the Senate as illustrated below.
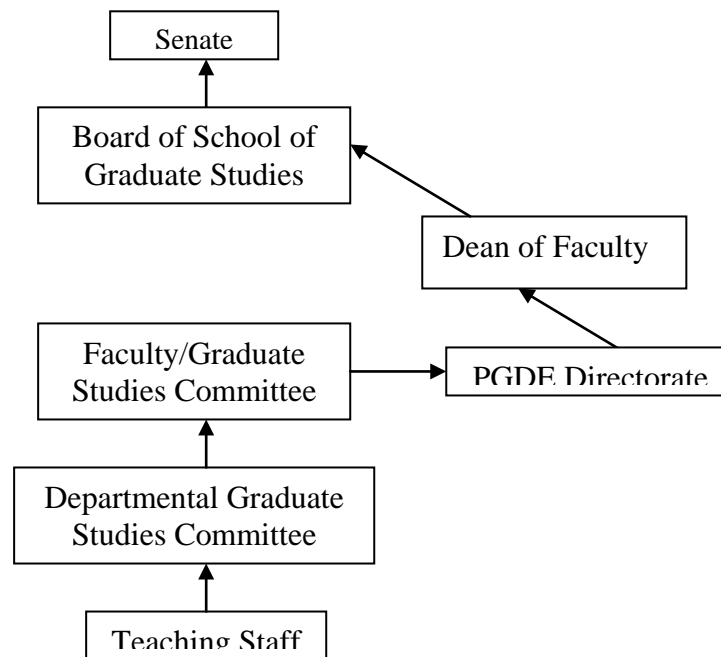
6.2   THE PGDE BOARD

The Board shall consist of:

- Vice Chancellor (or Representative) Chairman

- Council Representative

- Dean, School of Post-Graduate Studies

- Dean, Faculty of Education

- Director, PGDE Programme

- Registrar's Representative

- Bursar's Representative

- Librarian's Representative

- Director, Physical Planning Unit

- Representatives of Faculties

- Secretary, PGDE Programme

- Accountant, PGDE Programme

6.3   THE LIBRARY

Students shall have access to relevant books in print and e-resources in the ratio of 1 student: 10 books.

6.4   LECTURER-STUDENT RATIO

The ratio of lecturer to student shall be 1:25. This shall be without prejudice to departmental and general courses.

PART SEVEN
POST-GRADUATE DIPLOMA IN EDUCATION ACADEMIC PROGRAMME

7.1 ACADEMIC PROGRAMMES

The PGDE Academic Programme shall consist of core courses, required courses and electives. Students shall pass at least 47 units made up of the following: 6 units of Teaching Practice, 4 units of Project, 2 units of Micro-Teaching, 19 units of core courses, 8 units of required and 8 units of elective. Required courses must be taken and passed.

7.2 SEMESTERLY SCHEDULE OF COURSES

FIRST SEMESTER COURSES

Core Courses

1. EDU 0601 Philosophy of Education   (1C)
2. EDU 0603 History of Education   (1C)
3. EDU 0605 Sociology of Education   (1C)
4. EDU 0607 Psychology of Education   (2C)
5. EDU 0609 Curriculum Development   (2C)
7. EDU 0611 Educational Research and Statistics   (2C)
8. EDU 0613 Micro-Teaching   (2C)
9. EDU 0615   Subject Methods   (2C)

Required Courses

1. EDU 0617 Guidance and Counselling   (2R)
2. EDU 0619 ICT & Computer Education   (2R)

Elective Courses

Any two elective courses

1.	EDU	0621	Special Education	(2E)
2.	EDU	0623	Citizenship Education	(2E)
3.	EDU	0625	Use of Library	(1E)
4.	EDU	0627	Population and Family Life Education	(2E)
5.	EDU	0629	Open and Distance Learning	(2E)
6.	EDU	0631	Physical Education and Sports	(2E)

And any other topical Issue

Total Credits for First Semester = 21.

