



NATIONAL TEACHERS' INSTITUTE, KADUNA

**PIVOTAL TEACHER TRAINING PROGRAMME
(PTTP)**

**HANDBOOK
2019**

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1:0 GENERAL INFORMATION

1:1 INTRODUCTION

The National Teachers' Institute was established in 1976 to, among other things, provide in-service education for teachers through the Distance Learning System (DLS). As stipulated in Decree No.7 of the then Federal Military Government of Nigeria (1978), the Institute is "charged with the responsibility of providing courses of instruction leading to the development, up grading and certification of teachers as specified in the relevant syllabus using Distance Education techniques."

In pursuance of this goal, the Institute has run TC II (DLS) in training, retraining and up-grading of unqualified and under-qualified Primary School teachers. It has also run refresher courses for teachers in Teacher Training Colleges. With the policy shift of NCE as the minimum teaching qualification in the country, the NTI was also called upon to run the NCE (DLS) for upgrading of the erstwhile Grade Two Teachers. In continuation of this assignment, the Federal Government has further charged the Institute to design, develop and run a special training programme for the production of teachers for the successful implementation of its Universal Basic Education (UBE) Programme. The programme was developed to meet the nation's urgent need for the production of a large number of qualified teachers is the Pivotal Teacher Training Programme (PTTP). While this programme prepares the beneficiaries for the specific teaching assignment in the UBE, it is also envisaged that they will enter the teaching profession through a continuing education programme up to the NCE level.

1.2 PROGRAMME OBJECTIVES

The main goal of the PTTP is to produce highly motivated and effective teachers. As such, at the end of the programme the participants would have:

- i) acquired adequate knowledge of the subject matter;
- ii) acquired pedagogical proficiency for effective teaching;
- iii) imbibed relevant values and attitudes that would make them develop positive attitude towards the teaching profession;

- iv) acquired basic background for further continuous upgrading and updating programmes. in the teaching profession.

1.3 **SUBJECTS OFFERED AND STRUCTURE**

The following listed subjects constitute the curriculum for the Pivotal Teacher Training, Programme. These are divided into core and optional subjects. The core subjects are:

- Education,
- English Language,
- Mathematics,
- Integrated Science,
- Social Studies

Optional subjects are:

- Physical & Health Education,
- One Nigerian Language (Igbo, Hausa or Yoruba),
- Christian Religious Studies,
- Islamic Religious Studies,
- Home Economics,
- Agricultural Science.

Every student is expected to register for **all** the “core” subjects and at least two (2) others selected from the optional subjects.

Although supervised Teaching Practice is neither listed as a “core” nor optional subject, **every student is expected to undergo 8-weeks supervised teaching practice exercise.**

For subjects involving practicals, the teaching of the theoretical component is not separated from the practicals. This means that, their teaching should be activity based to enable the students acquire practical skills and for effective transfer of these skills to their pupils.

1.4 **COURSE DURATION & STUDENTS' WORK-LOAD**

The course is designed to last for one calendar year of fifty-two (52) weeks. Out of these, four (4) weeks are set aside for approved religious festivals and national holidays.

Since the main medium of delivery of the programme is by self-instructional course materials, all admitted students will have to do a great deal of self-study.

By the design of the programme, there are ten (10) units in a module and every subject has twelve (12) modules.

It is recommended that a student should spend at least 1½ hours per unit.

Self-study:

The total number of hours of self-study per subject per student comes to 12 (modules) x 10 (units) x 1½ hrs = 180 hrs.

Since every student is expected to register for a minimum of seven (7) subjects in the programme, the number of hours for one self-study = 180(hrs) x 7 (subjects) = 1260 hours.

Weekend Contact Sessions:

Out of the forty-eight weeks left for academic work in the programme, (after deducting four (4) weeks of holidays) a total of eight (8) months are set aside for weekend contact sessions which translates to 8(months) x 4 weeks = 32 weekends. During this period, 50 minutes are expected to be spent on each subject for a maximum of 7 subjects a day = 32 x 7 x 50 minutes = 187 hours.

Holiday Intensive Contact Sessions:

For the three intensive holiday contact sessions, the following hours are available based on 50 minutes per subject for a maximum of 7 subjects per day for 5 working days.

(a) 1st holiday contact (July - September) = 6 x 5 x 7 subjects x 50 minutes = 175 hours.

(b) 2nd holiday contact (April) 2 weeks x 5 x 7 subjects x 50 minutes = 58hours.

(c) 3rd holiday contact (June-July) 6 weeks x 5 x 7 subjects x 50 minutes = 175 hours .

For the 14 weeks holiday contacts there are 408 hours.

There are eight hundred and forty (840) units per student for the one year programme for which he has a total of 595 hours for face-to-face contact for maximum interactivity.

Although the programme is by Distance Learning System, where each student is expected to go at his own pace, the demands of the PTP are such that participants should complete the programme within one year. This is possible if students put-in at least two (2) man-hours per unit as detailed in (i), (ii) and (iii) above.

1.5 **APPLICATION FOR ADMISSION**

Applications for admission into the programme are available on-line through any commercial bank

1.5.1 **Entry Requirements**

Applicants should possess any of the following:

Senior Secondary Education or its equivalent, e.g.
HIS Certificate with minimum of Three Passes; or

GCE O'Level with a minimum of Three Passes at not more than two sittings: or
Holders of approved Diploma.

1.5.2 **Certification**

On successful completion of the PTP, the candidate will be awarded the Pivotal Teachers Certificate (PTC).

2.0 **WELCOME TO NTI DISTANCE LEARNING SYSTEM (DLS)**

2.1 **The Concept of Distance Education**

Distance education can be described as an educational process in which the teacher(s) and the students may never meet in a face-to-face situation and thus instruction has to be mediated by at least one technical medium.

Distance education has two components: distance teaching and distance learning.

Distance teaching focusses on the teacher while distance learning is learner oriented. Though all the three terms, Distance Education, Distance Teaching and Distance Learning are being used interchangeably to mean one and the same thing, the NTI adopts Distance Learning System as it emphasises Learning and its student centred.

The National Teachers' Institute with over twenty years experience in the provision of Distance Education Programme in Teacher Education is set to implement this novel Pivotal Teacher Training Programme using the principles and processes of Distance Education.

The use of the principles and processes of Distance Education makes the Distance Learning System unique.

This Handbook briefly discusses the context, philosophy and processes of Distance Education in general and the details of the Pivotal Teacher Training Programme to make for effective implementation of the programme.

22 **The Philosophy, Principles and Processes of Distance Education**

The philosophy of distance education in Nigeria takes root in the Nigerian Philosophy of Education that:

Education is a life-long process,
Every individual has the right to education and it is the responsibility of the state to provide the opportunities for and enhance access to it.

Though, the conventional face-to-face programme shares these philosophies, the NTI's Distance Learning System goes further by;
the provision of cost effective education to a larger number of people that otherwise would have been left out,
makes learning more flexible in that learners can study on their own and at their own pace,
making learning self-directed,
making feedback immediate and self evaluating.

In other to make the students and the programme successful, the National Teachers' Institute has in place instructional traditions which aim at freeing individual learners from the constraints of time and place. Some of these include:

- the use of a wide range of media appropriate for the country's level of development to deliver instruction such as structural printed texts, audio and video tapes.
- the use of Study Centres which are located close to students.
- the provision of Counselling Services and Study Guides.
- the use of mandatory face-to-face contact sessions which give room for social interactions among students, between students and course materials and between students and Course Tutors.

Thus the instructional strategy of distance education as seen in NTI's DLS is a cycle of READ – LISTEN – DISCUSS AND ACT.
These and much more have made the NTI's Distance learning System unique and successful over the years.

Characteristics of Distance Education

It is necessary to give the following characteristics which describe a distance education programme:

- the separation of teacher and learner;
- separation of teacher and learner in space and/or time;
- the use of pre-produced courses as the main basis for study;
- the cost effectiveness of the educational use of mass communication methods;
- the use of educational media to unite teacher and learner and carry course content;
- the provision of two-way communication between teacher, tutor or educational agency and learner at (Study Centres);
- self control of learning by student rather than distance teachers.
- the use of mass production techniques to the development of learning materials and the administration of a distance education programme;
- the idea of distance education as a mediated form of guided teaching conversation.

These features are general and no specific Distance Education programme can exhibit all of the characteristics, however, majority of the characteristics will be found in any distance education programme.

2.3 Resources

The NTI has a network of Field Centres linking the Headquarters at Kaduna with study centres in each State of the Federation and FCT (Abuja). This network provides the needed outreach and the spread for our non-residential programmes. At the Headquarters in Kaduna, the NTI has to her credit, a standard Conference Centre, a moderately equipped Resource Centre, a well-equipped Printing Division with computerized typesetting facilities. It also has a modern Computer Centre, which facilitates the marking and processing of students assignments and examinations.

In terms of human resources, the NTI has a corps of experienced resident course writers who work closely with resource persons drawn from the educational system.

2.4 **Media and Materials**

The main medium of delivery of the programme is through printed texts. These texts by design, are self-instructional, structured, and sequenced to make reading systematic. The self-instructional course materials will be supplemented per subject by eighty (80) hours of face-to-face contact sessions at weekends and during school holidays. Tutorials, lectures, resolution of students' problems, practicals for practical subjects, marking and discussion of assignments will feature during the face-to-face contact sessions. Support materials such as recorded audio/video cassettes will also be used where relevant.

