B. Ed. Adult and Continuing Education

# Overview

The B.Ed Adult and Continuing Education programme has degree options in the arts, social sciences and science. There are several stress areas in the programme. These include literacy and vocational education, continuing education, distance education, women education, community development, industrial and labour studies, cooperative management, and social development and extension education. The structure and content of core courses prescribed for the various stress areas as well as the expected learning outcomes are presented. The Adult and Continuing Education programme is designed to train high level human resources equipped with knowledge, skills and the right attitudes for enhancing personal and national development goals.

# Philosophy

The philosophy of the B.Ed Adult and Continuing Education programme is derived from the National Policy on Education which identified Nigeria’s national development goals. Adult Education being part of the education discipline is poised to help Nigeria achieve those national development goals. The programme is geared towards inculcating relevant knowledge, skills and appropriate attitudes and values for the development of the individual, the community and the nation at large.

# Objectives

The B. Ed (Adult Education) programme seeks to achieve the following key objectives. To produce:

1. high level human resource in adult and continuing education with competencies in helping youth and adult learning;
2. personnel with competencies in planning, organising, managing and evaluating adult and continuing education programmes;
3. personnel with good knowledge of adult education theory and practice;
4. graduates with capacity and interest to translate their new knowledge and skills into entrepreneurial opportunities;
5. personnel that are ready to serve as agents of social change, community and national development; and
6. graduates with problem solving skills and capacity to adapt to changing social circumstances.

# Unique Features of the programme

The unique features of the programme are:

1. this curriculum puts greater emphasis on real life situations of students and graduates to serve as catalysts to national development;
2. much emphasis is placed on skills development and students/graduates capacity to operate in a digital world;
3. increased injection of the use of ICT and virtual learning mode for adult education in the 21st century;
4. also embedded in the new adult education curriculum is the emphasis on entrepreneurial skills to produce job creators instead of job seekers;
5. the use of open and distance learning in adult education has also been strengthened;
6. the simple to complex approach has been maintained in both the arrangement of topics and courses across stress areas in consideration of the background of learners; and
7. administration as a stress area has now been emphasised.

# Employability Skills

The graduate of B.Ed Adult and Continuing Education should be equipped with the following employability skills. The ability to:

1. teach relevant subjects at all levels from basic to tertiary.
2. establish and operate adult and continuing education centres for human capacity development.
3. work as an adult education entrepreneur.
4. effectively function as an adult educator both in public and private institutions.
5. work effectively in various capacities in the ministries devoted to their stress area such as Ministry of Women Affairs and Social Development.
6. design and develop instructional materials and other resources for adult education.
7. serve as a dependable agent of community and national development.

# 21st Century Skills

The Adult and Continuing Education programme has emphasised and will lead to the development of some twenty first century skills in the students. These include:

1. cooperation and citizenship skills;
2. critical thinking;
3. communication and literacy (media & technology) skills;
4. creativity and innovation skills; and
5. flexibility.

# Admission and Graduation Requirements

**Admission Requirements**

Candidates are admitted into the degree programmes in any of the following:

# 4 Years Degree Programme

In addition to UTME requirements, the admission for the four year degree programme in Adult and Continue Education are Five (5) Senior Secondary Certificate (SSC) (or equivalent) credit passes obtained at not more than two sittings. The five credits must include Mathematics and English Language. Candidates studying sciences, arts and social sciences subjects must obtain credit level passes in those subjects.

# Direct Entry

For Direct Entry students, Five Senior Secondary School Certificate SSC (or its equivalent) credit passes including Mathematics, English Language and any relevant subject, two of which must be in any of the folloing:

1. A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied).
2. Two passes in relevant subject areas at Advanced level.
3. Passes in two major subjects in relevant areas in the NCE.
4. Two passes at the IJMB (Interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution.
5. For B.Ed (Technology) Programme: holders of NCE, City and Guilds as well as OND and NBC/NTC Certificates, may be admitted.

# Graduation Requirements

The following regulations shall govern the conditions for the award of an honours degree.

1. Candidates admitted through the UTME mode shall have registered for at least 120 units of courses during the 4-year degree programme.
2. Candidates must have registered and passed all the compulsory courses specified for the programme.

The determination of the class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme. The CGPA shall be used in the determination of the class of degree.

The B.Ed Honours degree (Adult Education) student is expected to take courses in any of the following specialist practice areas in addition to having a teaching subject:

1. Literacy and Vocational Education
2. Community Development
3. Social Development and Extension
4. Cooperative Management
5. Women Education
6. Industrial and Labour Studies
7. Distance Education
8. Administration

# Global Course Structure

Adult Education is in Group A of education programmes. Therefore, common core courses make up 24 credit units, while 16 credit units are for each of the stress areas making a total of 40 units.

# 100 level

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| GST 111 | Communication in English | 2 | C | 30 |  |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 |  |
| EDUC 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 |  |
| EAE 101 | Introduction to Adult Education | 2 | C | 30 |  |
| EAE 102 | Adult Education and Development | 2 | C | 30 |  |
| **Six (6) units of teaching subjects in areas of Arts, Social Sciences or Science.** | | 6 | C | 90 |  |
| **Choose One Area of Specialisation** | | | | | |
| **Literacy and Vocational Education** | | | | | |
| EAE 111 | Literacy and Vocational skills for Development | 2 | C | 30 |  |
| EAE 112 | Oracy and Linguistic Literacy in English | 2 | C | 30 |  |
| **Community Development** | | | | | |
| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| EAE 121 | Introduction to Community Development | 2 | C | 30 |  |
| EAE 122 | Adult Education and Community Development | 2 | C | 30 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Social Development and Extension** | | | | | |
| EAE 131 | Working with Marginal Groups | 2 | C | 30 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| EAE 132 | Critical Pedagogy | 2 | C | 30 |  |
| **Cooperative Management** | | | | | |
| EAE 141 | Historical Perspectives of Cooperatives in Nigeria | 2 | C | 30 |  |
| EAE 142 | Introduction to Philosophy of  Cooperatives and Cooperative Management | 2 | C | 30 |  |
| **Women Education** | | | | | |
| EAE 151 | Introduction to Gender Studies | 2 | C | 30 |  |
| EAE 152 | Government Policies and Development of Women | 2 | C | 30 |  |
| **Industrial and Labour Studies** | | | | | |
| EAE 161 | Introduction to Industrial Education | 2 | C | 30 |  |
| EAE 162 | Introduction to Personnel Development and Administration | 2 | C | 30 |  |
| **Distance Education** | | | | | |
| EAE 171 | History of Distance Education | 2 | C | 30 |  |
| EAE 172 | Open Learning System and Learning in Non-School Environment | 2 | C | 30 |  |
| **Administration** | | | | | |
| EAE 162 | Introduction to Personnel Development and Administration | 2 | C | 30 |  |
| EAE131 | Working with marginalised groups | 2 | C | **30** |  |

**200 Level**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| GST 212 | Philosophy, Logic, and Human Existence | 2 | C | 30 |  |
| ENT 211 | Entrepreneurship and Innovation | 2 | C | 30 |  |
| EDUC 201 | Curriculum, Curriculum Delivery and General Teaching Methods | 2 | C | 30 |  |
| EAE 201 | Psychology of Adult Learning | 2 | C | 30 |  |
| EAE 203 | Historical Development of Adult Education in Nigeria and Elsewhere | 2 | C | 30 |  |
| EAE 204 | Sociology of Adult Education | 2 | C | 30 |  |
| EAE 206 | Introduction to Non-Formal Education | 2 | C | 30 |  |
| **Eight (8) units of Teaching subject areas in the Arts, Social Sciences or Science.** | | 8 | C | 120 |  |
| **Literacy and Vocational Education** | | | | | |
| EAE 211 | Theories of Andragogy Applied to Literacy Learning | 2 | C | 30 |  |
| EAE 212 | Literacy Education and Social Change | 2 | C | 30 |  |
| **Community Development** | | | | | |
| EAE 221 | Socio-cultural Features of Community Development | 2 | C | 30 |  |
| EAE 222 | Comparative Studies in Community Development | 2 | C | 30 |  |
| **Social Development and Extension** | | | | | |
| EAE 231 | Learning in Non-School Environment | 2 | C | 30 |  |
| EAE 232 | Political Economy of Extension | 2 | C | 30 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Cooperative Management** | | | | | |
| EAE 241 | Bye Laws and Registration | 2 | C | 30 |  |
| EAE 242 | Cooperatives and National Development | 2 | C | 30 |  |
| **Women Education** | | | | | |
| EAE 251 | Women and Education | 2 | C | 30 |  |
| EAE 252 | Reproductive Health of Women and Environment | 2 | C | 30 |  |
| **Industrial and Labour Studies** | | | | | |
| EAE 261 | Management of Small Scale Industries | 2 | C | 30 |  |
| EAE 262 | Workers Education, Skills and Scaling in Labour | 2 | C | 30 |  |
| **Distance Education** | | | | | |
| EAE 271 | Instructional Technology in Distance Education | 2 | C | 30 |  |
| EAE 272 | Programme Monitoring and Evaluation in Distance Education | 2 | C | 30 |  |
|  | **Administration** |  |  |  |  |
| EAE 281 | Financing Adult Education | 2 | C | 30 |  |
| EAE 282 | Administration of Adult Education: Theory and Practice | 2 | C | 30 |  |