SECOND SEMESTER COURSES

Core Courses

1.	EDU	0602	Curriculum Implementation	(2C)
2.	EDU	0604	Educational Technology	(2C)
3.	EDU	0606	Educational Administration & Planning	(2C)
4.	EDU	0608	Educational Measurement & Evaluation	(2C)
5.	EDU	0610	Teaching Practice	(6C)
6.	EDU	0612	Project	(4C)

Required Courses

1.	EDU	0614	Introduction to the Teaching Profession	(2R)
2.	EDU	0616	Seminar	(2R)

Elective Courses

Any two elective courses

1.	EDU	0618	Comparative Education	(2E)
2.	EDU	0620	Education Law	(2E)
3.	EDU	0622	Adult & Non-Formal Education	(2E)
4.	EDU	0624	Environmental Education	(2E)
5.	EDU	0626	Gender Studies	(2E)

6. EDU 0628 Health Education   (2E)

Total Credits for Second Semester = 26.

7.3   Description of Courses

1.   **EDU 0601 Philosophy of Education**
   i.   Nature of philosophy and nature of education.

   ii.   The essence of philosophy of education.

   iii.   An examination of philosophical ideas that have influenced the development of education throughout the world.

   iv.   Schools of Philosophical thought such as idealism, realism, naturalism and pragmatism and their contributions to educational development.

   v.   Issues arising from the philosophy of Nigerian education with due regard to concepts such as: education, equality and opportunity, democracy, aims and objectives of education, reward and punishment, teaching, indoctrination and training, nature of knowledge, values and the individual.

   vi.   Ancient and contemporary philosophers.

   vii.   Their impacts on education systems and usefulness in the classroom environment.

   viii.   The curriculum and philosophy.

   ix.   The problem of truth.

   x.   Transfer and application of knowledge.

2.   **EDU 0602 Curriculum Implementation**

   i.   Basic principles of curriculum implementation.

   ii.   Curriculum innovations and change.

   iii.   Factors that trigger curriculum reforms.

   iv.   Supervisory roles in the implementation of the curriculum.

   v.   Patterns and strategies of contemporary curriculum supervision and inspection.

   vi.   Performance indicators in curriculum implementation: quality assurance, quality control and quality management.

3. **EDU 0603 History of Education**

    i.   A survey of education history from the ancient time to date.

    ii.   Ancient Western and traditional African education systems.

    iii.   Global contemporary education practices.

    iv.   History of Education in Nigeria.

    v.   Significant landmarks in the emergence, development and growth of higher education in Nigeria.

4. **EDU 0604 Educational Technology**

    i.   Approaches to solving instructional problems.

    ii.   The meaning/definition, principles and evolution of educational technology concepts as well as their applications to all aspects of the education curriculum and instructional process.

    iii.   Educational media: meaning, selection, design, production, evaluation and utilisation.

    iv.   Students' practical activities.

    v.   Nature and Roles of Instructional technology.

    vi.   Instructional technology in learning.

    vii.   The basic teaching techniques, some related principles.

    viii.   A systematic approach to media.

    ix.   Introduction to material and media visual aids - Non-projected aids: book and printed materials.

    x.   Real things.

    xi.   Field trips.

    xii.   Models and mock-up simulation and games.

    xiii.   Graphic symbols.

    xiv.   Use of Instructional resources -Bulleting boards, exhibits, chalk boards, chart pads, flannel boards, Study prints, pictures, projected aids, record players, tape recorders, etc.

    xv.   Principles of projection - Over-head projectors, filmstrip projectors, slide projectors, opaque projectors, motion pictures projectors.

    xvi.   Hints for good showmanship.

xvii.   Multi-media and multi-image presentations.

xviii.   Aural aids.

xix.   Micro-projector.

xx.   Radio.

xxi.   Audio-visual aids.