3:0 **RULES & REGULATIONS GOVERNING THE AWARD OF PIVOTAL TEACHERS' CERTIFICATE**

3:1 **DEFINITION OF TERMS/ABBREVIATIONS**

3.1.1 'PTTP' means Pivotal Teachers' Training Programme

3.1.2 NTI or Institute means National Teachers' Institute, Kaduna.

3.1.3 'Director' means the Director & Chief Executive NTI, Kaduna.

3.1.4 'PTC' means Pivotal Teachers' Certificate.

3.1.5 'Programme' means PTTP by Distance Learning System.

3.1.6 'Intensive' or 'vacation contact session' means school terminal vacations during which lectures, practical, seminars, etc are held.

3.1.7 Weekend contact session means Tutorial Classes held during weekends between vacation sessions.

3.1.8 'Field centre' means NTI state office.

3.1.9 'Study centre' means educational institution used as centre for contact sessions.

3.1.10 'Supervisor' means the Supervisor of a study centre.

3.1.11 'Course Tutor' means Tutorial Master at a study centre.

3.1.12 'Module' means a major topic in a subject area split into units.

3.1.13 'Unit' means-a study item which can be equated to a lecture topic.

3.1.14 'Sequencing Chart' means a tabular and systematic arrangement of topics of units in a module.

- 3.1.17 'Student' means a duly registered candidate-for the programme.
- 3.1.18 'Co-ordinator' means the NTI staff heading an NTI state office.
- 3.1.19 Withdrawal- A student can voluntarily pull out from the programme due to some unforeseen circumstances.

3:2 **EVALUATION STRATEGIES AND REGULATIONS**

3:2.1 **Assessment Procedure**

Evaluation will be through continuous assessment and examinations

3.3 **GUIDELINES ON CONTINUOUS ASSESSMENT FOR THE PIVOTAL TEACHER TRAINING PROGRAMME**

Continuous Assessment shall consist of tests, assignments, practicals and attendance and shall constitute 40% of the overall assessment.

- 3.3.1 The marks for the Continuous Assessment shall be generated from at least three tutor-marked assignments and Tests taken from a set of, say, modules 1-4, 5-8 and 9-12 of each subject.
- 3.3.2 Marking scheme shall be prepared by the Course Tutors for each question of tests and assignments.
- 3.3.3 A student who fails to submit himself/herself for a particular Continuous Assessment will be required to do /so before he can sit for the PTC final Examination.
- 3.3.4 The Continuous Assessment marks must be submitted on the prescribed format designed by the Examinations Department and returned through the State Coordinator **not later than three weeks** after a scheduled intensive contact sessions.

3.4 **EXAMINATION**

Examination shall constitute 60% of the overall assessment and shall be held once at the end of the programme year. Responsibility for the conduct and administration of the examination shall rest with the Institute.

However, the National Teachers' Institute will liaise with the Institutes of Education of some Nigerian Universities for purposes of monitoring and ensuring quality of the Pivotal Teacher Training Programme.

3.4.1 Eligibility for Examination

To be eligible for examinations in a subject, a student must:
satisfy all the provisions of section 2..3· above
have had not less than 75 attendance at contact sessions.

3.4.2 Conduct of Examinations

A candidate shall abide by the following rules:

- (a) A candidate shall be in the examination room at least ten minutes before the advertised time of the examination and shall be seated at the appropriately numbered seat.
- (b) Each student shall complete an examination attendance form bearing his number, name (surname first) and signature which shall be collected by the invigilator of each examination paper, and checked against the students' identity cards.
- (c) A candidate may be admitted up to thirty minutes after the commencement of the examination but he shall not be allowed extra time.
- (d) Candidates are not permitted to leave the examination room(s) during the course of the examination except briefly - under the continuous supervision of an invigilator.
- (e) Candidates are not normally allowed to leave the room during the first hour of the examinations,
- (f) A student shall bring his identity card to each examination and display it in a prominent position on his/her desk .
- (g) No book, printed paper, or written document or unauthorised aid may be taken into an examination room by any student, except as may be stated in the rubric of an examination paper.
- (h) The use of scrap paper is not permitted. All rough work must be done in the answer booklet and crossed neatly through, or in supplementary answer sheets which must be submitted to the invigilator,
- (i) No candidate is allowed to carry any handbag, briefcase etc. into the examination room.

- (j) During the examination, no student shall speak to any other student or (except as essential) to the invigilator or make any noise or disturbance.
- (k) A student must not, during an examination, directly or indirectly give-assistance to any other student or permit any other student to copy from, or otherwise use his paper. Similarly, a student must not accept assistance from any other student/person or use any other students' papers.
- (i) Candidates must hand in their scripts to the invigilator when leaving the examination room.
- (m) At the end of the time allotted, each student shall stop writing when instructed to do so, and shall gather his scripts together ready for collection by the invigilator.
- (n) Any student who violates any of rules a – m above will be dealt with in accordance with the decisions of the disciplinary committee of the Institute. Sanctions will range from cancellation of results to outright expulsion from the programme.
- (o) Except for the printed question, a student may not remove from the examination room, or mutilate any paper or other materials supplied.

3.5 **ELIGIBILITY FOR AWARD OF PTC**

To be eligible for Award of Pivotal Teachers' Certificate, a student:

- (i) shall be qualified for Admission into the programme and shall be duly registered,
- (ii) should have had not less than 75% attendance at Contact Sessions,
- (iii) shall participate in all assignments, Tests etc, used in generating Continuous Assessment Marks,
- (vi) shall sit and pass ALL the core subjects and one optional subject in the PTC Examination,
- (v) shall above all, be worthy in character

4.0 **STUDENTS' GUIDE**

4.1 **ROLE OF STUDENTS**

All students in the PTPP are expected to fully participate/undertake the following listed activities:-

Collect and complete the application forms in their own handwriting. All necessary Information must be correctly and clearly written

All completed forms (in triplicate) must be returned to the LGEA where they were collected (within the stipulated time).

Admitted students must participate in a one day orientation exercise.

It is the responsibility of the students to study all the self instructional materials.

Attendance at face-to-face contact sessions \s mandatory. A maximum of 25% absence may be waived on genuine reasons.

Participate and submit all assignments, tests, examination and other programme activities.

Any missed assignments/tests should be completed before the final PTC examination.

Students must comply with all examination rules as detailed under Rules and Regulations.

4.2 **STUDY GUIDE**

4.2.1 **Introduction**

As soon as you complete the process of registration, the relevant set of course materials will be delivered to you. It is our hope that you will find the course materials easy to read!

To further ease your studies, we are giving you the following hints:

4.2.2 **The Course Module and Unit**

The course is broken down into twelve blocks called Modules' and each module contains ten units. A unit is a lecture topic which can be equated to a lesson. It is a study item for an average of one and half hour's duration.

4.2.3 Studying a Course Unit

For each unit, brief instructions or rules of procedure are stated on how to go about studying the unit under consideration. For the subjects that have long, continuous passages like English, Education, the “Survey, Question Read, Recall, Review (SQ3R), plan” is recommended in order to master the contents of the units. This plan consists of five rules viz:-

the learner is advised to survey the whole unit before studying the unit in detail. This approach is helpful to the students who study by viewing the learning situation as a whole with the elements, parts or attributes’ of the task fused with the whole. For such students, the learning task is meaningful as a whole and not in separate units or parts.

the students is urged to think up questions that give purpose to his study and allow him read with anticipation. This enables the student to see the reason why the distance teacher divided and arranged the units the way he did.

the learner is advised to read the unit step by step and do the activity that follows each step. The purpose is to help those students who go about the learning process by separating out the parts from the whole of the learning task. For these students, the parts, elements or attributes of the learning situation have meanings in themselves.

the student is advised to recall after every step what he has read, to make notes of the key ideas or concepts and important details and then answer the self-test questions.

the learner is then instructed to review all that he has read by running quickly through the unit and checking the accuracy his note.

the student is warned in some units to note and list unfamiliar words, to look them up in the dictionary and use them in sentences of his own. The form and wording of this instruction in the course books varies from subject to subject to avoid monotony.

4.2.4 **When to Study**

It is obvious from the approach to the study of an NTI unit that the courses are meant to be studied at your spare-time except when you are practising the-teaching skills studied in your subject area. Your study sessions should be outside school hours and they should be regular. They should not be in a stop - and - start way.

Make a study time table and stick to it with determination. Do not study in a careless manner because self study requires self discipline. Your study time table should show:-

- the days of the week and the period set aside for studies;
- portions of subjects to cover each week or month;
- specific tasks to be accomplished each week or month;
- weeks or months for trips or holidays when you expect. less work;
- where you fit in each of your study sessions for the week or month, allowing for times for other duties, family commitments, social meetings etc;
- topics actually covered each month with dates when they were accomplished;
- when to sit for your examination.

Try and avoid work falling in arrears but if you can not avoid that, clear the backlog of the work as quickly as possible. Preplan your work schedule if there are disruptions. so that the momentum and deadlines are kept. This will ensure completing your work before the examination date. It is important to state that you should study everyday using odd half hours to gain or make up for lost hours.