# 300 Level

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| GST 312 | Peace and Conflict Resolution | 2 | C | 30 |  |
| ENT 312 | Venture Creation | 2 | C | 30 |  |
| EDU 301 | Teaching Practice | 3 | C |  | 135 |
| EDU 302 | Educational Measurements, Test, Research Methods and Statistics | 3 | C | 45 |  |
| EAE 301 | Funding and Management of Adult Education | 2 | C | 30 |  |
| EAE 302 | Teaching Principles and Practice in Adult Education | 2 | C | 30 |  |
| EAE 303 | Comparative Adult Education | 2 | C | 30 |  |
| **Six (6) units of Teaching subject areas in the Arts, Social Sciences or Science.** | | 8 | C | 120 |  |
| **Literacy and Vocational Education** | | | | | |
| EAE 311 | Post Literacy and Resources in Adult Education | 2 | C | 30 |  |
| EAE 312 | Management of Small Scale Business | 2 | C | 30 |  |
| **Community Development** | | | | | |
| EAE 321 | Ecosystem and Community Development | 2 | C | 30 |  |
| EAE 322 | Community Education for Population and Disaster Management | 2 | C | 30 |  |
| **Social Development and Extension** | | | | | |
| EAE 331 | Education for Social Development | 2 | C | 30 |  |
| EAE 332 | Economics of Agricultural Education and Extension | 2 | C | 30 |  |
| **Cooperative Management** | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| EAE 342 | Programme Evaluation and Impact Assessment in Cooperative  Management | 2 | C | 30 |  |
| EAE 351 | Cooperative Studies in Women Education | 2 | C | 30 |  |
| **Women Education** | | | | | |
| EAE 351 | Cooperative Studies in Women Education | 2 | C | 30 |  |
| EAE 352 | Women Education: Concerns of Health and Safety | 2 | C | 30 |  |
| **Industrial and Labour Studies** | | | | | |
| EAE 361 | Dynamics of Organisation, Labour and Labour Policies in a Changing Economy | 2 | C | 30 |  |
| EAE 362 | Crises Management and Industrial Communication in Industries | 2 | C | 30 |  |
|  | **Distance Education** |  |  |  |  |
| EAE 371 | Programme Monitoring and Evaluation in Distance Education | 2 | C | 30 |  |
| EAE 372 | Record and Information Management in Distance Education | 2 | C | 30 |  |
|  | **Administration** |  |  |  |  |
| EAE 381 | Resource Development in Adult Education | 2 | C | 30 |  |
| EAE 382 | Practicum in Administration of Adult Education | 2 | C |  | 90 |

**400 Level**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| EDU 400 | Project | 3 | C |  | 135 |
| EDUC 401 | Teaching Practice II | 3 | C |  | 135 |
| EAE 401 | Adult Education Programme Planning and Development | 2 | C | 30 |  |
| EAE 402 | Evaluation of Adult Education Programme | 2 | C | 30 |  |
| EAE 403 | ICT and Communication Media in Adult Education | 2 | C | 30 |  |
| **Literacy and Vocational Development** | | | | | |
| EAE 411 | Primer Construction and Research in Adult Literacy | 2 | C | 30 |  |
| EAE 412 | Contemporary Issues in Literacy and Vocational Skills Education | 2 | C | 30 |  |
| **Community Development** | | | | | |
| EAE 421 | Sociology of Development | 2 | C | 30 |  |
| EAE 422 | Needs Analysis and Evaluation of Community Development | 2 | C | 30 |  |
| **Social Development and Extension** | | | | | |
| EAE 431 | Adult Education and Integrated Social Development | 2 | C | 30 |  |
| EAE 432 | Basic Processes in Facilitating Extension | 2 | C | 30 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Cooperative Management** | | | | | |
| EAE 441 | Cooperative Economics | 2 | C | 30 |  |
| EAE 442 | Issues in Nigerian Cooperatives | 2 | C | 30 |  |
| **Women Education** | | | | | |
| EAE 451 | Women Achievement and Career Motivation | 2 | C | 30 |  |
| EAE 452 | Intervention and Evaluation in Women Education | 2 | C | 30 |  |
| **Industrial and Labour Studies** | | | | | |
| EAE 461 | Personnel Management and Industrial Relations | 2 | C | 30 |  |
| EAE 462 | Labour Studies, Collective Bargaining  and the History of the Nigerian Labour Movement | 2 | C | 30 |  |
| **Distance Education** | | | | | |
| EAE 471 | Economics of Distance Education | 2 | C | 30 |  |
| EAE 472 | Management of Distance Education | 2 | C | 30 |  |
|  | **Administration** |  |  |  |  |
| EAE 481 | Supervision and Change in Adult Education | 2 | C | 30 |  |
| EAE 482 | Innovations in Adult Education | 2 | C | 30 |  |

# NOTE:

Students should take twenty units of compulsory courses from teaching subjects of their choice as approved by the Departmental Board. These subjects cut across the Arts, Social Sciences and Science.

# Course Contents and Learning Outcomes 100 Level

**GST 111 Communication in English (2 Units C: LH 15; PH 45)**

# Learning Outcomes

At the end of this course, students should be able to

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

# Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and

Explanations).Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing , Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making and Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning.Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

# GST 112: Nigerian Peoples and Culture (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people’s fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

# Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups).Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria).Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence).Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War).Concept of trade and economics of self- reliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights.Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts.Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R’s – Reconstruction, Rehabilitation and Re-orientation; Re- orientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

# EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, the students should be able to:

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning; enumerate historical and current developments in sociology of education; and
9. highlight the historical and current developments in philosophy of education.

# Course Contents

Teaching as a profession, ethics of the teaching profession. Pedagogical content knowledge, intellectual and practical competencies required by the teacher. Link between education and development. Educational development and institutions, from ancient times to the present with particular reference to the evolution of modern education in Nigeria. Brief treatment of learning from the behaviorist, cognitive and sociocultural perspectives, child and adolescent development, learner characteristics, intelligence, creativity, motivation. Values in education, major tenets of Idealism, Realism, Neo-Thomism, Experimentalism and Existentialism and their applications in education. Sociological approaches to learning, social context and social structure and their roles in education.

# EAE 101: Introduction to Adult Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, the students should be able to:

1. give the meaning and scope of adult education;
2. discuss the significance of the study of adult-education;
3. identify challenges facing adult education practice in Nigeria; and
4. discuss the career opportunities for adult education graduates.

# Course Contents

Concepts of adulthood: Education and adult education. Scope and significance of adult education. The neglect of adults in the scheme of formal education in developing countries. The role of adult education and its goals and activities. The challenges facing adult education practice in Nigeria. Career opportunities for adult educators in Nigeria.

# EAE 102: Adult Education and Development (2 Units C: LH 30) Learning Outcomes

At the end of the course, the students should be able to:

1. explain the link between education and nation building;
2. express the knowledge of certain education theories guiding national development and education;
3. provide diverse explanations of social change and development;
4. identify needed social changes in the community and their challenges;
5. state the role of adult education in promoting social change; and
6. discuss the role of university adult education in national development;

# Course Contents

Education of adults and national development. Concept of development and its relation to education. Theories of development in the context of nation states/factors affecting developing societies. Theories of social change and social development. Types, approaches and management of change as well as constraints to social change. Role of adult education

in promoting social change. Social policies with focus on Nigeria. University adult education in developing countries with particular focus on Nigeria.

# EAE 111: Literacy and Vocational Skills for Development (2 Units C: LH 30) Learning Outcomes

At the end of the course, the students should be able to:

1. explain the difference between the production of vowel and consonant sounds;
2. list many phonological features of language (mother tongue & English) with examples of effect on communication;
3. use and critique certain features in samples of oral communication;
4. identify appropriate techniques for sounding new words; determining meaning of words and others;
5. use techniques to make out correct features of a language in an oral or written passage; and
6. create materials for group to practice using the techniques.

# Course Contents

The necessity, importance and currency of literacy in various vocational and technological endeavours. Generation of knowledge of various job skills, career training, and trades that are based on manual and semi/skilled labour. Different approaches to literacy and vocational and technological skills. The importance and contribution of vocational skills. Relevance in Nigerian context for individual, overall national development, employment and entrepreneurial value of the learner.

# EAE 112: Oracy and Linguistic Literacy in English (2 Units C: LH 30) Learning Outcomes

At the end of the course, the student should be able to:

1. explain the difference between the production of vowel and consonant sounds;
2. list many phonological features of language (mother tongue & English) with examples of effect on communication;
3. use and critique certain features in samples of oral communication;
4. identify appropriate techniques for sounding new words; determining meaning of words and others;
5. use techniques to make out correct features of a language in an oral or written passage; and
6. create materials for group to practice using the techniques.

# Course Contents

The importance of phonological features of language in communication and comprehension. Develops students listening and speaking skills. The ability to perceive and pronounce English sounds correctly. Types of listening and speaking skills. Practice in the ability to discriminate and produce vowel and consonant sounds, diphthongs, segmental and supra segmental. Different classroom techniques used to practice English phonology, grammar and vocabulary in a new language. Practice with repetition, substitution, look & say, matching techniques used normally for beginner language learners. Practice in the creation and development of materials for the purpose.

# EAE 121: Introduction to Community Development (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students should be able to:

1. explain the meaning of community and community development;
2. give reasons why community development is important;
3. list economic, social and cultural factors that affect community well-being and development; and
4. describe how education can affect community development.

# Course Contents

Concept of Community Development. Meaning of community as distinct from group or society; rural and urban communities. Characteristics and assumptions of community development programmes and their component projects. Economic, cultural and social factors in community development in Nigeria Education as a potent force in poverty elimination/wealth generation in Nigerian communities.

# EAE 122: Adult Education and Community Development (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. state the role and importance of adult education in relation to the Nigerian environment and SDGs;
2. explain the concepts of self-relevance and self-reliance as goals of adult education and how they can be achieved; and
3. discuss what strategies can be used to conduct successful adult education in Nigeria.

# Course Contents

The importance and role of adult education in community development in Nigeria. Challenges of poverty, location, tradition to education and community development in Nigeria. The concepts of self-relevance, self-reliance and basic needs approach, relating and adapting the concepts to Nigerian situation.

# EAE 131: Working with Marginal Groups (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. identify various marginalised groups and their educational needs;
2. describe the principles and techniques of working with marginalised groups;
3. discuss the challenges affecting the education of marginalised groups in Nigeria;
4. state effective ways of organising and addressing the challenges of marginalised groups; and
5. explain the importance of inclusion of the marginalised group for sustainable development.

# Course Contents

The concept of marginalised groups in society such as women, orphans, the poor, the sick, people living with HIV and AIDS, the handicapped, ethnic minorities and others. Principles and strategies for working with marginalised groups.The organisation of programmes for marginalised groups – government and private efforts. National policy and programmes for

marginalised groups. Challenges in addressing the needs of marginalised groups.Inclusiveness and sustainability.

# EAE 132: Critical Pedagogy (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. explain certain methods of helping adults learn;
2. discuss the roles of Malcolm Knowles and Paulo Freire in shaping adult education instruction;
3. discuss Nigeria’s national policy on education provisions on adult education instruction; and
4. discuss the meaning, scope and significance of extension education.

# Course Contents

The methods of helping adults learn. Introduction of the teacher not as a depositor of knowledge(so-called banking concept) nor learners as recipients. Paulo Freire and conscientization. Malcolm Knowles and andragogy. National policy on education and adult instructional strategies and techniques. Principles of adult learning in Nigeria. Introduction to the meaning, scope and significance of extension education.