5.   EDU 0605 Sociology of Education

i.   The nature of society.

ii.   The concept of society as a community.

iii.   Groups and grouping in society.

iv.   Institutions in society and their functions: economic, political, religious, educational etc.

v.   Cultural similarities and variations, social stratratification, social change.

vi.   The functions of education, and the school as a social institution in society.

vii.   The relationship between the school and other social institutions such as family, religion, culture, language, economy and political system.

6.   EDU 0606 Educational Administration and Planning

i.   Introduction to Educational Administration – The meaning of Educational Administration; its scope, goals and the factors which contribute to its successful implementation.

ii.   Administrative tasks – Administrative process, supervision of schools, the Nigerian Education system; sudents and staff personnel administration; school business administration; tertiary institutions administration.

iii.   The nature and scope of Educational Planning and implementation; The Nigerian school system.

iv.   The concept of leadership- Approaches, theories and styles; leadership qualities; the school principal as a leader.

v.   Decision-making in educational institutions.

vi.   Principal's leadership function and school management.

vii.   Basic concepts in School Finance; Nature, scope and sources of Educational Finance; National and State Budgets in relation to education and principles and practices of school budgeting.

viii. Concept of Reform and innovations in Education; Trends of Reforms in Education in Nigeria and globally.

7.   **EDU 0607 Psychology of Education**

   i.   An introduction to educational psychology.
   ii. Development from conception to young adulthood.
   iii. The intellectual, social, moral and emotional needs of learners.
   iv. The needs of special learners.
   v.   Perception of people and attribution of causes; self-concept; attitudes and behaviour; Power, authority and civil rights.
   vi. Psychology of learning and cognition, psychological therapies in the school, childhood psychopathology.
   vii. Individual differences in intelligence and learning styles.
   viii. Cognitive and behavioural approaches to teaching and learning.
   ix. Higher cognitive skills in learning and motivation.

8.   **EDU 0608 Educational Measurement and Evaluation**

   i.   Definitions, types and functions of measurement, evaluation, assessment and test.
   ii. Educational and psychological tests.
   iii. Introductory statistical concepts.
   iv. Objective and essay type items.
   v.   Test validity and reliability.
   vi. Evaluation models and methods.
   vii. Evaluation of school, national and selected foreign programmes.
   viii. Skills of implementing the continuous assessment scheme in the school system.
   ix. The instruments and techniques for assessment of achievements in the cognitive and non-cognitive domains.
   x.   Basic statistics.
   xi. Classification of measuring instruments.

xii. Construction of test items using test blueprints.

xiii. Measures of central tendency, variability and point measures.

xiv. Representation of scores in tables and graphs.

xv. Characteristics of score distributions.

xvi. Interpretation of scores.

xvii. Modalities for record keeping and reporting.

9. EDU 0609 Curriculum Development

i. Concepts and processes of curriculum planning.

ii. The meaning and definition of curriculum.

iii. The history of curriculum development efforts in Nigeria.

iv. Models of curriculum development.

v. Factors influencing the Nigeria School curriculum.

vi. The procedure for developing the components of the curriculum. General methods of teaching.

vii. Procedure for selection and utilisation of resources.

viii. Classroom experimentation, curriculum evaluation and curriculum innovation.

10. EDU 0610 Teaching Practice

i. The course exposes students to the practical aspect of the teaching profession.

ii. Students will be posted to schools for a minimum period of twelve (12) weeks.

iii. During the period, students are expected to take part in every aspect of school life including teaching, testing, examining, and academic societies and extra-curricula activities.

iv. The sole objective is to enable students put into practice the theoretical knowledge acquired during classroom interactions with lectures.

v. Students will be supervised at least three (3) times during the teaching practice programme.