4.2.5 . **Where to Study**

It is hard to find an ideal place for study but please choose an airy, well - lit quiet place. Choose a place that is as far from distraction as possible be it the home, school, library, open air etc - away from record players, radio, television or telephone receiver etc.

Let us now consider the various places to study. The home is a convenient place to study provided your family members leave you alone.

Very often, distractions by wife or husband, children, friends make it difficult to study at home.

The school can be quiet enough for study after all the pupils or colleagues have left for their various homes.

The library is another good place to study so if you have one near you, please use it because tables and chairs are usually provided. It is not a bad idea to study out-of-doors. Many shady, quiet spots can be found especially if you live in a rural area. Choose where you can sit comfortably and a solid surface to lean on when writing.

e.g. You can study with other colleagues who are taking the same course with you because these other colleagues can help you in many ways in reminding you of some ideas you might forget, in exposing you to some other approach to answering essay questions etc. After choosing a place for study, try and stick to it to minimize the chances of being distracted by strange objects.

4.2.6 **Materials You Will Need**

Apart from the NT! course books, you will need a pen, a table and a chair, a notebook, a pencil, a ruler, an eraser, a set of coloured pencils, a box of mathematical instruments, a good dictionary and any other useful materials.

4.2.7 **How Much to Study Per Week**

It is dangerous to do too little work as you will not be able to complete the programme within the recommended 1 (one) year, and it is not wise to do too much when you know that you are tired, bored and uninterested in the work.

For this programme it is suggested that you complete at least 2 units a day i.e 14 units a week distributed among the minimum of seven subject or as directed by your course tutors.

4.2.8 **How to the Get the Best Out of Your Studies .**

To be able to derive maximum benefit from your studies you should do the following:-

Secure a good dictionary and consult it regularly

Follow the instructions in each unit carefully. This is because a teacher will not be physically present each time you are studying.

Be honest with yourself by answering the questions before you look up the answers provided in the booklet. If you look up the answers before you answer the questions, you will be cheating yourself so check the answers only after' you have attempted the questions.

Study a unit at a time to enable you see how one part of the unit is linked to the other parts. If you are able to study a unit at a sitting, you will easily understand the overall aims of each unit.

Apply the knowledge and skills learnt from the courses in teaching your pupils. The questions about activities you should try with your pupils, are many, so do them conscientiously. It is important to have qualified people to evaluate. your work especially When it comes to judging how well you taught a particular lesson. This is desirable because it is difficult for us to hear or see ourselves as we really are.

Revise your units regularly so that you do not forget what you have learnt It is better to revise each time you want to start a new unit or module and try to revise at weekends. The summaries of the units will be very useful in revision.

Consult your fellow students, and experts in your subject area for help. You should approach people for help when you have tried several times to understand a section of a unit or an entire unit.

Evaluate yourself realistically by using the answer section of the booklet. Do the corrections carefully, correct spelling and punctuation errors, Improve on your accuracy of writing

English in order to serve as a model for your pupils. If the mistakes you made are very important, try and find out why they were made by going back to relevant portions of the unit. Ask others to assess your spoken English or teaching when you strongly feel that you are not doing well. Always be realistic by not pretending to yourself that your work has no problem. Instead, take immediate steps to solve your problems. Remember that you are responsible for your own self improvement so do not let yourself down.

Read everything in the course very carefully especially the long reading passages. In reading, carefully try and adopt the steps-outlined below:-

- a. Read the passage quite quickly in order to grasp the main points. Pay attention to the titles and any paragraph headings because in most cases, these give valuable information that will help you to see the intentions of the writer. Study any illustration, picture or tables that accompany the passage as these often help to explain much of the text. Underline the words you do not recognize.
- b. Read quickly through the questions, as the knowledge of questions will give direction to your reading. In the wise, you will be reading for specific information.
- c. Read the passage a second time with extra care and at this time you should try to understand everything in the passage. Use the dictionary to find out the meaning of unknown words. You may read the passage the third time if you feel the need to do so.
- d. You can then answer the questions.

4.2.9 **The Use of Library**

The use of the library has been treated in detail in Education. However, you should be reminded that the library is the centre of the learning programme. It is important that you cultivate a reading culture so that you get knowledge and information about many things. You should also introduce your pupils to the use of the library and encourage them to appreciate the importance of the library.

5.0 **PROGRAMME ADMINISTRATION**

For the successful implementation of the PTTTP the Institute solicits maximum cooperation of all stakeholders in the programme. We hope that every stakeholder will appreciate and play its role as specified below:

5.1 **ROLE OF STATE MINISTRIES OF EDUCATION**

Assist in the establishment of NTI Offices in their State Capitals (i.e where we currently do not have state offices).

Render any necessary assistance to the students in the programme in order to motivate and encourage them to register and complete the programme.

Participate effectively in the monitoring of the programme.

Provide necessary assistance to ensure smooth execution of the programme in their states.

5.2 **ROLE OF STATE PRIMARY EDUCATION BOARDS**

Liaise with the LGEAs to determine the number of teachers to be trained under the PTTTP.

Liaise with the LGEAs and the Institute to identify suitable location for the Study Centres

Render any necessary assistance to students on the programme to motivate and encourage them.

Participate in the monitoring of the programme

5.3 **ROLE OF LOCAL GOVERNMENT EDUCATION AUTHORITIES (LGEAs)**

Liaise with the SPEB to determine the number of teachers to be trained for each LGA under the PTTTP

Assist in publicizing the programme within the Local Government Area.

Distribute and retrieve application forms and submit same to the National Teachers' Institute for processing.

Recommend suitable candidates to NTI for admission.

Distribute admission letters to successful candidates.

Assist in identifying suitable locations for Study Centres.

Render any necessary assistance to students on the programme to motivate and encourage them.

Provide necessary support that will ensure the smooth executive of the programme in the Study Centres in their areas.

Participate in the monitoring of the programme in their respective area.

5.4 **ROLE OF FIELD CENTRES**

At the Headquarters of each State, including Abuja is an NTI State Office which also serves as Field Centre. Each Field Centre is headed by a Coordinator. The main functions of the Field Centre include the following listed activities:

Processing of Application Forms

(State Coordinators shall having processed the forms, compile a comprehensive list of recommended students strictly in alphabetical order to the headquarters for scrutiny and ratification)

Registration and documentation of students

Organisation of induction and Orientation Exercises for Supervisors Course Tutors and students.

Distribution of course materials.

Identification of Study Centres.

Recommendation of supervisors and course tutors.

Supervision of Study Centres.

Payment of honoraria to supervisors and course tutors.

5.5 **STUDY CENTRES**

These are places where students met with their tutors and fellow students to discuss whatever problems they encountered during the course of their studies. Activities in these study centres include informal discussions over students' problems, tutorials, practicals and counselling. A study centre is headed by a Supervisor who has under him a number of course tutors.

5.6 **ROLE OF SUPERVISORS**

The supervisor is appointed to serve as a link between the field centre and the study centre(s). He is to serve as the administrative head of the centre(s) and provide Academic Leadership to both the Course Tutors and the students. For instance, he collects from the field centre (on behalf of the students and tutors at the study centre) educational materials, honoraria and other required items. Likewise, he collects from the study centre(s) records of students' Continuous Assessment, duly completed claim forms, general information about the study centre(s) and forward same to the field centre as at when due.

The Supervisor's other functions include:

- monitoring the activities of the tutors at the study centre(s)
- writing of monthly reports on the study centre(s)
- drawing up and maintaining a time-table and plan of activities for the study centre(s)
- keeping of records, such records will border on the tutors, students and finance. The Supervisor is responsible to the Co-ordinanor.

5.7 **ROLE OF COURSE TUTORS**

- It is mandatory for all Course Tutors to participate in a one day Induction Exercise.
- The main job of the course tutor is to guide students on how to make proper use of NTL course materials. He maintains personal contact with the students, thereby bridging the isolation gap between them(students) and their tutors (course writers). He is expected to perform dual functions of tutoring and counselling.

As a tutor; he does real teaching of his students (using NTI instructional materials) whenever the need arises. He also holds informal discussions with students aimed at solving the problems arising from their texts.

The course books are so structured that there are at intervals, assignments which students are required to do and pass to their tutors to be marked. These are termed "Tutor-Marked Assignments". The tutors mark such assignments and formulate carefully considered teaching comments on the assignments. Their marking yields two types of information. The first is a grade which represents the quality or level of student's performance. The second is a set of comments which are intended to assist the students in their studies and provide a basis for a dialogue between the tutor and students. Continuous Assessment marks can also be generated from such Tutor-Marked Assignments and Tests.

As counselors, tutors act as academic guides and mentors to their students. This is usually accomplished through holding regular meetings and individual interviews with the students. It implies that tutors must be familiar with their students' backgrounds and their individual problems.

5.8 RECOMMENDED TEACHING AND LEARNING STRATEGIES

The following Teaching and Learning strategies are recommended:-

Step 1: First read the course book yourself. During the process of reading, mark areas you suspect will be difficult for the students to understand. Also take note of the number of units you expect the students to be able to read and understand within a given period of time.