# EAE 141: Historical Perspectives of Cooperative in Nigeria (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. give an historical account of cooperative movement in Nigeria before and after independence;
2. highlight the factors that contributed to the growth and development of cooperative societies in different sectors of the society; and
3. describe the transformative process of the Cooperative from the traditional to the modern form.

# Course Contents

The predisposing factors leading to the emergence of cooperative movement in Nigeria. The origins of cooperative movement in Nigeria in pre-independence and post-Independence era. The nature and forms of the cooperative movement and the growth and developmental processes. Provision of an adequate map of the relevant timelines regarding the beginning of various cooperative ventures in diverse fields such as housing, transportation, institutions, and agriculture such as Fadama.

# EAE 142: Introduction to Philosophy of Cooperatives and Cooperative Management (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students should be able to:

1. discuss the concept of cooperatives and describe the basis and basic principles of cooperative;
2. identify the types and forms of cooperatives in Nigeria and state the advantages of cooperative;
3. highlight the distinction between cooperatives and other business enterprise;
4. explain the concept of cooperative management and describe cooperative governance; and
5. enumerate the challenges facing cooperatives in Nigeria.

# Course Contents

The importance, purpose and basis of co-operatives. Principles of cooperatives; Governance and management of cooperatives. The concept of the cooperative, its advantages, history, types and forms in Nigeria. Models of co-operative management. The distinction between cooperatives and other forms of business.

# EAE 151 Introduction to Gender Studies (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. outline the scope of gender studies and basic concepts;
2. trace historical differentiation of male and female roles;
3. explain the multidisciplinary nature of women’s affairs;
4. describe the normal, traditional roles reserved for women in Nigerian society;
5. explain the global and local forces for change; and
6. state the problems of changing the normative status of women and suggest solutions.

# Course Contents

~~I~~nterdisciplinary nature and scope of gender studies; Distinction between gender and sex; Analyses and construction of male and female roles historically and from perspective of various disciplines; The traditional types of roles reserved for women in the family, in other societal institutions; Factors and indices of changing economic, social and political roles; The necessity for change and constraints; Global trends and areas of particular interest in developed and developing countries.

# EAE 152: Government Policies and Development of Women (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. explain the importance of government articulated policy for women development;
2. identify the landmark policy statements and instruments and underlying global influences if any;
3. analyse the focus and targets of policies;
4. assess extent and success of implementation and sustainability;
5. trace historically the focal points of women education in response to growing demands;
6. identify the socio-cultural and economic factors placing constraints on women education in the Nigerian environment;
7. summarise and assess individual, private and government interventions to equalize women educational opportunities; and
8. suggest further action to be taken in Nigeria to meet 2030 targets.

# Course Contents

The role, genesis and importance of policy in women development, traditional education and objectives. Expanded demands and tackling the socio-cultural and economic factors that create disadvantages in women education. Projects, strategies and efforts being made to equalize educational and other opportunities. Targets of policies and laws in women development. Implementation and impact of various policies and legislations put in place by government to promote women interests – rights, equality, empowerment and to narrow

gender disparity in the country global influences and sustainability. Assessment against achievement of SDGs and 2030 target.

# EAE 161: Introduction to Industrial Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students are expected to:

1. identify various occupations and careers in industry;
2. explain key terms in the world of work;
3. discuss the concepts of industry, education, and industrial education;
4. mention different types of industry and nature of their production; and
5. describe forms of industrial education essential to enhance workers’ skills, competence

and productivity.

# Course Contents

Specialized skills related to a variety of occupations and careers in the society. Key terms relating to the world of work are discussed. Concepts of industry, education, and industrial education. Different types of industry and nature of their production as well as different forms of industrial education necessary for the enhancement of workers’ skills, competences and productivity.

# EAE 162: Introduction to Personnel Development and Administration (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students are expected to:

1. explain personnel development and highlight importance of personnel training;
2. discuss workers’ training needs, in-service training, training on the job;
3. highlight the steps to mentoring of workers in an industry;
4. describe how targets are set and met in an industry;
5. explain personnel administration and identify principles, policies, and practices in personnel administration;
6. describe methods of job design in industry; and
7. highlight techniques of staff recruitment, selection and placement in industry; and identify

the yardsticks used for workers’ promotion.

# Course Contents

Origin and development of personnel administration. The principles, policies and practices in personnel administration and their implications for industries. Principles and methods applied to the problems of (a) job design (b) recruitment (c) promotion (d) selection (e) placement and (f) evaluation of personnel. How workers in an organization can assist to grow and manage for productivity. Concept of personnel development. Personnel training. Assessing and meeting workers’ training needs. In-service training, training on the job, mentoring of workers, job description and assignment of duties. Setting and meeting targets of production and delivery.

# EAE 171: History of Distance Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. give a historical background of open and distance education/learning in Nigeria;
2. examine the different models of distance learning in Nigeria;
3. highlight the roles of mass media in the development of open and distance education in Nigeria;
4. identify the distinction between distance education and other terminologies with distance education;
5. give examples of some correspondence institute;
6. explain the roles of information and communication technology in the development of open and distance learning in Nigeria;
7. explain the role of national open university of Nigeria (noun) in the promotion of distance education in Nigeria; and
8. give an overview of the work study programme of National Open University in Nigeria.

# Course Contents

The origins, growth and development of distance education/learning in Nigeria; Different models of distance education in Nigeria; Roles of mass media, information and communication technology in the development of open and distance education in Nigeria. Distinction between distance education and other terminologies used interchangeably with distance education. Case study of some early correspondence institutes. Teaching methods and technology of remote instructional delivery. An examination of the work study programme of the National Open University in Nigeria.

# EAE 172: Open Learning System and Learning in Non-school Environment (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students should be able to:

1. define and discuss the meaning, concept and objectives of Open Learning;
2. highlight the features of LMS, explain the concept of learning management system (LMS) and its use in Open Learning;
3. discuss the meaning and types of open access literature as well as its relevance to Open Learning;
4. enumerate the different techniques used in Open Learning and identify the users and beneficiaries;
5. identify nature and types of non-school environment in Nigeria;
6. discuss the forms and contents of learning in non-school environment;
7. suggest methods for improvisation and deployment of human and material resources for learning in non-school environment; and
8. enumerate factors inhibiting learning in non-school environment.

# Course Contents

Concepts and models of Open Learning, learning management system (LMS) as well as the features, objectives, techniques, users and beneficiaries of Open Learning; Opportunities that Open Learning provides for adult learning. The types of media that are available for, and the challenges that impact on Open Learning. Examination of open access literature and its relevance to Open Learning. Concepts of learning in non-school environment. Objectives, techniques and beneficiaries of learning in non-school environment; Focus on opportunities and provisions offered by non-school environment for adult learning. Open Learning that teachers and other social service staff such as doctors, nurses, social workers, and other professionals in different work settings can (and must) access.

# 200 LEVEL

**GST 212: Philosophy, Logic and Human Existence (2 Units C: LH 30)**

# Learning Outcomes

A student who has successfully gone through this course should be able to:

1. know the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse;
3. know the elementary rules of reasoning;
4. distinguish between valid and invalid arguments;
5. think critically and assess arguments in texts, conversations and day-to-day discussions;
6. critically asses the rationality or otherwise of human conduct under different existential conditions;
7. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge, and
8. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

# Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding and others.

# ENT 211: Entrepreneurship and Innovation (2 Units C: LH 15; PH 45) Learning Outcomes

At the end of this course, students should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyze the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

# Course contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,).Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker).

Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation).Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures).Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship).Basic principles of e-commerce.

# EDU 201: Curriculum and Teaching Methods/Strategies (2 Units C: LH 30) Learning Outcomes

At the end of the course, the students should be able to:

1. explain at an appropriate level of confidence the meaning and types of curriculum;
2. describe the process of curriculum development; analyse and critique the Nigerian Core curricula as guide to curricula delivery;
3. use different methods in the delivery of curriculum content;
4. identify local context and the use of CTCA in the Nigerian context;
5. plan and schedule lessons as well as monitor and evaluate the Outcomes of each lesson;
6. identify and use learning resources and media and improvise, whenever necessary;
7. manage classrooms under different conditions and address the needs of individual students, especially, those with special needs including the gifted; and
8. demonstrate skills in ICT, set up and manage online classes.

# Course Contents

The curriculum. Selection of learning objectives. Outcomes and learning experiences. Organization and delivery of learning experiences. General teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided- discovery, concept mapping, conceptual change, culturo-techno-contextual approach (CTCA) argumentation, project-based learning, competency-based learning, thinking-based learning, and hybrid teaching. The lesson plan/note. Assessment of learning. Resources for teaching. Improvisation. General classroom management.

# EAE 201: Psychology of Adult Learning (2 Units C: LH 30) Learning Outcomes

At the end of the course, students are expected to:

1. distinguish the circumstances of adult learners from other learners;
2. explain the various learning theories and their application to adult learning; and
3. discuss the aging process and its impact on adult learners.

# Course Contents

Concept of adulthood and adult development stages. The adult learner and his characteristics. Distinctions between adult learners and children in school. Adult learning theories. stimulus- response theories, cognitive and field theories. Principles of adult learning. Adult learning environment. Aging and learning, motivation, and learning styles in adult education. Challenges faced by adult learners in adult education.

# EAE 203: Historical Development of Adult Education in Nigeria and Elsewhere (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students are expected to:

1. demonstrate knowledge of the evolution of adult education as a distinct field of study;
2. discuss the evolution of adult education in Nigeria from pre-colonial times to date;
3. identify and describe different methods and techniques of comparing adult education systems in different climes;
4. compare the development of adult education in developing and developed countries; and
5. highlight the contributions of NGOs, professional bodies and international development partners in the development of adult education in Nigeria.

# Course Contents

The origin of the field of adult education as a distinct field of study. Traditional forms of adult education. Development of adult education globally and in Nigeria during the pre-colonial, colonial and post-colonial periods. Origins of adult education institutions such as town meetings, agricultural society, workers associations, mechanic institutes, public libraries, extramural studies, university extension movement and Sunday schools. Concepts, methods and techniques of comparing adult education in different systems. Adult education systems comparison in the context of time and space; Adult education in the developed and developing countries, between rural and urban settings in the same country, and in the past and present. National policies and practices on adult education. Comparison of adult education in Nigeria with elsewhere. Influence of external bodies in the development of adult education such as United Nations agencies - UNICEF, UNDP; professional bodies such as NNCAE, private groups and others.