11. EDU 0611 Educational Research and Statistics

i. Basic principles and Techniques of research.

ii. Researches in education.

iii. Features and types of educational research (Pure research, pedagogical research, planning research etc.); Variables (dependent, independent moderator and extraneous variables); Hypothesis (research, alternative and null hypothesis); null hypothesis; stating and formulating research questions, population, sample and sampling techniques; Tools of research (questionnaire, opinionative, interview, psychometric, achievement tests, psychological tests, observation); Basic research methods (historical research method, developmental research method, quasi-experimental research method, casual-comparative research method, action research and survey study); Writing a research report (features of a research report, chapter layout emphasis, writing preliminaries and making attachments.

iv. Concepts and process in statistics.

v. Purpose of Statistics, descriptive and inferential statistics, parametric and non-parametric statistics, estimate error in measurement, nominal scale, ordinal scale, interval scale, ration scale, statistical notation, organisation of data, classification of data, representation of data, transformation of scores, measures of central tendency, measures of variability, measures of association.

vi. Inferential statistics used in educational research.

12. EDU 0612 Research Project

i. Each student shall write a project of about 25,000 words under the supervision of a lecturer who shall not be below the rank of Senior Lecturer.

ii. The thesis title must be topical, and an original contribution to knowledge which could enhance education.

iii. The project must meet PGDE specifications and standard.

13.   EDU 0613 Micro-Teaching

i.   Origin, development, meaning, aim and scope of micro-teaching.

ii.   Basic principles and phases.

iii.   Components of micro-teaching and their values.

iv.   Techniques/skills of micro-teaching.

v.   Functions of the student in a micro-teaching situation as a teacher, a learner, a source of feedback, an evaluator, a video operator, and an organiser of a micro-lesson session.

vi.   The use of the micro-teaching laboratory.

vii.   Merits and demerits of micro-teaching.

viii.   Sessions of supervised micro-teaching.

14.   EDU 0614 Introduction to Teaching Profession

i.   The concepts of teaching and the teacher.

ii.   Characteristics of teaching.

iii.   Teaching as a profession in Nigeria.

iv.   Categories of teaching professionals and corresponding employment avenues.

v.   Ethics of the teaching profession.

vi.   Code of conduct.

vii.   Regulatory bodies: the government, Teachers Registration Council of Nigeria (TRCN), NTI etc.

viii.   Professional bodies and organisations.

ix.   Induction and licensing of teachers.

15.   EDU 0615 Subject Methods

i.   Introduction to teaching methods.

ii.   Developing and using instructional resources.

iii.   Lesson planning and special delivery techniques.

iv.   Special methods for teaching different subjects.

v.   Evaluation of students' learning.

vi.   Critique of subject curriculum.

16.   EDU 0616 Seminar

    i.   The writing of the project.

   ii.   Training in scholarly research study academic.

  iii.   Assessment studies of different kinds that are of national educational value.

  iv.   How to write, produce, present and publish scholarly research papers in form of dissertations, theses, projects, seminars and conference papers.

   v.   The first three chapters of students' projects.

  vi.   Seminar papers, Conference papers, theses, committee reports etc.

17.   EDU 0617 Educational Guidance and Counselling

    i.   ==The history, development and trends in Guidance and Counselling.==

   ii.   General principles, techniques and essential components of guidance and counselling.

  iii.   The relevance of guidance and counselling to the National Policy on Education.

  iv.   Multicultural aspects of counselling.

   v.   Assessment in Counselling

  vi.   Ethical issues and therapeutic processes in relation to unemployment, career choice, abuse, peer influence, sexuality, social relations, drug abuse etc.

18.   EDU 0618 Comparative Education

    i.   Meaning and scope of comparative education.

   ii.   Methods appropriate to its study.

  iii.   The relationship between the state and education.

  iv.   Factors that influence the character of any educational system.

   v.   Aspects of systems of education from Nigeria.

  vi.   9-3-4 Education system in Nigeria: principles, Guidelines and implementation.

 vii.   EFA and the MDGs in education.

viii.   Education in other countries of the world (a study of good programmes in selected countries in Africa, Asia, America and Europe).

19. EDU 0619 ICT & Computer Education

i. Introduction to Information and Communication Technology.

ii. The role of ICT in Education.

iii. Computer appreciation.

iv. Computer operations – Typing skills.

v. Computer operations – MS Word, Excel, Power Point, Publisher, etc.

vi. ICT tools for Education – Use of emails, internet, virtual library, etc.

vii. One computer programme along with current ICT concepts and operations.