Step 2: Based on your experience in step 1, assign to your students a specific number of units that should be read before the next contact session. You should inform them to mark difficult areas as well as do all the activities and assignments during the process. This will, in a way, **develop the reading habit of your students** which is an essential aspect of Distance

Learning System. You must help students to appreciate the fact that in a distance learning system, reading of course texts is the only sure way of effective learning. To be able to get the best of the unit during the process of reading, you should acquaint your students with the 5 rules of mastering the content of each unit.

These are:-

- (a) doing a general survey of the whole unit before studying the unit in details;
- (b) thinking up questions that give purpose to study and allow for reading with anticipation;
- (c) reading the unit step by step taking note of important points and making notes and doing the activities as they come up;
- (d) recalling after every step what has been read; and
- (e) reviewing all that has been read to ensure understanding.

Step 3: During the next contact session, collect the activities and assignments done by each student for the purpose of marking.

Step 4: Then, lead a tutorial class during which you answer questions raised by students and get difficult points explained.

Step 5: During the tutorial class, if you discover that there is a common difficulty which could not be explained within the period of the tutorial, it is only then that you will prepare a lecture to give clarifications to the difficult area. This lecture can then be part of what will be treated during the next contact session.

Step 6: You may, if you choose, use students to mark the activities and assignments. This can be done by randomly sharing out the answer scripts to the students. At the end of the marking exercise collect back the marked answer scripts for-checking and recording as part of the students continuous assessment.

Use the experience gained in steps 1 - 6 to map out strategies that would ensure the completion of, work due before each test. The teaching and learning strategies, the course tutor is being requested to adopt, have been tried and found most suitable to distance teaching and learning. You are therefore, advised to strictly adhere to such strategies **and avoid, the face-to-face teaching methods you are used to in your normal classrooms.**

You are free to modify the strategies outlined as the need arises. You must, however, keep within the general frame of these strategies in order to enable the students gain maximally from participating in the PTTTP.

- Step 7:** Use the experience gained in steps 1 - 6 to map out strategies that would ensure the completion of work due before each test. The teaching and learning strategies, the Course Tutor is being requested . to adopt, have been tried and found most suitable to distance teaching and learning. You are therefore, advised to strictly adhere to such strategies and avoid the face-to-face teaching methods you are used to in your normal classrooms. You are however free to modify the strategies outlined as the need arises. You must, however, keep within the general framed of these strategies in order to enable the students gain maximally from participating in the PTTTP.
- Step 8:** Please recall the recommended tutor recorded Marks for Continuous Assessment at the end of say, modules 1 - 4,5 - 8, and 9 - 12 of each subject.

SUMMARY OF COURSE CONTENTS

(Sequencing Charts).

EDUCATION CURRICULUM

INTRODUCTION

The Education Curriculum for this programme is intended to introduce the prospective students to various aspects of Education at the elementary level. This is to assist them particularly to have the basic knowledge and experience in the field necessary for those about to take up teaching as a job and profession.

MODULE 1: THE CONCEPT OF EDUCATION

- Unit 1: What is Education
- Unit 2: Traditional Education
- Unit 3: Islamic Education
- Unit 4: Christian (Western) Education
- Unit 5: The Goals and objectives of Education
- Unit 6: The Goals and Objectives of Primary Education
- Unit 7: The Objectives of Teacher Education
- Unit 8: The Qualities of a Good Primary School Teacher
- Unit 9: The Ethics of the Teaching Profession
- Unit 10: Consolidation.

MODULE 2: EDUCATIONAL FOUNDATIONS

- Unit 1: Introduction to Educational Philosophers I: Plato, Caneanius, Aristottles.
- Unit 2: Introduction to Educational Philosophers II: Rousseau, Pestalozzi, Dewey.
- Unit 3: Introduction to Nigerian Educators - Alvan Ikoku, Ransome, Eyo Ita, Aminu Kano.
- Unit 4: The Role of Colonial Government in Nigerian Education
- Unit 5: The Role of Other Agencies in Nigerian Education I
- Unit 6: The Role of Other Agencies in Nigerian Education II
- Unit 7: Issues in Nigerian Primary Education
- Unit 8: The Development of Education in Nigeria Primary.
- Unit 9: The National Policy on Education
- Unit. 1 0: Consolidation.

**MODULE 3: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY
I: CHILD DEVELOPMENT**

- Unit 1: The Meaning of Educational Theory
- Unit 2: Child Development: The Need for and Methods of Child Study
- Unit 3: Principles and Stages of Growth and Development of the Child
- Unit 4: Factors Influencing the Growth and Development of the Child:
The Meaning and Influences of Heredity and Environment.
- Unit 5: The Needs of the Child
- Unit 6: Infancy and Early Childhood
- Unit 7: Late childhood
- Unit 8: Characteristics of Adolescence: Early and Late Stages of
Development
- Unit 9: Problems of Adolescence
- Unit 10: Consolidation.

**MODULE 4: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY
II THE ADOLESCENCE**

- Unit 1: Adolescence: Meaning and Characteristics
- Unit 2: Developmental Tasks at Various Stages of Child Development
- Unit 3: The Physical and Mental Development of the Adolescent
- Unit 4: Methods and Techniques of Child Study
- Unit 5: The Role of the Teacher in Fostering the Development of the
Adolescent
- Unit 6: Individual Differences: Physical, Mental, Sex and
Temperament
- Unit 7: Significance of Individual Differences to the Teacher
- Unit 8: Reward and Punishment
- Unit 9: Role and Types of Punishment
- Unit 10: Consolidation

MODULE 5: LEARNING I

- Unit 1: The Meaning of Learning
- Unit 2: Introduction to the Theories of Learning
- Unit 3: Factor Affecting Learning
- Unit 4: Transfer of Learning
- Unit 5: Remembering and forgetting
- Unit 6: Pairing and verbal Association
- Unit 7: Discrimination Learning and Concept of Learning
- Unit 8: Rote Learning and problem solving
- Unit 9: Individual Differences in Classroom Learning
- Unit 10: Consolidation

MODULE 6: LEARNING II

- Unit 1: Taxonomy of Educational-Objectives
- Unit 2: Cognitive Objectives
- Unit 3: Affective Objectives
- Unit 4: Psychomotor Objective
- Unit 5: Learning Readiness
- Unit 6: Motivation
- Unit 7: Repetition and Practice
- Unit 8: Reinforcement
- Unit 9: Facilitators and Inhibitors of Learning
- Unit 10: Consolidation

MODULE 7: CURRICULUM STUDIES

- Unit 1: What is Curriculum
- Unit 2: Objectives in Curriculum Planning
- Unit 3: Factors Affecting Curriculum Planning I: National Objectives, Society, Culture.
- Unit 4: Factors Affecting Curriculum Planning II: The Learner and Nature of Knowledge.
- Unit 5: Types of Curriculum
- Unit 6: The Organization Responsible for Curriculum Planning (NERDC, NTI, NBTE, NCCE, ETC).
- Unit 7: The Curriculum and the Syllabus
- Unit 8: The Unit and Scheme of Work and Lesson Planning
- Unit 9: Problems of Curriculum Implementation
- Unit 10: Consolidation

MODULES 8 GENERAL METHODOLOGY OF TEACHING I

- Unit 1: The Concept and Nature of Methodology: Teaching and Learning
- Unit 2: Types of Instructional Methods and their Limitations I: Lecture/Discussion, Individualized, Problem Solving, Discovery Inquiry Methods.
- Unit 3: Types of Instructional Methods and Their Limitations II: Play and Simulation Games, Team Teaching
- Unit 4: Types of Instructional Methods and their Limitations III: Group and Class Teaching, Project and Questioning Methods, Excursion.
- Unit 5: Selection of Teaching Methods and Materials
- Unit 6: The Teaching/Learning Environment-Pupils, Teachers, Resources and Teaching Methods.
- Unit 7: Instructional Materials and the Organizational Skills of the Teacher
- Unit 8: Evaluation of Learning Outcome
- Unit 9: Classroom Communication Process
- Unit 10: Consolidation

MODULE 9: GENERAL METHODOLOGY OF TEACHING II

- Unit 1: Objectives in Curriculum Implementation-Instructional and Behaviourial Objectives
- Unit 2: Lesson Preparation - Lesson Notes and Lesson Patterns
- Unit 3: Classroom Control and Discipline
- Unit 4: Improvisation
- Unit 5: Classroom Resources and Management
- Unit 6: Assignments and Activities
- Unit 7: School Records - Procedures for Keeping them
- Unit 8: Micro - teaching I - Concept and Processes
- Unit 9: Micro - teaching II - Theory and Practical
- Unit 10: Consolidation

MODULE 10: EDUCATIONAL EVALUATION

- Unit 1: Meaning and Scope of Evaluation
- Unit 2: Objectives of Evaluation in Education
- Unit 3: The Concept of Continuous Assessment
- Unit 4: Test and Types of Test - Test Construction, Uses of Tests
- Unit 5: Techniques of Scoring and Grading of Tests
- Unit 6: Interpretation of Test Scores - Mean, Median and Mode
- Unit 7: Records kept by The Headmaster
- Units 8: Records Kept by The Class Teacher
- Unit 9: Abuses of School Records
- Unit 10: Consolidation