# EAE 204: Sociology of Adult Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students are expected to:

1. explain various sociological concepts in relation to adult education;
2. describe certain sociological theories and their effect on adult education;
3. relate the role of adult education to the promotion of social change;
4. describe pattern and arrangements of dynamic component parts within the society;
5. state the consequent influences of belonging to society on behaviour, status and personal independence; and
6. discuss possible management strategies to promote human development and independence.

# Course Content

The concepts of sociology, man and society in relation to adult education. Insights into patterned social arrangements which form the society as a whole, largely determine the status and actions of individuals, groups and institutions socialized into that structure. Social institutions and their impact on adult education; Concept of social transformation and factors promoting social transformation; Sociological theories and their implications in adult education; Social structures, social stratification and mobility, their effects on adults; Adult learning centers.

# EAE 206: Introduction to Non-Formal Education (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students are expected to:

1. explain the concept of non-formal education in relation to other education modes;
2. situate traditional adult education within the context of non-formal education;
3. identify various non-formal learning Centre’s in Nigeria; and
4. discuss the problems of non-formal learning centres and suggest possible solutions.

# Course Contents

Concepts of formal, informal and non-formal education. Relationship between non-formal and adult education. Non-formal education in Nigeria both in the past and in contemporary society. Principles and practices of non-formal education. Similarities and differences between non- formal education, formal and informal education. Typical non-formal learning centres in Nigeria: roadside mechanic workshops, tailoring institutes, computer literacy centres, women/youths skills acquisition and other centres. Challenges and improvement of non-formal education in Nigeria.

# EAE 211: Theories of Andragogy Applied to Literacy Learning (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. state problems adults experience in learning new things, skills, information especially language;
2. compare and contrast adults and children’s learning patterns;
3. describe some ways of motivating adult learners;
4. name and summarise one learning theory and its principles;
5. explain an eclectic learning approach;
6. show how some learning principles can be applied to vocational skill learning; language learning; socio-emotional skill learning; and
7. identify some cognitive skills and what learning principles can be used to promote them.

# Course Contents

The nature, necessity and challenges of adults’ learning of a new language for speaking, reading and writing purposes. Review of differences between children and adult learning. Selected theories specifically for adult learning example Knowles Theory of Andragogy, and cognitive learning theory. The principles and their application to vocational, language, cognitive and socio-emotional skills learning generally, and particularly in the Nigerian post covid-19 situation. Conditions for application, singly or in an eclectic manner.

# EAE 212: Literacy Education and Social Change (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. explain the nature of social change;
2. mention factors that can bring about social change;
3. compare planned and unplanned social change;
4. show in what ways literacy education can bring about beneficial social change;
5. state differences of positive social change in urban and rural areas of Nigeria;
6. discuss the meaning of and necessity for sustainable development; and
7. discuss what environmental issues are suitable for enlightenment campaign.

# Course Contents

Concept of social change. The link between literacy and social change. Needs assessment for change targets. Factors that engender social change -natural, technological innovations, demographic, economic, ideas and others. Change through planned literacy and policy targets advocating for sustainable inclusive development for marginalised adult groups; Important issues for mass education and enlightenment – education, health, water, sanitation, child protection, skill training and microcredits to achieve sustainable development. How social order of society in rural and urban Nigerian environments may be altered for social progress, economic wellbeing and political awareness. Specific problems and issues of the environment relevant to Nigeria and targeted by literacy education; Disposal of plastics and other wastes, floods, sanitation, pollution and other problems. Strategies for handling the problems. Constraints and analyses.

# EAE 221: Socio-Cultural Features of Community Development (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. describe characteristics and stages of social movements;
2. discuss socio-cultural aspects of community life and importance to the well-being of the community;
3. explain how socio-cultural aspects of life may condition attitudes and personality of individuals in the community;
4. explain the existing class distinction in education;
5. discuss the influence of location, cost, et as factors in class distinction in education; private and public education; and
6. give reasons and appreciate how education is a force for desired social change.

# Course Contents

Education and relationship with social class structure: origins and maintenance. The scope, characteristics and stages of social movements and social class. Social and cultural features of community life - communication, relationships, outlook on life. Socio-cultural determinants of personality adjustment and attitudes towards social change and community development. Education and social change. Location, cost, curriculum as factors in provision of the upper class as contrasted with mass education. Class distinction in education and the link to private and public education. Contingent issues.

# EAE 222: Comparative Studies in Community Development (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. state the usefulness of and possible lessons from engaging in comparative assessment of developing communities;
2. select and justify the use of participatory or integrated approach of community development in Nigeria;
3. describe simple methods and techniques to use in comparative studies of communities’

development;

1. discuss the pros and cons of using technological devices in the study of community development in Nigeria;
2. explain what lessons can be learnt by a student participating in the planning and study of community development; and
3. describe the composition of the group and list parameters to use in a comparative study of community development.

# Course Contents

Overview of community structure. The nature and importance of community development studies. Concepts, models- community based, integrated and participatory approach. Parameters for development including sustainability. Methods and techniques of comparing community development in different countries and different locations. Use of Technology. Lessons for community development in the Nigerian context.

# EAE 231: Learning in Non-School Environment (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. situate the scope and significance of open learning to be a veritable educational tool outside the conventional schooling;
2. identify advantages and challenges associated with open schooling;
3. describe how Nigeria can optimise the use of open schooling; and
4. discuss issues and challenges associated with learning in non-school settings.

# Course Contents

Concepts of open learning. Objectives, techniques and strategies of open learning. Target beneficiaries of open learning. Rationale for open learning. Tools of open and distance learning. Advantages and challenges of open learning. Discussion of different cases of open schools around the globe, the Indian National Open School, the National Open University of the UK, National Open University of Nigeria and others. Learning in the community. Challenges of learning in non-school settings.

# EAE 232: Political Economy of Extension (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. demonstrate ability to bring out how economic theories and methods can impact on extension work in the community;
2. discuss the theories and principles of extension; and
3. highlight the benefits extension work to productivity and the economy in Nigeria.

# Course Contents

Impact of economic theories. Methods and implementation of public policy on extension work. Theories and principles of extension. Education and social change. Innovation and diffusion of innovations. Extension organisation and management. The extension worker and tools for extension such as the mass media. Benefits of extension work to productivity and the economy. Political economy of extension in Nigeria. Introduction to agricultural education and extension. The agricultural value chain and modern agriculture. Production techniques.

# EAE 241: Bye laws and Registration (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. discuss how cooperative bye laws are drafted;
2. highlight the essential components of cooperative bye laws;
3. describe the steps involved in the registration of cooperative societies;
4. explain government regulations governing cooperative societies; and
5. discuss any problems encountered in operating the law and suggest solutions.

# Course Contents

The importance of codified rules, regulations and laws for the governance and smooth running or organisations. The drafting of co-operative bylaws. Essential components of cooperatives and their integration. Steps and processes of registration of co-operative societies, and government regulations governing co-operative societies. Operational challenges and problems. Coping solutions.

# EAE 242: Cooperatives and National Development (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. explain the roles of cooperative societies to national development;
2. describe the nature, forms and structures of cooperative financial institutions in Nigeria;
3. discuss the forms and structure of Cooperatives in Nigeria and the impact on socio- economic development; and
4. outline the ways cooperative ventures have assisted in tackling the problems of unemployment in Nigeria.

# Course Contents

Different perspectives on development. Exploration of areas through which various stakeholders have used Cooperatives in the attempt to achieve different developmental goals and contribute to national development particularly at the rural level.The role of Cooperatives, finance institutions in reducing unemployment.Analysis of the role of Cooperatives in national development.

# EAE 251: Women and Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. explain the necessity and perspective of the education of girls and women as a human right;
2. state the benefits of education generally and women education in particular as the means to change and development;
3. discuss the identified problems, proffered solutions and suggest more solutions;
4. state the importance of education of women for development and to the individual;
5. discuss the choices of educational type and paths available to women and the factors compelling such choices; and
6. argue convincingly about freedom to choose educational path, removal of some of the constraints and challenges.

# Course Contents

Social and environmental needs for change and development of women and other vulnerable groups.Overview of education as a primary means to change and development.Examination of gender equality in education - importance of education to women, choice of type and educational path. Women access to education, education as a foundation to a fulfilling adult life and role. Constraints and challenges to women education. The search for alternative/expanded access to education.The UN perspective of girls’ and women’s education in overall education and development effort of a nation.

# EAE 252: Reproductive Health of Women and Environment (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. state the meaning of reproductive health of women and the impact of the environment on health;
2. list the infections and diseases endemic in the environment and preventive measures to take to maintain positive reproductive health;
3. suggest improvement strategies for preventing reproductive diseases of women in the neighbourhood;
4. explain the link between female reproductive health and development;
5. show how female reproductive health has an impact on family health;
6. argue in favour of the need for widespread information on aspects of female reproductive health issues to be disseminated to all sectors of the community; and
7. analyse the influence of external interest on female reproductive health issues especially HIV Aids on the Nigerian situation.

# Course Contents

Relationship of Women’s reproductive health issues to development globally and for the nation. Basic concepts of reproductive health, sex, the female organ and infections in relation to their immediate environment. Diseases and conditions that affect the female reproductive system including symptoms, diagnosis, treatment and prevention of women’s reproductive health issues. Effect on reproduction of children and family health. Important lessons from HIV Aids. Information and resources concerning women’s reproductive health.

# EAE 261: Management of Small Scale Industries (2 Units C: LH 30) Learning Outcomes

At the end of the course, students are expected to:

1. identify strategies for establishing and sustaining small scale entrepreneurial industries;
2. explain the key terms in business management such as bookkeeping, banking, stock taking, personnel management, credit facilities, marketing, customer relations;
3. identify the need for business registration and state the roles of CAC in business registration and management in Nigeria
4. discuss basic management principles and strategies suitable for enhancing personnel and industrial operational efficiency and effectiveness
5. highlight the importance of branding and trademark/secrets to the prospects of a business enterprise; and
6. apply SWOT analysis as a strategic planning technique for healthy business competition.