20. EDU 0620 Education Law

i. The nature of law.

ii. The need for education law.

iii. The nature of education law.

iv. The legal basis for education in Nigeria.

v. The education laws of Nigeria from colonial times to the present.

vi. Legal rights of teachers and students in the educational setting.

vii. Mandatory school reports and school records.

viii. Service manuals and education handbooks.

ix. Condition of service and code of ethics.

x. Education regulatory guidelines backed up by law.

21. EDU 0621 Special Education

i. Introduction to Special Education.

ii. History of Special Education.

iii. Characteristics of the exceptional child.

iv. Diagnosis, remedial strategies and special curriculum provisions for the special learner.

v. The physically challenged learner.

vi. The specially gifted learner.

vii. Issues of falling standards and drop-out syndrome in formal education.

viii. Products of special education system and the labour market.

ix. A critical study of the National Policy on Education: Principles, guidelines and implementation.

22. **EDU 0622 Adult and Non-Formal Education**

i. Introduction to adult education.

ii. A survey of the purpose and scope of adult education.

iii. The psychology and characteristics of adult learners.

iv. Community development, lifelong learning, distance learning, non-formal education, functional literacy, continuing education and mass literacy education.

v. Methods of teaching adults.

vi. Non-formal education in Nigeria.

vii. The role of adult education in the development of Nigeria.

23. **EDU 0623 Citizenship Education**

i. Rights, duties and obligations of a citizen in Nigeria.

ii. Acquisition of citizenship of nations with particular reference to Nigeria.

iii. Protection of citizens' rights by the Nigerian legal systems.

iv. Patriotic citizens. Citizenship in different countries.

v. Single, dual and multiple citizenship cases.

vi. Similarly, students will compare rights, duties and obligations of citizens in different countries.

vii. An analysis of the structures and role of manpower at all levels of Nigerian Government, focusing on the development of public service, manpower planning, unionization of public employees and recent trends in public personnel relations.

viii. Techniques of contract negotiations in the public sector; the elements of contract administration, impasse resolution procedures and the variety and complexity of laws under which public sector labour relations occur.

24.   EDU 0624 Environmental Education

i. Meaning, nature and scope of environmental education.
ii. The environment and its dynamics.
iii. Man and his environment.
iv. The influence of the environment on man.
v. Man's impact on environment including misuse or abuse.
vi. Environmental preferences.
vii. Evaluating the environment; decision-making and behaviour.
viii. The Nigerian Environment. Petroleum and gas exploration, drilling and crises.
ix. Environmental management.
x. Energy issues and concerns; problems of air, water and land resources; environment and development issues in resource management; sustainability of development; population issues; environmental disasters; environmental policies.
xi. Concepts and principles of conservation; strategies for sustainable management of air, water and soil resources; management of mineral resources; consideration of ecosystem; safe waste management strategies; management of energy resources; management and administration of wild life.

25.   EDU 0625 Use of the Library

i. Concept and origin of libraries: definitions of the library, history of the library, types of library, library rules and regulations and units of the library.
ii. Library resources and services: formats of library resources, library services, the book and its handling.
iii. Organisation of library resources: classification systems, the library catalogue and using the OPAC.

iv.   Using electronic resources: AGORA, EBSCO Host, HINARI and JSTOR, searching electronic resources.

26.   **EDU 0626 Gender Studies**

   i.   Conceptual examination of gender and development.
   ii.   Gender developmental characteristics and needs.
   iii. Early years and stages of human life cycle (childhood, early and later adolescence).
   iv.   *The gender challenges of stages of human development.*
   v.   Conceptual analysis of education and the girl child.
   vi.   The family influence.
   vii. HIV/AIDS, poverty and Family life education.
   viii. Social opportunities.
   ix.   Government Intervention.
   x.   The right to education.
   xi.   Traditional practices and the issue of equality.
   xii. Intervention projects and prospects for educating the girl child.
   xiii. Feminism: the concept, scope and theoretical perspectives.
   xiv. The benefits of feminism in the promotion of female gender cause; the challenges of feminism and the question of social order.
   xv.   Gender and the school system.