MODULE 11: ELEMENTS OF SPECIAL EDUCATION

- Unit.1: The National Policy on Special Education
- Unit 2: Administrative Structures and Resources for Special Education in Nigeria
- Unit 3: The Exceptional Child: Categories and Identification: The Gifted, Talented and Slow Learners
- Unit 4: Learning Disabilities I: Definition, Characteristics Identification, and Causes

- Unit 5: Learning Disabilities II: Types-Speech and Language Disorder, Mental Retardation and Emotional Disturbance.
- Unit 6: Learning Disabilities III: Types - Hearing Impairment, Visual Impairment
- Unit 7: The Handicap: Physical and Mental-Development, Characteristics, Identification and Causes
- Unit 8: Educating Children with Special needs: Mainstreaming and Integration
- Unit 9: Career Guidance and Counselling for Exceptional Children
- Unit 10: Consolidation

MODULE 12: SCHOOL MANAGEMENT

- Unit 1: School Administration and Management I - Meaning and Purpose
- Unit 2: School Administration and Management II - The Roles of The Head Teacher and the Community and the duties and Obligations of the Teacher.
- Unit 3: School Administration and Management III - Classroom Organization and Management
- Unit 4: School Administration and Management IV - The Responsibilities of staff to their Employers
- Unit 5: School Reports and Reports Writing
- Unit 6: Inspection and Supervision
- Unit 7: Discipline and self-control
- Unit 8: Types of Control: Permissive and authoritarian
- Democratic Control
 - Group Directed Control
 - Society and Discipline
- Unit 9: Common School Offences: Late Coming, truancy, bullying, lying, cheating and stealing
- Unit 10: Consolidation.

ENGLISH LANGUAGE CURRICULUM

INTRODUCTION

The English Language Curriculum has 12 modules, eight of which are on methods of teaching English Language and Literature. The reason is that the clientele have already gone beyond the level of which they are being prepared to function since they have already taken the School Certificate/G.C.E. Examinations, albeit they have emerged with weak passes. They have, however, not been exposed to methods of teaching at all. Of the 12 modules, four of them are revisional in nature.

To teach a language effectively, the four basic skills, viz listening, speaking, reading and writing are seen as integral parts and must be attended to. The designers of this curriculum consider Oral Language as primary and since the language teachers must serve as good model for the primary school pupils, emphasis is laid on the audio-oral skills, i.e. listening and speaking.

Oral Language as primary and since the language teachers must serve as good model for the primary school pupils, emphasis is laid on the audio-oral skills, i.e. listening and speaking.

The modules take care of teaching and learning both at the lower and senior primary levels to enable teachers handle any of the classes.

OBJECTIVES:

By the end of the programme, the student teacher should be able to:

- (i) exhibit mastery of the four basic skills of listening, speaking, reading and writing;
- (ii) use spoken English intelligibly;
- (iii) produce English sounds;
- (iv) form and combine letters correctly;
- (v) pick out the main ideas from texts and paragraphs;
- (vi) demonstrate ways of forming complex sentences by combining simple and complex structures .

Modular titles are hereby listed below:

MODULES	TITLES
Unit: 1.	Teaching listening skills
2.	Teaching speaking skills
3.	Teaching reading skills
4.	Teaching writing skills
5.	Teaching parts of sentences
6.	Teaching parts of sentences (continuation)
7.	Teaching word classes
8.	Teaching word classes (continuation)
9.	Revision of punctuation
: 10.	Revision of Tenses
11.	Teaching vocabulary development
12.	Teaching children's literature.

Sequencing Chart

The essential elements to be taught have been selected and sequenced in the way they will be taught and this is based on the programme learning approach. The items are compartmentalized into related modules to be taught one after the other in short manageable units. At the end of each module, there is the consolidation unit, which helps to revise all the essential points in the module. Below is English Sequencing Chart

MODULES 1:	TEACHING LISTENING SKILLS
Unit: 1.	Introduction to listening skills
2.	Auditory discrimination
3.	Levels and types of listening
4.	Listening activities and games
5.	Critical /listening activities
6.	Listening to narrations and descriptions (e.g. news broadcast)
7.	Listening for surface Details and Note-taking
8.	Listening to ex-position and argument
9.	Efficient listening correlates and strategies
10.	Consolidation

MODULES 2:	TEACHING SPEAKING SKILLS
Unit: 1.	Introduction to speaking skills (Aims and Objectives)
2.	Mechanics of sound production: Vowel and Consonants
3.	Syllables and Words in English
4.	Stress Rhythm and Intonation in English
5.	Basic Sentence Patterns
6.	The sounds of English and Nigerian Languages
7.	Components of Oral Communication
8.	Speech Types
9.	Style and Principles of Delivery
10.	Consolidation
MODULES 3:	TEACHING READING SKILLS
Unit: 1.	Pre-reading activities and phonic analysis
2.	Oral and silent reading
3.	Reading comprehension
4.	Mechanics of reading
5.	Factors in effective reading: readers' purpose, interest and motivation
6.	Reading for main ideas and details
7.	Paraphrasing and Summarizing
8.	Critical and inferential reading
9.	Creating reading
10.	Consolidation
MODULES 4:	TEACHING WRITING SKILLS
Unit: 1.	Pre-writing skills: manipulative skills, e.g. tracing, drawing, dictation
2.	Letter formation and word writing
3.	Hand writing
4.	Guided writing I: copying, filling gaps, taking dictation, etc.
5.	Developing punctuation skills
6.	Guided writing II: picture story, paragraph, structures, cohesion, etc.
7.	Free writing I: writing of list and announcements, re-writing a story
8.	Organisational skills in writing: letter writing
9.	More on letter writing
10.	Consolidation

MODULES 5	TEACHING SPEAKING SKILLS
Unit: 1.	Subjects
2.	Predicates
3.	Complements
4.	Phrases
5.	Kinds of phrases
6.	Clauses
7.	Kinds of clauses - (noun and adjective clauses)
8.	Kinds of clauses (adverbial)
9.	Reading comprehension and parts of sentences
10.	Consolidation
MODULES 6:	TEACHING PARTS OF SENTENCES (CONTINUATION)
Unit: 1.	Sentences
2.	Features of well-formed sentences
3.	Simple sentences
4.	Compound sentences
5.	Complex and other non-simple sentence,
6.	Sentence patterns
7.	Grammatical and ungrammatical sentences
8.	Positive and negative sentences, question tags (Positive and negative)
9.	Reading comprehension and parts of sentences
10.	Consolidation
MODULES 7:	TEACHING WORD CLASSES
Unit: 1.	Nouns
2.	Pronouns
3.	Verbs
4.	Verb forms, e.g. en, -ing, etc.
5.	Regular and irregular verbs
6.	Auxiliary verbs
7.	Active and passive voices
8.	Phrasal verbs
9.	Reading comprehension and word classes
10.	Consolidation

MODULES 8	TEACHING WORD CLASSES (CONTINUATION)
Unit: 1.	Adjectives
2.	Functions of adjectives
3.	Comparison in adjectives
4.	Adverbs-forms and positions
5.	Adverbs and functions
6.	Adjuncts
7.	Disjuncts. and conjuncts
8.	Ambiguity and clarity of usage
9.	Reading comprehension and word classes continued
10.	Consolidation
MODULES 9	REVISION OF PUNCTUATION
Unit 1.	Uses of punctuation marks: comma, full stop
2.	Quotation marks and question marks, semi colon, colon, etc.
3.	More on the use of punctuation marks
4.	Formation and use of question tags: affirmative and negative
5.	Indefinite and. definite articles
6.	Recognition and formation of direct speeches
7.	Recognition and formation of indirect speeches
8.	Dictation exercises
9.	Reading comprehension and punctuation
10.	Consolidation
MODULES 10	REVISION OF TENSES
Unit 1.	Simple present tense
2.	Simple past tense
3.	Present perfect and past perfect tenses
4.	Future tenses
5.	Continuous tenses
6.	Indicative mood
7.	Imperative mood
8.	Subjunctive mood
9.	Reading Comprehension and tenses
10.	Consolidation

MODULE 11	TEACHING VOCABULARY DEVELOPMENT
Unit 1.	Using the dictionary
2.	Registers - agriculture, health, home and family
3.	More on registers: science and technology, transport and travelling, law and social order
4.	Antonyms and synonyms
5.	Words Commonly mis-spelt
6.	Borrowed words (foreign Words) in English
7.	Spelling (English and American)
8.	Idioms and idiomatic expressions
9.	Reading comprehension and vocabulary
10.	Consolidation
MODULE 12	TEACHING CHILDREN'S LITERATURE
Unit 1.	Purpose of supplementary reading
2.	Prose fiction for children
3.	Paraphrasing prose passages
4.	Poetry for children
5.	Paraphrasing poetry
6.	Drama
7.	Steps in teaching children's literature
8.	Promotion of independent reading
9.	More on the promotion of independent reading
10.	Consolidation

MATHEMATICS CURRICULUM

INTRODUCTION

1. Mathematics is made up of 7 (Seven) stress areas as follows:
 - Number and Numeration
 - Algebraic Processes
 - Mensuration
 - Plane Geometry
 - Trigonometry
 - Statistics|Probability
 - Methodology.
2. Number and Numeration and Methodology are given equal weight of 3 Modules each because of their importance in the Teachers Education curriculum. The remaining 6 Modules are shared among the 5 remaining stress areas.