# Course Contents

Basic concepts of the operation and eligibility for running and enrolling in small scale industry, as well as the organization and management. Basic management principles and strategies directed at improving efficiency and effectiveness of personnel, resource utilization and output. The processes for registration of business enterprise and premises with the Ministry of Commerce and Trades. Role of Corporate Affairs Commission (CAC) in business registration and management. Strategies for sustaining small scale entrepreneurial industries covering book keeping, banking, stock taking, personnel management, credit facilities, marketing, customer relations, branding and re-branding, maintaining trade secrets and confidentiality. Application of SWOT (strengths, weaknesses, opportunities and threats) analysis as a strategic planning technique for healthy business competition.

# EAE 262: Workers Education, Skills and Scaling in Labour (2 Units C: LH 30) Learning Outcomes

At the end of the course, students are expected to:

1. discuss the concept of work and identify factors that promote efficiency at work;
2. explain the essence of workers skills and competence updating and upgrading;
3. discuss the relevance of continuous professional education, and self-directed learning to workers education and learning.
4. explain the concept of production and discuss the processes for acquiring and transmitting knowledge, skills and attitudes to improve efficiency and effectiveness
5. identify factors that enhance production of quality goods and services and highlight the strategies for ensuring that production meets the needs of the customers; and
6. enumerate the marketing skills required in selling goods and services.

# Course Contents

The concept of work. Factors promoting efficiency at work. Work life experiences. Workers training and on-the-job skills acquisition. Skills and competence upgrading. Continuous professional education (CPE).Self-directed learning and the importance of continuing education and learning.The roles of prior learning assessments and recognition, self-reflective practices, self-directed learning, and informal learning inn the continuing professional development of service staff and other professionals. Globalization, speedy changes in information communication technologies, diseases without borders and their impact on social services, workers welfare, workers’ productivity and the polity. Basic concepts of accuracy and precision application to endowed skills in production. Processes for acquiring and transmitting knowledge, skills and attitudes to improve efficiency and effectiveness.Strategies to identify and meet the customers’ needs, balancing demand and supply and fixing prices on goods and services. Factors that enhance the production of quality goods and services.

# EAE 271: Instructional Technology in Distance Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept of instructional technology, teaching aids and techniques and relate this to the concept of instructional system design (ISD);
2. enumerate the key elements of instructional design in distance education and discuss the fundamental principles of human learning that form the basis of instructional design in distance education;
3. itemise and explain major factors to be considered in instructional design in distance education; and
4. explain the effect of contextual factors such as power and politics on the deployment of technology in instructional design.

# Course Contents

Basic concepts of instructional technology, teaching aids and techniques in relation to distance education as well as instructional system design and its elements. The fundamental principles of human learning that form the basis of instructional design in distance education. The interface of language, culture and technology, and the effect of contextual factors such as power and politics on the deployment of technology in instructional design in Distance Education.

# EAE 272: Programme Monitoring and Evaluation in Distance Education (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students should be able to:

1. explain the concept of monitoring and evaluation of distance education;
2. differentiate between monitoring and evaluation of distance education;
3. highlight the steps involved in carrying out monitoring and evaluation of distance education;
4. discuss the essential components of evaluation report and enumerate the different phases of evaluation; and
5. describe different evaluation models and utilize them to design an evaluation plan for distance education.

# Course Contents

Basic concepts of programme monitoring and evaluation of distance education programmes.The importance of programme monitoring and evaluation.What is evaluated, strategies, methods and frameworks of monitoring and evaluation in relation to the effectiveness of knowledge impacting technique. Differentiation of monitoring and evaluation of Distance Education. The steps involved in carrying out monitoring and evaluation of Distance Education. Essential components of evaluation report. Types, phases and models of evaluation in Distance Education.

# EAE 281: Financing Adult Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. explain the rationale for cost analyses in educational planning;
2. analyse the state of expenses at local, state and federal levels;
3. enumerate the sources of adult education funding; and
4. prepare and present budgets, simple accounts and financial statements.

# Course Contents

Nature and elements in cost classification and behavior. Rationale for cost analysis in adult educational planning. Analysis of adult education expenses at Local, State, and Federal levels. Financing Adult Education including generation and conservation of resources through budgeting, budgetary control and planning. Principles of double entry book-keeping, preparation and presentation of simple final accounts and financial statements. Challenges of financial adult education in Nigeria.

# EAE 282: Administration of Adult Education: Theory and Practice (2 Units C: LH 30)

**Learning Outcomes**

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

1. explain concepts of administration, management, adult education administration;
2. outline management/administration theories;
3. describe administrative functions and how they influence successful organization of adult education in Nigeria; and
4. identify problems of adult education practice in Nigeria and suggest solutions.

# Course Contents

Concepts of administration, management, adult education and adult education administration. Concept of theory and its importance to the administrators and/or programme organizers. Exploration of various management/administration theories: problems and prospects. The practice of adult education in Nigeria. Administrative functions/processes and their influence on the successful organization and provision of various adult education functions in Nigeria.

# 300 LEVEL

**GST 312: Peace and Conflict Resolution (2 Units C: LH 30)**

# Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;
2. list major forms, types and root causes of conflict and violence;
3. differentiate between conflict and terrorism;
4. enumerate security and peace building strategies; and
5. describe roles of international organisations, media and traditional institutions in peace building.

# Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; ZangoKartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

# ENT 312: Venture Creation (2 Units C: LH 15; PH 45) Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;
2. spot opportunities in problems and in high potential sectors regardless of geographical location;
3. state how original products, ideas, and concepts are developed;
4. develop business concept for further incubation or pitching for funding;
5. identify key sources of entrepreneurial finance;
6. implement the requirements for establishing and managing micro and small enterprises; and
7. conduct entrepreneurial marketing and e-commerce.
8. apply a wide variety of emerging technological solutions to entrepreneurship; and
9. explain why ventures fail due to lack of planning and poor implementation.

# Course contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research).Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organizations and Business plan competition).Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods).Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

# EDU 301: Teaching Practice I (3 Credits) Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

# Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

# EDU 302: Research Methods, Measurements and Statistics (2 Units; C) (LH 30) Learning Outcomes

At the end of the course, the students should be able to:

1. measure and assess learning Outcomes and use the results in decision making and judgments;
2. identify the different domains of learning; develop and use appropriate instruments for measuring each;
3. identify the different kinds of data that can be yielded in different contexts and the appropriate statistical tool for analysing each type of data;
4. explain the meaning, aim, types, role and processes of research in educational settings;
5. acquire communication skills and skills in reporting of research;
6. carry out hypothesis testing and employ the knowledge of critical values and error in interpretation of results and making of inferences;
7. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
8. judge and address ethical issues in research.

# Course Contents

Meaning of research, research designs. Problem identification, background and study justification. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Reporting in educational context. Ethical considerations (political, economic religious and cultural) in research. The use of computers in educational research, use of SPSS in data analysis. Reliability and validity of instruments. Domains of learning and taxonomy of cognitive Outcomes.

# EAE 301: Funding and Management of Adult Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students are expected to:

1. discuss the various sources of funding adult education programmes;
2. identify practical ways in which adult education is financed in Nigeria; and
3. highlight challenges in the funding and management of adult education in Nigeria.

# Course Contents

Issues in the financing of adult and non-formal education.Sources of funds from government, development partners, NGOs, CBOs, corporate bodies and individuals.Alternative sources of funding adult education.Funding adult education in Nigeria.Theories and principles of adult education management.Adult education personnel.Challenges in the funding and management of adult education in Nigeria.

# EAE 302: Teaching Principles and Practice in Adult Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students are expected to:

1. acquaint themselves with the unique characteristics of adult learners;
2. identify the major approaches and principles involved in helping adults learn; and
3. discuss specific techniques that are suitable for different sets of adult learners.

# Course Contents

Issues pertaining to the adult learner.Malcolm Knowles and the concept of Andragogy. Major approaches/principles of adult learning: group learning situations, group discussion, T-groups, Buzz groups, seminars, conferences, projective and participatory approaches. Individual and group presentations, demonstrations, meetings and meeting methods, improving listening, expressive and reading skills, and self-assessment of learning progress.

# EAE 303: Comparative Adult Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students are expected to:

1. explain the key concepts and techniques in comparative adult education;
2. identify adult education systems in different countries; and
3. describe how adult education in Nigeria differs from some other countries.

# Course Contents

Concepts, methods and techniques of comparing adult education in different systems. Adult education systems comparison in the context of time and space. Adult education in the developed and developing countries. Adult education between rural and urban settings in the same country, and in the past and the present. National policies and practices on adult education. Comparison of adult education in Nigeria with elsewhere.

# EAE 311: Post Literacy and Resources in Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. define post literacy education;
2. state strategies to use to sustain literacy among the recently literate in the community;
3. list resources and state their usefulness in literacy education;
4. discuss availability and acquisition;
5. improvise an instructional material;
6. suggest both preventive and remedial strategies for maintenance of literacy; and
7. practise with some of the technological resource materials.

# Course Contents

Importance, nature and practice of post literacy education. Strategies, principles and provisions for sustaining literacy among recently literate or neo-literate adults and communities. Such literacy sustaining strategies may be similar to the ones provided in primary education studies. Resources to support literacy education. Availability and utilisation of teaching resources, learning materials, equipment and aids in literacy education including books, primers, CCTV, pictures, computer-assisted drills, assistive devices. Improvisation of resources especially of instructional materials.

# EAE 312: Management of Small-Scale Business (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. list small scale businesses in the neighbourhood and describe one;
2. state the importance of small and medium businesses in national economies;
3. link literacy skills to management of small business enterprises;
4. explain the various activities involved in management of small-scale business;
5. describe essential skills and knowledge required for efficient management of small-scale entrepreneurial outfit;
6. show how social skills and positive personality traits can enhance management and functioning of small business enterprises;
7. discuss in what ways use of technology and digital skills can help the management and functioning of small business enterprises; and
8. enumerate some of the challenges and suggest out-of-the-box coping strategies.

# Course Contents

The meaning and examples of small scale businesses in state. SMEs as a mainstay of economies in various countries. Usefulness of literacy for management of small business enterprise. Simple strategies for sustaining small scale entrepreneurial industries including book-keeping, banking, stock taking, personnel management, credit facilities, marketing, customer relations. Socio-psychological skills for successful management of small businesses

– cooperativeness, friendliness, integrity, excellence. Simple digital skills for business contacts,

advertisements, networking, information storage and other skills. Challenges and coping strategies.

# EAE 321: Ecosystem and Community Development (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. give the meaning and nature of ecosystem;
2. distinguish between environmental and community development ecosystems;
3. state the relationship of ecosystem and the community in terms of people’s cultural, social and economic behaviours;
4. discuss planned beneficial community development based on improved ecosystem; and
5. state some of the challenges of both environmental and community development ecosystems face and suggest coping strategies.