27.   **EDU 0627 Population and Family Life Education**

   i.   Nature and scope of population education.
   ii.   Population and its dynamics.
   iii. Growth structure and distribution.
   iv.   Politics of population in a given social environment.
   v.   The place of population policy in a given social environment including its implications.
   vi.   Population education and the quality of life.
   vii. Population and development planning.

viii. Population characteristics including implications for socio-economic development (population factor in socio-economic development).

ix. Population education and the quest for solving population issues and problems.

x. The family.

xi. The family and educational development.

xii. The family and national development.

xiii. Culture, tradition and the family.

xiv. Government policies and the family.

xv. National census.

xvi. The planning, execution, problems and acceptability of the figures national censuses in Nigeria.

xvii. Population law.

xviii. Population and national growth.

28. **EDU 0628 Health Education**

i. Introduction to health education.

ii. Personal, family and school hygiene.

iii. Diseases.

iv. HIV/AIDS.

v. Requisite skills with which students could work with persons infected with HIV/AIDS to overcome stigmatisation; orientate the communities and families of HIV/AIDS patients in handling the patients and helping the patients to develop positive attitude to life and the society.

vi. Teaching the students the available anti-retroviral drugs and therapies which could help HIV/AIDS patients to live longer.

vii. The course will examine cost implications; donor agencies and special locations for drug administration.

viii. HIV/AIDS victims organisations and their roles in the treatment and those of government agencies shall be studied.

ix. Measures by which AIDS could be controlled in the society: including religious, moral, scientific and socially acceptable practices.

x. A study of the organisation and Administrative procedures in conducting school sports and physical education programmes.

xi. Supervision, budgeting, facilities construction and management, legal liability in physical education and school sports.

xii. Organising competitions.

29. **EDU 0629 Open and Distance Learning**

i. Teaching roles, styles and techniques in open and distance learning systems.

ii. Theories and methods of teaching at a distance.

iii. The theories, structures, models and organisation of learning materials for open and distance learning.

iv. Course materials development and production.

v. An analysis of open education and flexible learning system.

vi. Definition and characteristics of open flexible learning.

vii. Roles and responsibilities of the teachers and learners in open and distance learning.

viii. Planning and management of open and flexible learning.

ix. Theoretical framework and practices in information communication and technology in open and distance learning.

x. Impact of industrial and electronics revolution on open and distance learning.

xi. ICT in distance education: categories of technologies (text-based, audio-based and video-based systems), guidelines for the application of technologies in ODL system, the Internet and the web, synchronous and asynchronous systems of delivery; ethical framework and multi-media utilization in open and distance learning.

xii. Comparative cost – Benefit analysis of conventional and open and distance learning systems.

xiii. Recurrent and capital costs.

xiv. Staffing in ODL.

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30. EDU 0631 Physical Education and Sports

i. Concepts of Physical Education and Sports.

ii. Basic games skills – theory and practice.

iii. History and Development of Physical Education in Nigeria.

iv. History of Sports in Nigeria.

v. Introduction to Sports Management - pervision, budgeting, funding, facility construction, legal liabilities in school sports, etc.

vi. Intramural and Extramural Sports – organising competitions (National Sports Association – NSA/Federation, NOC, NSC, etc.)

vii. Tests and Measurement in Physical Education.

viii. Social/Psychology of Sports.

PART EIGHT
CONCLUSION

8.1 COMMENCEMENT

The National Benchmark for the Post-Graduate Diploma in Education Programme shall come into effect from…………..

8.2 PGDE PROGRAMME REVIEW

The National Benchmark for the operation of the Post Graduate Programme in Education shall be reviewed every five years.