<u>MODULE</u>	<u>TITLES</u>
1	Methodology I
2	Number and Operations I
3	Methodology II
4	Number and Operation II
5	Algebraic Processes
6	Practical & Descriptive Geometry
7	Equations - Algebraic & Graphical Solutions
8	The Circle
9	Methodology III
10	Number & Operations III
11	Trigonometry
12	Everyday Statistics

<u>MODULE 1</u>	<u>METHODOLOGY 1</u>
Unit 1	Objectives of Primary School Mathematics
Unit 2	Mathematics in Everyday Life
Unit 3	Learning Aids Including the Use of Games

Unit 4	Individual Differences - Causes and Care
Unit 5	Methods of Teaching Mathematics (Problem Solving Approach)
Unit 6	Methods of Teaching Mathematics (Activity Approach -Project, Discovery, Role Playing, etc
Unit 7	Lesson Planning, Presentation and Evaluation of Mathematics Lesson
Unit 8	Teaching Counting and Ordering of Whole Numbers
Unit 9	Teaching Identification of Numerals and Place Value
Unit 10	Consolidation.

MODULE 2 NUMBER AND OPERATIONS I

Unit 1	History of Numbers and Types of Numerals
Unit 2	Nigerian Indigenous Number Systems
Unit 3	Integers - Classification (Odd, Even, Prime, Positive, Negative)
Unit 4	Addition and Subtraction of Whole Numbers
Unit 5	Multiplication and Division of Whole Numbers
Unit 6	Order of Operations
Unit 7	Indices (Writing Whole Numbers as Powers of Primes)
Unit 8	Number Bases - Conversion
Unit 9	Number Bases - Operation
Unit 10	Consolidation of Units 1 - 9

MODULE 3 METHODOLOGY II

Unit 1	Teaching Addition, Subtraction, Multiplication and Division of Whole Numbers
Unit 2	Teaching Fractions
Unit 3	Teaching Ratio and Proportion
Unit 4	Teaching Money -Identification, Value of, and Operations
Unit 5	Teaching Length and Perimeter
Unit 6	Teaching Angles

Unit 7	Teaching Area- Rectangle, Triangle, Trapezium, Parallelogram and Circle
Unit 8	Teaching Volume and Capacity (Cube, Cuboid, Cylinder, Sphere, Triangular, Prisms)
Unit 9	Teaching Weight
Unit 10	Consolidation

MODULE 4:

NUMBER OPERATIONS II

Unit 1	Meaning and Types of Fractions
Unit 2	Operations of Addition and Subtraction on Fractions including Word Problems
Unit 3	Multiplication and Division of Fractions including Word Problems
Unit 4	Relationship between Fractions, Decimals and Percentages
Unit 5	Addition and Subtraction of Decimal including Word Problems
Unit 6	Multiplication of Decimals including Word Problems
Unit 7	Division of Decimals including Word Problems
Unit 8	Percentages and Simple Interest
Unit 9	Rates, Simple Proportion and Ratio
Unit 10	Consolidation of Units 1 - 9

MODULE 5:

ALGEBRAIC PROCESSES

Unit 1	Mathematical Expressions and Sentences
Unit 2	Simplification of Algebraic Expressions
Unit 3	Evaluation of Simple Algebraic Expressions
Unit 4	Solutions of Linear Equation including Word Problems
Unit 5	Simple Linear Graphs
Unit 6	Simultaneous Linear Equation in Two Unknowns
Unit 7	Inequalities in One and Two Variables
Unit 8	Simple Ideas on Sets
Unit 9	Variation
Unit 10	Consolidation.

<u>MODULE 6:</u>	<u>PRACTICAL AND DESCRIPTIVE GEOMETRY</u>
Unit 1	Lines-Types (Parallel, Perpendicular, Intersections), Copying and Constructing
Unit 2	Angles - Types (Adjacent Vertically Opposite, Corresponding, Alternate); Copying and Constructing
Unit 3	Identification of Plane and Common Solid Shapes
Unit 4	Triangles, Quadrilaterals-Types and Properties
Unit 5	Perimeter and Area of Plane Shapes (Rectangle, Triangle, Trapezium, Parallelogram. and Circle)
Unit 6	Surface Area, Volume and Capacity of Solid Shapes (Cubes, Cuboid, Cylinder, Sphere, Triangular Prisms, Cone)
Unit 7	Polygons-Types, Properties and Calculations of Angles and Number of Sides
Unit 8	Scale Drawing-Application to Map and Plans Enlargement and Reduction
Unit 9	Loci
Unit 10	Consolidation
<u>MODULE 7:</u>	<u>EQUATIONS - ALGEBRAIC AND GRAPHICAL SOLUTIONS</u>
Unit 1	Operations of Addition and Subtraction Using Letters
Unit 2	Operations of Multiplication and Division on Simple Equations
Unit 3	Collecting Like Terms and Solving Simple Equations Involving Fractions
Unit 4	Expressing a Given Variable in Terms of Another
Unit 5	The Coordinate System
Unit 6	Identification and Plotting of Points with Given Coordinates
Unit 7	Writing of Tables of Simple Linear Relations
Unit 8	Simple Quadratic Relations and Function
Unit 9	Application of Graphs of Linear Relations to Relationships Between Quantities
Unit 10	Consolidation/Revision

<u>MODULE 8:</u>	<u>THE CYCLE</u>
Unit 1	Explanation of Terms such as Chords, Segments, Alternate Segments of Circle etc.
Unit 2	Angles in a Segment of a Circle
Unit 3	Angles in a Semicircle
Unit 4	Quadrilaterals Inscribed in Circles
Unit 5	Angles in Alternate Segments of a Circle
Unit 6	Circumference and Area of Circle.
Unit 7	Length of Arcs and Area of Sector/Segment
Unit 8	Longitude and Latitude (1)
Unit 9	Longitude and Latitude (2)
Unit 10	Consolidation/Revision.
<u>MODULE 9:</u>	<u>METHODOLOGY III</u>
Unit 1	Teaching L.C.M. and H.C.F.
Unit 2	Teaching Open Sentences
Unit 3	Teaching Time, Speed and Distance
Unit 4	Teaching Simple Interest
Unit 5	Teaching Linear Graphs
Unit 6	Teaching Collection and Tabulation of Data
Unit 7	Teaching Pictograms and Bar chart
Unit 8	Teaching Mode, Mean and Median
Unit 9	Teaching Interpretation and Use of Evaluation Results
Unit 10	Consolidation.
<u>MODULE 10:</u>	<u>NUMBER AND OPERATION III</u>
Unit 1	Standard Form Notation
Unit 2	Laws of Indices
Unit 3	Definition of Logarithm of a positive Number to Base 10
Unit 4	Calculation of Logarithm to Base 10
Unit 5	Use of Logarithm Tables to Find the Product, Quotient, powers and Square Roots of Numbers.
Unit 6	Application of Logarithm to Compound Interest Problems.
Unit 7	Number Sequences
Unit 8	A.P. & G.P.

Unit 9 Approximations
Unit 10 Consolidations

MODULE 11:

TRIGONOMETRY

Unit 1 Introduction to Trigonometry
Unit 2 Angles of Elevation & Depression - The
 Clinometer.
Unit 3 The Tangent, Sine & Cosine Ratios
Unit 4 Relationships Between the Tangent, the Sine and
 the Cosine.
Unit 5 Application of Trigonometrical Ratios to
 Simple Problems
Unit 6 Harder Problems
Unit 7 Trigonometrical Ratios of 30° 45° and 60°
Unit 8 Using the Sine, Cosine and Tangent of 30° 45°
 and 60° in Solving Simple Problem.
Unit 9 Sine, Cosine and Tangent of Angles Obtained
 from the Unit Circle - Radians
Unit 10 Consolidation/Revision.

MODULE 12:

EVERYDAY STATISTICS

Unit 1 Collection and Tabulation of Data
Unit 2 Graphical Representation of Data Bar chart etc.
Unit 3 Graphical Representation of Data - Histograms
 etc.
Unit 4 Cumulative Frequency Tables and Curves
Unit 5 Measures of Central tendency - Mean, Median,
 Mode
Unit 6 Measures of Dispersion - Range, etc
Unit 7 Measures of Dispersion - Quartile, Deviation, etc
Unit 8 Probability
Unit 9 Sampling
Unit 10 Consolidation.

INTEGRATED SCIENCE CURRICULUM

INTRODUCTION

The concept of integrated Science reflects the interrelationship that exists in Science. Man's environment is not compartmentalized into subjects like biology, chemistry and physics etc but involves the combination and interaction of these and some subject areas in other spheres of human endeavour.

Teaching science through an integrated approach helps the learner to have a general view of the world of science and also appreciate the various opportunities that are given to him in science.

There are twelve modules in the package. Nine modules are built around six themes. You as a Living thing; you and your home; living components of the environment; Non living components of the environment; saving your energy and controlling the environment. The content of each theme highlights the stress areas of Life, Energy and Matter. There are also two modules of primary science teaching methodology and one module on Assessment practices in Integrated Science. All the units that make up the modules are sequenced, and the last units serve as consolidation units.