# Course Contents

The meaning and nature of ecosystem. The influence of different types of natural ecosystem on behaviours, occupations, temperament of community members. Community members interacting with environmental ecosystem - all the organisms, flora and landscape for mutual benefit. Community development ecosystem emphasising partnerships, inter-group relationships for progress to the exclusion of pollutants. Environmental preservation. Sustainable community development. Creation of healthy community development ecosystems, dealing with pollutants including racism, gender and ethnic discrimination. Global and local challenges. International policies and interventions.

# EAE 322: Community Education for Population Control and Disaster Management (2 Units C:) (LH 30)

**Learning Outcomes**

At the end of the course, students should be able to:

1. identify plans and policies for community life improvement;
2. list constraints and suggest ways of overcoming them;
3. explain what management strategies including technology should be used to achieve optimal community education;
4. State the meaning, importance and usefulness of population education;
5. explain the factors involved in population control and growth;
6. describe population trends in Africa in general and Nigeria in particular;
7. discuss how adult education can influence population control;
8. categorise and describe different types of disasters experienced in Nigerian and other communities;
9. examine existing government and local policies about handling them; and
10. discuss ways of giving information and preparing communities to cope with disasters.

# Course Contents

Concepts, plans, policies and practice of community life improvement through education and enlightenment on different aspects of life in the community –population, disasters and other issues. Meaning, importance and functionality of population education. Population trends and policies in Africa. Factors involved in population control and growth. The role of adult education in combating the effects of over-population. Different types of disasters. Groups, teams and their roles in disaster management. Policies at village, community, state and national levels. Prevention and response to disasters. Constraints, management strategies including use of technology.

# EAE 331: Education for Social Development (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students should be able to:

1. demonstrate knowledge of links between education and social development;
2. identify principles and techniques of social development;
3. discuss the problems and prospects of education in relation to social development in Nigeria; and
4. explain the role of adult education in curbing crime in Nigeria.

# Course Contents

Understanding of education, literacy and social development and their inter-relationships to policies and practises governing social development for mass literacy campaigns/programmes. Principles, approaches and techniques of social development. Studies on family structures in Nigeria and implications for social development in the community and adult education. Analysis of social problems and social policies. Problems and prospects of welfare administration in Nigeria. Theories of development. Influence of development on crime and crime control. Nigeria’s development and the role of adult education in curbing crime.

# EAE 332: Economics of Agricultural Education and Extension (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. relate the significance of the economics of agricultural education;
2. discuss the role of agricultural education to economic development and progress;
3. explain the role of agricultural education to the promotion of the Nigerian economy;
4. differentiate between food preservation and food security;
5. state the conditions suitable for and benefits of mechanised farming; and
6. suggest ways of enhancing the input of agriculture into development.

# Course Contents

Concepts of agriculture (both farming and animal husbandry) as well as economic principles. The role of the agricultural sector in the socio-economic development of nations. The concept of food preservation -traditional and modern, and food security. Principles of agricultural economics. Different forms of agriculture: crop production, animal husbandry, fisheries, bee keeping, horticulture, and their economic value to farmers and society. Mechanised farming. The position of agricultural education in the Nigerian economy.

# EAE 342: Programme Evaluation and Impact Assessment in Cooperative Management (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students should be able to:

1. explain the concept of evaluation and impact assessment;
2. discuss core rationales, assumptions and general principles of programme evaluation and impact assessment;
3. relate the general principles of programme evaluation to Cooperative management; and
4. apply programme evaluation and impact assessment strategies in different environments and contexts within the reality of Nigeria using different paradigms.

# Course Contents

Evaluation and impact assessment of Cooperative programmes. Concepts of programme evaluation:the importance of evaluation, what is evaluated as well as strategies, methods and frameworks of evaluation.Methods of assessing the impact of Cooperative programmes and activities utilizing specific indicators/measures on the clientele of Cooperative programmes.

# EAE 351: Cooperative Studies in Women Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. describe different types of cooperative societies available to women;
2. state the benefits and risks of cooperative societies in the Nigerian environment;
3. discuss the various strategies of introducing knowledge of cooperative societies into women education;
4. form experimental group cooperatives;
5. develop a constitution or governance rules for a designated cooperative;
6. identify what 21st century skills are beneficial for a smooth running of a cooperative in Nigeria; and
7. study and report findings on a cooperative functioning in the environment.

# Course Contents

Exploration of the nature and different types of cooperative societies. Traditional and more modern models of cooperative societies. Socio-cultural and economic constraints to women’s participation and management of cooperatives. Resolving simple rules of governance - size, regularity at meetings, record keeping, welfare and other assignments. Various strategies by which cooperative society studies can be infused into women education to empower them for productivity. Skills required for effective participation and organisation of 21stcentury cooperatives in the Nigerian environment including management skills, communication skills, digital skills.

# EAE 352: Women Education: Concerns of Health and Safety (2 Units C: LH 30) Learning Outcomes

At the end of the course, the students should be able to:

1. explain some basic concepts of health and safety for common knowledge of citizenry;
2. list and categorise common health and safety hazards common to our environment;
3. discuss how to prevent or cope with health and safety hazards and
4. share newly learnt information health and safety education with others electronically;
5. distinguish between delinquency and crime;
6. describe prevention measures for delinquency and crime; and
7. state different types of delinquency and crime control measures to be employed in the home, community and state.

# Course Contents

The relevance of physical and mental health, safety and crime control to women education. Basic concepts of safety, first aid, sanitation, inoculation, human and environmental health. Identification and categorisation of health hazards: pesticides, expired products, poisons. Physical hazards and accidents at home and outside. The effect of human activities on various aspects of the environment. Distinction between delinquent and criminal behaviours. Theories of juvenile delinquency. Delinquency and crime prevention and control measures in the home and community. Handling in the home, outside and emergencies. Resources for communication and emergencies. Digital skills for accessing information and help.

# EAE 361: Dynamics of Organizational Labour and Labour Policies in a Changing Economy (2 Units: C LH 30)

**Learning Outcomes**

At the end of the course, students are expected to:

1. explain organizational structure, and labour/work force;
2. discuss organizational administrative hierarchy (administrative organogram) and explain decision making in organization;
3. identify strategies for delegation of authority and distribution of responsibilities to workers in organization;
4. explain the importance of labour to a growing economy;
5. discuss labour policies formulation and implementation;
6. discuss the importance of following set rules and regulations of engagement in industry; and
7. describe the concepts of workers’ welfare and benefits and highlight workers’ coping

strategies in changing economy.

# Course Contents

The antecedents and evolution of organizational labour. Basic concepts of organizational structure, labour force, and dynamics involved. The basics of organizational administrative hierarchy and line of decision making, delegation of authority and distribution of responsibilities to workers. Strategies for enhancing workers capacity and competence through an overview of the education and training activities of labour unions, an examination of the prevailing purpose and contents of labour education. The purpose of labour, fair rules and chances, employment, retention, transition, workers’ welfare, savings, pensions, retirement age and benefits, and such other concepts in the labour market that respond to changes in the economy.

# EAE 362: Crises Management and Industrial Communication in Industries (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students should be able to:

1. define industrial crises and identify factors that trigger industrial crises;
2. highlight the role of good communication in crisis management in industries;
3. identify crises management strategies in industry; and state the importance of code of conduct in industries;
4. explain the concept, nature, forms and scope of industrial communication;
5. identify available networks of industrial communication and discuss the modes and means of communication in industry;
6. explain coding, encoding and decoding in communication; and
7. list features of good communication and, identify factors that promote and/or inhibit good communication in industry.

# Course Contents

Concepts of crises, trigger factors and their management strategies in relation to industries. The creation of a crisis management strategy - setting up of disciplinary committee with clearly defined roles, establishment of channels of expressing grievances, conflict prevention and management strategies, staff code of conduct and well documented conditions of service. Concepts and networks of industrial communication, industrial computers amongst others. Different perspectives on Industrial Communication -the nature, forms and scope. Exploration of different modes and means of communication, coding, encoding and decoding in

communication, features of good communication, importance of communication in industry, factors promoting and/or inhibiting good communication in industry. The impact of technology on Industrial Communication.

# EAE 371: Programme Monitoring and Evaluation in Distance Education (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students should be able to:

1. explain the concept of monitoring and evaluation of distance education;
2. differentiate between monitoring and evaluation of distance education;
3. highlight the steps involved in carrying out monitoring and evaluation of distance education;
4. discuss the essential components of evaluation report and enumerate the different phases of evaluation; and
5. describe different evaluation models and utilize them to design an evaluation plan for distance education.

# Course Contents

Concepts of programme monitoring and evaluation of distance education programmes.The importance of programme monitoring and evaluation - what is evaluated, strategies, methods and frameworks of monitoring and evaluation in relation to the effectiveness of knowledge impacting technique. Differentiation of monitoring and evaluation of distance education. The steps involved in carrying out monitoring and evaluation of distance education. Essential components of evaluation report - types, phases and models of evaluation in distance education.

# EAE 372: Record and Information Management in Distance Education (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students should be able to:

1. explain the concept and importance of record keeping;
2. discuss the concept of information management system and its roles in Distance Education;
3. highlight the principles of confidentiality and yardsticks for ensuring originality of sources of information and enumerate the strategies for enhancing the development of needed critical and analytical skills; and
4. deploy information system theory into real practice with an existing business innovation project in Distance Education.

# Course Contents

Concepts of record keeping and information management in distance education. The roles of information systems and technology in open and distance education.Exploration of the different principles of confidentiality in office practice. Yardsticks for ensuring originality of sources of information. Theories of information management. Critical thinking and analysis to record and information management in Distance Education.

# EAE 381: Resource Development in Adult Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. explain the concept of human and material resource development;
2. describe the components of human resource system;
3. state and assess strategies of human resource management and development available in Nigeria; and
4. discuss how to bridge planning and implementing for successful prosecution of Adult Education in Nigeria.

# Course Contents

Concept of human and material resource development. Principles of human and material resource development. Components of human resource system. The need to develop human resource in organization. Differences between training and development. Human resource management in organizations. Human resource development in adult education organization in the Nigerian context. Sourcing human and material resources for promotion of Adult Education. Identification and mobilization of financial resources. Bridge planning and implementation.

# EAE 382: Practicum in Administration of Adult Education (2 Units C: LH 15; PH 45) Learning outcomes

At the end of the course, students should be able to:

1. use a constructed checklist for observation;
2. use an interview schedule to find out targeted goals of the observation;
3. explain the importance and necessity of evaluative observation in Adult Education
4. record, analyse and present data from the observation; and
5. explain the importance of supervision to ensure implementation of policies and regulations.

# Course Contents

Observation and direct practical experiences in a social agency or social services department to observe the purpose and uses of supervision the implementation of policy guidelines and instructions, the writing and use of case records, social investigation and assessment, and the use of community resources and reference within the context of giving help. The necessity of instruments to generate and record data from the observation.

# 400 LEVEL

**EDU 400: Project (3 Units C: PH 135) Learning outcomes**

At the end of the course, students should be able to:

1. identify researchable project topics on contemporary problems in relevant subject specialization in education;
2. search and review literature pertinent to identified topical issues;
3. conceptualize and design a research study to address an identified problem;
4. develop valid and reliable tests, questionnaires and other relevant research instruments for research project;
5. plan and implement a scheme for selection of study sample;
6. determine statistical tools for analyzing data collected based on research objectives;
7. write a coherent report on research conducted;
8. cite and reference sources of information used in their research report; and
9. work independently to accomplish a research project with the guidance of the research supervisor.

# Course Contents

Application of knowledge and skills acquired in research methods, statistics and evaluation in identifying and proffering solutions to educational problems.Working independently under the guidance of a Project Supervisor. Planning and executive of well-conceptualized research and presenting a written report on the study conducted.

# EDU 401: Teaching Practice II (3 Units C: PH 135) Learning Outcomes

At the end of the course, students should be able to demonstrate:

1. knowledge of the subject matter;
2. the necessary Pedagogical skills;
3. acquired understanding of child psychology;
4. the needed attitude towards teaching;
5. proper use of instructional facilities;
6. knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time; and
7. effective classroom management skills.

# Course Contents

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, area should be taught through micro-teaching before students embark on the exercise.

# EAE 401: Adult Education Programme Planning and Development (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students should be able to:

1. demonstrate knowledge of basic concepts of planning and development of educational programmes;
2. explain the resource inputs in programme planning and development; and
3. discuss programme planning and development for adult education in Nigeria.

# Course Contents

Basic concepts of the planning and development of education programmes. Elements of programme planning including time, personnel and funds. Conditions for programme planning. Relationship between planning and development. Types and conditions for programme development. Planning models, programme planning and development for adult education in Nigeria.

# EAE 402: Evaluation of Adult Education Programmes (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. demonstrate knowledge of concepts of evaluation in education;
2. describe types and techniques of evaluation of adult education programmes;
3. identify different aspects of adult education programmes that can be evaluated;
4. list and explain applicability of various instruments to use for evaluation of Adult Education Programmes;
5. suggest how and apply ICT techniques in evaluative study of Adult Education Programmes in Nigeria; and
6. demonstrate practically an evaluation of a Nigerian adult education programme/project.

# Course Contents

Concepts of evaluation in education. Different aspects of the programme to be evaluated. Different evaluation instruments. Goals and purposes of evaluation. General principles and foci of formative and summative evaluation. Selected types of evaluative studies. Surveys, the case study, qualitative and quantitative. Evaluation of design programme content materials, operation, and evaluation of impact. An overview of evaluative instruments suitable for adult education programmes in Nigeria. Review of Adult education programmes evaluation in Nigeria.

# EAE 403: ICT and Communication Media in Adult Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. explain the meaning of major ICT concepts;
2. describe the significance of ICT in the promotion of teaching and learning adult education;
3. situate the importance of communication media in adult education;
4. identify various mass media tools in contemporary society;
5. identify the advantages and limitations of certain mass media tools in adult education; and
6. describe mass media personnel and techniques for effective delivery of adult education programmes.

# Course Contents

Major concepts in ICT. The use of ICT in media and adult education. Tools for storing and transmitting educational information to adult learners. Mass media tools including print media (newspapers, magazines, ) and electronic media (radio, television film, internet) and their applications. Advantages and limitations of those media tools. Production techniques and system utilization. Mass media personnel. Feedback and evaluation of programmes.

# EAE 411: Primer Construction and Research in Adult Literacy (2 Units C : LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. describe different types of primers used in literacy education;
2. state methods, strategies needed to construct and produce a primer;
3. investigate and list what subject matter would be of interest to adults in your neighbourhood;
4. construct a primer with a group containing specified features;
5. justify the use of technological devices for the construction and production of primer;
6. discuss the use of a primer for adult instruction; and
7. explain the benefit of research in adult education to primer construction.

# Course Contents

Different types of primers. Issue of scarcity of suitable primers. Selection of contents, choice of approach-whole word, phonology, drill, syllabic. The methods, strategies and principles of how literacy primer can be constructed and used for adult education purposes. Paucity of relevant research to feed the primer construction. Group primer construction exercises for critiquing. Technological devices to harvest and harness materials of interest and relevance to

adult learners. Development and utilization of skills for technical, editorial, collation, binding and other skills useful for primer construction expertise.

# EAE 412: Contemporary Issues in Literacy and Vocational Skills Education (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, the students should be able to:

1. identify some local and contemporary issues in literacy education;
2. state the policy issues in Nigeria and compare with another West African country;
3. explain how literacy and vocational skills are important for community and national development;
4. show how different communities and governments are tackling these issues;
5. suggest ways that any selected issues can be handled in Nigeria; and
6. discuss how to network and share ideas with other locations and countries for solutions.

# Course Contents

Review of the importance of literacy and vocational skills in national, international and sustainable development. Contemporary, global and local issues in literacy and vocational skills development. Curriculum content and relevance, training, use of ICT devices and certification issues. Lack of interest, negative attitudes, scarcity of trained personnel, standardization of training, facilities and resources. Existing policies and gaps. Issues of certification -codification, transferability. Career structure, job employment and commensurate remuneration. Funding, infrastructure, safety, personnel and expected economic, social, changes in the community. Status in the community. The intervention of IDPs -UNESCO, ECOWAS. Forward-looking resolution of issues.

# EAE 421: Sociology of Development (2 Units C: LH 30) Learning Outcomes

At the end of the course, students will be able to:

1. explain the meaning of development, human development, societal development;
2. state the factors that bring about change and the progressive nature of development;
3. enumerate the problems of translating policy to implementation in community development;
4. imagine and suggest ways of planning and effecting development beneficial to Nigerian communities in future; and
5. compare and contrast factors that affect human and economic development in a developed and developing country.

# Course Contents

The nature and meaning of development. Concept of development of the society in multidimensional ways. Human and economic development within a dynamic, structured society. Factors and forces of change and the way they affect different groups and institutions within the society. Current conceptual issues, practical development issues.

# EAE 422: Needs Analysis and Evaluation of Community Development (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students should be able to:

1. explain the meaning and usefulness of needs analysis for community development;
2. devise and justify a stepwise plan for needs analysis of a known community;
3. state what areas and targets can be selected for study in a typical Nigerian community;
4. list and describe the tools for evaluating community projects;
5. find and read up for critiquing reported cases of community project; and
6. participate in group simulation of community project.

# Course Contents

The nature, purpose, necessity and structure of community needs analyses as foundation for planned intervention. Evaluation of intervention development projects. Example of a stepwise plan and strategy requirements, needs analysis, goals, aspirations resources for community development. The tools for evaluating community life and projects.Critiquing, simulation or evaluation of a community project.Application to Nigerian environment.

# EAE 431: Adult Education and Integrated Social Development (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. demonstrate the contribution of adult education and enlightenment to the social development of communities;
2. relate theories of social change to social development of society; and
3. enhance their capacity to use adult education for social development in Nigeria.

# Course Contents

Basic concepts of adult education and social development as a result of enlightenment and education. Theories of social change. Educational reforms and social change. The role of adult education in improvement of quality of life. Management of social change. The social change agent. Case studies. Nature, problems and future of social development and adult education role in Nigeria.

# EAE 432: Basic Processes in Facilitating Extension (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. explain the basic processes in facilitating extension;
2. identify the tools and resources that facilitate extension;
3. discuss the challenges that impede basic processes in facilitating extension services in Nigeria;
4. explain basic concepts in social analysis extension; and
5. discuss theories and principles of extension.

# Course Contents

Processes involved in facilitating extension. Programme planning, management, supervision and evaluation. Tools used for facilitating extension. Resources and personnel employed for extension programmes. The extension agent and his educational endeavours. Challenges affecting the basic processes in extension. The Nigerian experience and how to move forward. Social analysis extension. Theories and principles of extension. Extension personnel and creation of conducive working environment. Extension agents and social change.

# EAE 441: Cooperative Economics (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. explain the meaning of cooperative economics;
2. distinguish between cooperative federalism and cooperative individualism; and
3. highlight the roles of cooperatives in economic development of Nigeria.

# Course Contents

Socialist economics, cooperative studies and political economy which are instrumental in proper management of cooperative societies. The concept of cooperative economics, cooperative federalism and cooperative individualism, cooperative macroeconomics. The role of cooperative studies in the economic development of a nation.

# EAE 442: Issues in Nigerian Cooperatives (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. enumerate and discuss the concepts, components and processes guiding Cooperatives in Nigeria;
2. identify the challenges facing Cooperatives in Nigeria and suggest solutions to the problems; and
3. explore the gender dimensions inherent in the operations and management of Nigerian Cooperative.

# Course Contents

Concepts, components and processes in Nigeria Cooperatives. Farmer perception, rural producers, microfinance, product marketing, Fadama, institutional co-operatives, management of co-operatives, and product financing. Problems of Cooperatives as well as gender issues in the operation and management of Cooperatives in Nigeria.

# EAE 451: Women Achievement and Career Motivation (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. explain some basic concepts of career, career motivation, extrinsic and intrinsic motivational factors;
2. select and outline a theory of career motivation with applicable principles to the Nigerian situation;
3. analyse recorded case studies or collect material and write up a relevant case study;
4. examine the necessity and role of women in politics and other areas for national development;
5. assess the achievement of women in business, teaching, civil service. politics and other professions in Nigeria with some examples; and
6. discuss the challenges and overcoming strategies to encourage greater female participation in education and politics.