2.0 OBJECTIVES

In preparing teachers of Integrated Science, the objectives include:

- (i) enabling, students give the concept of the fundamental unity of science.
- (ii) Instilling in students a commonality of approach to solving problems using the scientific method.
- (iii) Increasing students, understanding of the role and functions of science in everyday life and in the world in which they live.
- (iv) Enabling students carry out scientific investigations emphasizing, cooperation, development of appropriate scientific process and skills, and, improving their written and oral communication skills.
- (v) Enabling students acquire the important skills and competence which would enable them teach science in primary schools, as an inquiry based on subject in conformity with the National curriculum.

3.0	MODULAR TITLES
Module 1	– Our Immediate Environment
Module 2	– Changing our Immediate Environment
Module 3	– Primary Science Method I
Module 4	– Human Body and Simple Machines
Module 5	– Primary Science Method II
Module 6	– Minerals and the Universe
Module 7	– Assessment Practices in Integrated Sciences
Module 8	– Energy I
Module 9	– Society and Health
Module 10	– Life
Module 11	– Matter
Module 12	– Energy II

4.0 SEQUENCING CHART FOR INTEGRATED SCIENCE

MODULE 1: OUR IMMEDIATE ENVIRONMENT

- Unit 1.1 Meaning and Value of Science to Society
- Unit 1.2 The Process of Science
- Unit 1.3 Classification and Characteristics of Matter
- Unit 1.4 Living Things
- Unit 1.5 Comparison between Living and Non-Living things
- Unit 1.6 Air: Properties and Uses.
- Unit 1.7 Water: Properties and Uses
- Unit 1.8 Soil: Types and Uses
- Unit 1.9 Animal: Domestic, Farm and Wildlife
- Unit 1.10 Consolidation of Units I - 9.

MODULE 2:**CHANGING OUR IMMEDIATE ENVIRONMENT**

Unit 2.1	Changes Caused by Living Things.
Unit 2.2	Changes Caused by Non-Living things. .
Unit 2.3	Caring for the environment (Air, Water and Soil).
Unit 2.4	Caring for the Air we use.
Unit 2.5	Caring for the Water we use.
Unit 2.6	Caring for the Soil.
Unit 2.7	Keeping a healthy environment.
Unit 2.8	Keeping a healthy body.
Unit 2.9	Waste Disposal.
Unit 2.10	Consolidation of Units 1 - 9

MODULE 3:**PRIMARY SCIENCE METHOD I**

Unit 3.1	Aims of teaching Primary Science in the Primary Schools.
Unit 3.2	Techniques of Teaching Science to Young Children.
Unit 3.3	Traditional Approach.
Unit 3.4	Process Approach.
Unit 3.5	Project Approach.
Unit 3.6	Field Trips.
Unit 3.7	Concept Approach.
Unit 3.8	Formulation of Hypothesis, prediction and inference
Unit 3.9	Developing Scientific Attitudes in Children.
Unit 3.10	Consolidation of Units 1-9

MODULE 4:**HUMAN BODY AND SIMPLE MACHINES**

Unit 4.1	Parts of the Human Body.
Unit 4.2	Using the Senses: Seeing, Hearing, Touching, Tasting and Smelling.
Unit 4.3	Bones and Joints.
Unit 4.4	Muscles and Movement.
Unit 4.5	Systems: Digestive and Circulatory.
Unit 4.6	Systems: Respiratory, Excretory and Central nervous system.

Unit 4.7	Reproduction: Asexual.
Unit 4.8	Reproduction: Sexual
Unit 4.9	Simple Machines: Levers, Human Body
Unit 4.10	Consolidation of Units 1 - 9.

MODULE 5:

PRIMARY SCIENCE METHOD II

Unit 5.1	Controlling and Manipulating Variables.
Unit 5.2	Formulating Mental Models and Interpreting Data.
Unit 5.3	Scientific Skills: Measurement of Physical Qualities.
Unit 5.4	Scientific Skills: Experimenting and manipulating equipment.
Unit 5.5	Pictorial Reporting of Scientific Results.
Unit 5.6	Quantitative Reporting of Scientific Results.
Unit 5.7	Making improvised materials for teaching Primary Science I
Unit 5.8	Making improvised materials for teaching Primary Science II.
Unit 5.9	Consolidation of Units 1 - 9

MODULE 6:

MINERALS AND THE UNIVERSE

Unit 6.1	What we get from our environment
Unit 6.2	Coal: Formation, Mining and Uses.
Unit 6.3	Iron: Formation, Mining and Uses.
Unit 6.4	Limestone and Marble: Formation, Mining and Uses.
Unit 6.5	Petroleum: Formation, Mining and Uses.
Unit 6.6	Tin: Formation, Mining and Uses.
Unit 6.7	Planetary Systems.
Unit 6.8	Some Natural Phenomena: Day and Night and Seasons
Unit 6.9	Some Natural Phenomena: Rainbow and Eclipses.
Unit 6.10	Consolidation of Units 1 - 9

MODULE 7:

ASSESSMENT PRACTICES IN INTEGRATED SCIENCE

Unit 7.1	Why Assess Pupils in Science.
Unit 7.2	Assessing what Pupils Learn in Elementary Science.
Unit 7.3	Assessment Procedures (Techniques)
Unit 7.4	Assessing pupils Attitudes and other affective Characteristics.

Unit 7.5	Assessing Process Skills in Primary School Science I
Unit 7.6	Assessing Process Skills in Primary School Science II
Unit 7.7	Continuous Assessment.
Unit 7.8	Constructing Assessment Instrument in Cognitive Domain.
Unit 7.9	Record Keeping and reporting performance in Science.
Unit 7.10	Consolidation of Units 1 - 9

MODULE 8:

ENERGY I

Unit 8.1	Forms of Energy
Unit 8.2	Electrical Energy
Unit 8.3	Heat Energy
Unit 8.4	Sound Energy
Unit 8.5	Light Energy
Unit 8.6	Chemical Energy
Unit 8.7	Mechanical energy
Unit 8.8	Energy Conversion I
Unit 8.9	Food Chains in Nature
Unit 8.10	Consolidation of Units 1-9

MODULE 9:

SOCIETY AND HEALTH

Unit 9.1	Life and Survival
Unit 9.2	Micro-Organisms and Diseases
Unit 9.3	Variability in Living things.
Unit 9.4	Genetics: Heredity in Living Things.
Unit 9.5	Sex Linked Characteristics.
Unit 9.6	Application of Genetics to life
Unit 9.7	Weather Conditions
Unit 9.8	Availability of Food and Population Problems
Unit 9.9	Population Education.
Unit 9.10	Consolidation of Units 1 - 9.

MODULE 10:

Unit 10.1	Origin of Life
Unit 10.2	Cell Types and Functions.
Unit 10.3	Transport and Growth in Living Things.
Unit 10.4	Ecological Balance I
Unit 10.5	Ecological Balance II
Unit 10.6	Concept of Balance in Nature
Unit 10.7	Ecological Associations and Adaptive Mechanism I
Unit 10.8	Ecological Associations and Adaptive Mechanisms II
Unit 10.9	Aids to observation instruments.
Unit 10.10	Consolidation of Units 1 - 9.

LIFE**MODULE 11:**

Unit 11.1	Types of Chemical Reaction I
Unit 11.2	Types of Chemical Reaction II
Unit 11.3	Chemical Combination
Unit 11.4	Acid - Base Reaction
Unit 11.5	Allotropes of Carbon I
Unit 11.6	Allotropes of Carbon II
Unit 11.7	The Rate of Chemical Reactions I
Unit 11.8	The Rate of Chemical Reactions II
Unit 11.9	Electrolysis
Unit 11.10	Consolidation of Units 1 - 9.

MATTER**MODULE 12:**

Unit 12.1	Motion-and Locomotion
Unit 12.2	Speed and Rectilinear Acceleration
Unit 12.3	Concept of Momentum and Application to study of moving objects.
Unit 12.4	Momentum and Force: Newton's Laws
Unit 12.5	Work, Energy and Power.
Unit 12.6	Inter-conversion of Energy II
Unit 12.7	Evaporation and Boiling
Unit 12.8	States of Matter: Change of State
Unit 12.9	Brief Treatment of Particulate Nature of Matter.
Unit 12.10	Consolidation of Units 1 - 9.

ENERGY II

SOCIAL STUDIES CURRICULUM

INTRODUCTION

Social studies is made up of six stress areas as follows:

- Fundamentals of Social Studies
- Man's Environment
- Socio-Political Issues
- Man's adaptation
- Curriculum and Instruction
- Methodology

All the above stress areas are given consideration with more emphasis on methodology which has four modules because of its importance in the teachers Education curriculum. There are 12 modules of 10 units each i.e. 120 units.

OBJECTIVES:

The objectives of Social Studies as a teaching subject are to:

- equip teachers with necessary knowledge, understanding skills and attitude. which will enable them to perform efficiently as social studies teachers;
- produce teacher who will be able to employ the teaching and learning of social studies to promote the natural objectives of national consciousness, patriotism, loyalty and national unity;
- produce resourceful teachers who by their teaching functions and practical life, make themselves examples for the children in contributing to national growth and development; and equip teachers with sound education bases in social studies in both content and methodology that will enable them to aspire and further their education.