# Course Contents

Basic concepts of career, and the nature, theories and assessment of career motivation: extrinsic and intrinsic factors in relation to achievements made by women. The stereotyping and marginalization of women and career choices, challenges/ constraints. Presentation of life stories and performances of female teachers, writers, civil servants, bankers, medical doctors, engineers. The role and participation of women in politics, business, aviation. Profile of selected prominent women in politics, in other spheres and their contributions for closer motivational study .Discussion of case studies. Lessons and implications.

# EAE 452: Intervention and Evaluation in Women Education (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, student should be able to:

1. state the importance and necessity of situational analysis as guide to intervention;
2. describe the tools and the steps used for situational analysis;
3. plan a situational analysis and intervention for the empowerment of women in a rural community;
4. explain the importance of evaluation as part of an intervention project;
5. differentiate between qualitative and quantitative analysis of data obtained from study of intervention project in women education;
6. list with justification the digital skills that students may use for their evaluations; and
7. identify the challenges that students/workers may encounter carrying out intervention and evaluations in women education.

# Course Contents

The importance of research, the use of situational analysis for planned, targeted interventions followed by evaluations in women education. Discussion of concepts and of the tools for step by step investigation for situational analysis, interventions and evaluations. Qualitative and quantitative analysis. Construction of instruments for evaluation. Actual reports for review. Practical online or telephone interview of an NGO, government or IDP group that carried out the project.

# EAE 461: Personnel Management and Industrial Relations (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. define personnel management;
2. identify how to enhance personnel capacity and establish the relationship between motivation and training to job satisfaction, staff output and staff turnover;
3. discuss manpower planning, recruitment and training strategies and explain methods of

administration of personnel’s promotions, incentives, commendations and awards;

1. discuss the concepts of industrial relations, operation, management and incorporation;
2. identify essential soft skills and social capital required to foster good industrial relations among stakeholders in industry;
3. highlight the strategies and principles of industry public relation; and
4. explain the roles of marketers, agents and sales representatives in industrial relations.

# Course Contents

Concepts of organizational management in relation to personnel and capacity. Principles, strategies, practices and specific techniques ofpersonnel management within the context of manpower planning, recruitment and training of personnel, personnel welfare and development, administration of promotion, incentives, commendations and awards. Concepts of industrial relations, operation, management and incorporation. The development and utilization of soft skills and social capital to foster good industrial relations among stakeholders. Processes and guidelines for the recruitment and engagement of marketers, agents, distributors and sales representatives, public relation principles and strategies.

# EAE 462 Labour Studies, Collective Bargaining and the History of the Nigerian Labour Movement (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students should be able to:

1. define trade and labour unions;
2. describe labour laws and highlight their relevance to industrial harmony;
3. identify the types and the causes of grievances in industry;
4. mention how to manage conflicts in industry;
5. highlights steps to resolving labour disharmony in industry.
6. discuss the establishment of NLC and list its mandates ;
7. identify the roles of NLC in industrial matters in Nigeria;
8. enumerate some of the achievements of NLC since inception and highlight its relevance in the Nigerian Labour space; and
9. explain some of the challenges confronting the labour union suggest ways of addressing them.

# Course Contents

Global capital strategies and trade union responses. Public sector labour laws and collective bargaining. Labour management. Managing industrial grievances, conflicts and strikes, and their effects on industrial productivities. Conflict resolution steps and strategies in the workplace.An overview of the antecedents and activities of labour unions in Nigeria.The history and politics of the Nigeria Labour Congress (NLC) in Nigeria, its mandates, evolution, modus operandi, and role in industrial matters. The achievements, challenges and relevance of NLC in Nigeria.

# EAE 471: Economics of Distance Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. explain the relationship between education and economic growth;
2. describe the concept of human capital formation and development;
3. highlight indices of human resources development and social and political indicators; and
4. discuss the financing of distance education and the impact on quality and effectiveness of Distance Education.

# Course Contents

Analysis of cost of distance education and its match with returns in the short and long terms. Distance education and economic growth, human-capital as well as the indices of human resources development. The context of the classical school of thought, the concept of capital formation in relation to distance education and economic growth. Income and literacy. Social and political indicators. Production functions and quality of labour. Management, financing, clientele and the resultant impact on the costing and effectiveness of distance education programmes.

# EAE 472: Management of Distance Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. discuss the concept of management and highlight the core rationales, assumptions and general principles of programme management;
2. relate the general principles of management to the management of distance Education and describe various approaches to managing distance education programmes;
3. outline the importance of African values in the context of managing distance Education facilities and discuss ways of implementing these values;
4. discuss the different motivational strategies available to the manager of a distance Education programme and the importance of motivating workers, facilitators, practitioners and learners in distance education programmes;
5. discuss the scope, skills and characteristics of personnel management in distance education and highlight the role of the personnel manager in a distance education institution;
6. explain the status of public funding of distance education in Nigeria and articulate the financial management accountability requirements;
7. highlight the role of a manager in financial management of distance education and explain the budget preparation process; and
8. outline innovative ways of raising funds for distance education.

# Course Contents

Basic concepts of management in relation to open and distance education. Exploration of various approaches to managing distance education programmes. Importance of African values in the context of managing distance education resources- personnel, facilities and finance, and the ways of implementing these values.Adaptations of management concepts and practices into the running of distance education programmes. Basic leadership skills relevant to distance education practicee and the principles of participation and facilitation of learning.Maintaining a satisfying work force in the management of distance education. The concept of personnel management within the context of its growth and history, scope, nature and characteristics, roles, features, skills and types. Principles and approaches to personnel management as well as policies of personnel management. How funds earmarked for distance education can be managed for sustainable output. The concepts of financial management and budgeting, financial management accountability requirements, roles of a manager in financial management of distance education, budgeting functions and preparation processes, innovative and alternative ways of raising funds, as well as optimization of the use of financial resources.

# EAE 481: Supervision and Change in Adult Education (2 Units C: LH 30) Learning Outcomes

At the end of the course, students should be able to:

1. describe different styles of supervision;
2. select and justify preferred styles of supervision;
3. discuss how to introduce change ideas to supervisors from below as opposed to change ideas being introduced above from management; and
4. suggest ways to test acceptability of change.

# Course Contents

Concept of supervision, styles of supervision, autocratic/close style, consultancy, general supervision, attitudes of supervisors in both styles. Effects of consultative supervision, practicing consultative/general supervision, supervisors’ role in introducing change in adult education supervisory approaches to introducing change. Introducing change from below: selling ideas to superiors.

# EAE 482: Innovations in Adult Education (2 Units C: LH 30)

**Learning Outcomes**

At the end of the course, students should be able to:

1. enumerate new and emerging practices in Adult Education locally and internationally;
2. discuss characteristics of innovation;
3. factors that enhance and inhibit adoption in Nigeria of new and emerging practices
4. discuss how the Adult Educator can facilitate adoption of new changes in the system; and
5. suggest and justify innovations in practice and tools that can be of benefit in Adult Education.

# Course Contents

New and emerging practices in adult education. Characteristics of innovation. The role of the adult educator, especially the administrator, in facilitating the adoption of new changes using s top-down approach into the system. Factors that enhance and prevent the processes of innovation adoption. Risks of innovations to the innovator, to the consumers of innovations. In depth study of any recent innovation in the form of practice, tool used in adult education.

# Minimum Academic Standards Equipment

**Resource Room/Computer Laboratory**

1. Internet-Ready Computer systems (Desktop)
2. Computer Tables and Chairs
3. Internet Facility
4. Inverters. UPS plus batteries and Voltage Stabilizers
5. Printers
6. Scanners
7. Television
8. 10-seater Conference Table and Chairs
9. Air Conditioner/Fans

# Demonstration and Audio-Visual Resource Production Laboratory

1. Internet-Ready Computer systems (Desktop/Laptops for graphic designs)
2. Relevant software for production of teaching aids (posters/fliers/pictures)
3. Computer Tables and Chairs
4. Tables and chairs for learners
5. Internet Facility
6. Interactive electronic board
7. Inverters. UPS plus batteries and Voltage Stabilizers
8. Printers (black and white, coloured)
9. Scanners
10. Photocopier
11. Television
12. Multi-media Projector
13. Audio/video recorder
14. Bush radio/transistor
15. Laminating machines
16. Blank CDs for recording
17. Primers, pictures, posters, cardboards
18. Public Address Systems (PAS)
19. Air Conditioner/fans
20. Fridge

Classrooms

1. Tables and chairs
2. White board/markers/cleaners
3. Overhead multi-media projector
4. Public Address System
5. Teaching Aids (posters/primers/pictures)
6. Fans

# Staffing

For the objectives of the programme to be achieved, there should be, for each option of Adult Education, the following:

1. Professor/ Reader (Associate Professor)
2. Senior Lecturer
3. Reasonably complementary number of other cadres of academic staff
4. Emphasis should be placed on staff capacity building

Library

Besides the main university Library which should have relevant and up-to-date study text and periodicals (printed and e-resource), the department should also have a well-equipped and up-to-date resource centre to cater for immediate reading and research needs of both students and staff. The centre should have the following:

1. Internet-Ready Computers (Desktop/laptop)
2. Internet Facilities
3. Current books/journals (printed and e-resources) in specialized stress areas
4. Computer tables and chairs
5. Inverters. UPS plus batteries and Voltage Stabilizers
6. Reading tables and chairs
7. Bookshelves
8. Printers
9. Newspapers and magazines (old and new)
10. User/borrower register
11. Air conditioner/Fans

# Classrooms, Laboratories, Workshops and Offices

Classrooms: Besides shared classroom facilities, a minimum of two sizable, well ventilated and accessible classrooms should be provided for the programme.

1. Laboratories/Workshops:
   1. Demonstration and Audio-Visual Resource Laboratory should be provided.
   2. Resource Room/Computer Laboratory with modern technological facilities should be provided.
2. Staff Offices: Adequate office spaces with modern office equipment and air conditioners should be provided for all staff. In addition to this, no Professorial cadre staff or Senior Lecturer should be accommodated in a shared office space.
3. Functional Toilets (male and female) should be provided for staff and students.

|  |  |
| --- | --- |
| **Description Size (m2)** |  |
| Professor | 18.5 |
| Academic staff | 13.5 |
| Faculty officer | 18.5 |
| Other Senior Staff | 13.5 |
| Classroom accommodation | 0.7/Student |
| Departmental office and storage space | 0.7/Student |
| Seminar room | 0.2/Student |
| Laboratories | 7.5/Student |
| Conference room | 37.0 |