<u>MODULE</u>	<u>COURSE TITLE</u>
1	Foundations of Social Studies
2	Man and His Physical Environment
3	Teaching and Learning of Primary School Social Studies
4	Socialization and Social Institutions
5	Concept of Culture and National Identity
6	Political Institutions
7	Social Studies Methodology
8	Evaluation of Learning Outcomes in Social Studies
9	National Economic Life
10	Utilization and Conservation of National Resources
11	Transportation and Communication
12	International Relations

<u>UNIT</u>	<u>MODULE</u>	<u>COURSE TITLE</u>
	1	<u>FOUNDATIONS OF SOCIAL STUDIES</u>
1		Meaning and Nature of Social Studies
2		Aims and Objectives of Social Studies.
3		The Relationship between Social Studies and other Social Science subjects.
4		The concept of Integration in Social Studies
5		Selection and organisation of facts and information for Social Studies
6		The Development of Social Studies in Nigeria
7		The Essentials of the Nigerian Primary School ,Social Studies
8		Understanding the Primary School Curriculum in Social Studies
9		Contribution of Social Studies to the Goals of Nigerian Education.
10		Consolidation.

<u>UNIT</u>	<u>MODULE</u>	<u>COURSE TITLE</u>
	2	<u>MAN AND HIS PHYSICAL ENVIRONMENT</u>
1		Geographical Features of Nigeria
2		Major Rivers - Benue, Niger, etc
3		Influence of Man on Physical Environment
4		Food from the Environment - fruits, cereals, roots
5		Environmental Hazards: Erosion and Drought
6		Environmental Hazards: pollution
7		Forest and Deforestation
8		Population and the Environment
9		Environment and Occupation
10		Consolidation
	3	<u>TEACHING AND LEARNING OF PRIMARY SCHOOL SOCIAL STUDIES.</u>
1		Identification of what to teach
2		Unit and Lesson planning in Social Studies
3		Teaching aids and Resources in Social Studies.
4		Generating and sustaining pupils interest in Social Studies
5		Designing Structure programmes and scheme of work
6		Problems of Teaching Social Studies
7		Qualities of a Social Studies Teacher
8		Social Studies Teaching and Changes in Behaviour.
9		Application of Facts and Concepts in Social Studies
10		Consolidation
	4	<u>SOCIALISATION AND SOCIAL INSTITUTIONS</u>
1		The Family
2		Socialization
3		Agents of Socialization and their contribution to Nation Building.
4		Factors that affect Socialization.
5		Marriage Institution
6		Government as Social Organization

7	Voluntary Agencies as Social Organization
8	Traditional Institutions
9	Factors that Promote Harmonious Relationship in Society
10	Consolidation

<u>UNIT</u>	<u>MODULE</u>	<u>COURSE TITLE</u>
	5	<u>CONCEPT OF CULTURE AND NATIONAL IDENTITY</u>

1	Meaning and Aspects of Culture
2	Personal and Cultural Identity
3	Ethnic Groups in Nigeria
4	Our National Symbols-Flag and Coat of Arms
5	Our National Symbols - Pledge and Anthem
6	Our Duties to the Nation
7	Citizenship
8	Unity in Diversity
9	Problems of Nation Building
10	Consolidation

<u>UNIT</u>	<u>MODULE</u>	<u>COURSE TITLE</u>
	6	<u>POLITICAL INSTITUTIONS</u>

1	Man and His Government: Basic Concepts in government.
2	Levels of Government
3	Political parties and Election
4	Pressure Groups
5	Nigerian Constitution
6	Leadership
7	National Corporations
8	Armed Forces and Police
9	Political Problems
10	Consolidation

<u>UNIT</u>	<u>MODULE</u>	<u>COURSE TITLE</u>
	7	<u>SOCIAL STUDIES METHODOLOGY</u>
1		Planning for Social Studies Instruction (explain concept, technique, strategies.)
2		Presentation and construction Methods
3		Creative Activity and Questioning Methods
4		Simulation and Games Methods
5		Inquiry Method
6		Discussion and Dramatization Methods
7		Problem Solving Method
8		Project Method
9		Teaching personnel in Social Studies
10		Consolidation.

<u>UNIT</u>	<u>MODULE</u>	<u>COURSE TITLE</u>
	8	<u>EVALUATION OF LEARNING OUTCOMES IN SOCIAL STUDIES TEACHING</u>
1		Evaluation of learning outcome in Social Studies
2		Evaluation
3		The Cyclic Nature of Evaluation
4		Techniques of Evaluation: Essay tests and observation
5		Techniques of Evaluation - objective tests
6		The Taxonomy of Educational Objectives
7		Teaching to achieve objectives in the Cognitive Domain.
8		Teaching to achieve objectives in the Affective Domain
9		Teaching to achieve objectives in the Psychomotor Domain
10		Consolidation

<u>UNIT</u>	<u>MODULE</u>	<u>COURSE TITLE</u>
	9	<u>NATIONAL ECONOMIC LIFE</u>
1		Process of Production
2		Division of Labour
3		The Structure of the Nigerian Economy
4		Marketing System and Organisation
5		Banking and Financial Institutions
6		Prices and Income
7		Inflation
8		Foreign Trade and Exchange
9		Industrial Development in Nigeria
10		Consolidation
<u>UNIT</u>	<u>MODULE</u>	<u>COURSE TITLE</u>
	10	<u>UTILIZATION AND CONSERVATION OF NATURAL RESOURCES</u>
1		Mineral Resources
2		Energy Resources
3		Agricultural Resources
4		Water Resources
5		Human Resources
6		Wastage and Under-utilization of our Resources
7		Natural Resources and Development
8		Distribution of Natural Resources
9		Conservation of our Resources
10		Consolidation

<u>UNIT</u>	<u>MODULE</u>	<u>COURSE TITLE</u>
	11	<u>TRANSPORTATION AND COMMUNICATION</u>
1		Meaning and Types of Transportation
2		Transportation by Road
3		Transportation by Water
4		Transportation by Air
5		Intra-city and Inter-city Transportation
6		Traditional and Modern means of Transportation
7		Meaning and Types of Communication
8		Traditional and Modern Means of Communication
9		The importance of Transport and Communication to National Development
10		Consolidation

<u>UNIT</u>	<u>MODULE</u>	<u>COURSE TITLE</u>
	12	<u>INTERNATIONAL RELATIONS</u>
1		The Concept of International Relations
2		O.A.U: Objectives, membership and activities
3		UNO: Objectives, membership and activities
4		Military Cooperation in West African Sub-Region (ECOMOG)
5		Economic Cooperation - ECOWAS and ECA
6		Economic Organizations: OPEC and A. D. B.
7		Multinational Co-operations
8		Social and Cultural Relations
9		Legal Relations.
10		Consolidation

PHYSICAL & HEALTH EDUCATION

1.0 INTRODUCTION

The importance of Physical and Health Education is becoming increasingly recognised in the country. Physical and Health Education provides an appropriate avenue through which the needs, interest and abilities of children are satisfied. Therefore the teaching of Physical and Health Education at the primary level must ensure that the emotional, physical, mental and psychological needs of children are met.

The philosophy of PTTP Physical and Health Education is tied to the National Policy on Education in physical and Health Education.

The sequencing chart is arranged in such a way that apart from balance being maintained in theory and practice of Physical Education and Health Education, a lot of emphasis is laid on methodology to ensure that graduates of this programme are grounded in the art of teaching the subject. There are twelve (12) modules in the package, each module, made up of ten (10) units.

2.0 OBJECTIVES

The objectives of this programme includes:

1. to enable student teachers acquire the basic knowledge and the right attitude to the study of Physical and Health Education
2. to produce teachers who will be capable of motivating pupils to acquire interest in their Physical and Health Development
3. to ensure that the teachers are well trained in the methodologies and practicals necessary for the teaching of Physical and Health Education at the primary school level.

3.0 MODULAR TITLES

MODULE 1: THE PLACE OF PHYSICAL EDUCATION IN CHILD DEVELOPMENT

MODULE 2: THE PLACE OF HEALTH EDUCATION IN PRIMARY SCHOOL

- MODULE 3:** TECHNIQUES FOR SUCCESSFUL
PHYSICAL EDUCATION IN PRIMARY
SCHOOLS
- MODULE 4:** TEACHING HEALTH EDUCATION IN
PRIMARY SCHOOLS
- MODULE 5:** STUNTS AND SELF TESTING ACTIVITIES
- MODULE 6:** THE ENVIRONMENT AND THE SCHOOL
CHILD
- MODULE 7:** ATHLETICS (TRACT AND FIELD EVENTS)
- MODULE 8:** COMMON DISEASES AMONG SCHOOL
CHILDREN
- MODULE 9:** SPORTS ORGANIZATION
- MODULE 10:** FIRST AND SAFETY EDUCATION
- MODULE 11:** MAJOR GAMES SOCCER, VOLLEY BALL,
HANDBALL
- MODULE 12:** PHYSICAL EDUCATION FOR THE
HANDICAPPED AND EXCEPTIONAL
CHILDREN

PHYSICAL & HEALTH- EDUCATION SEQUENCING CHART

MODULE 1: THE PLACE OF PHYSICAL EDUCATION IN CHILD DEVELOPMENT

- UNIT 1: What is Primary School Education
- UNIT 2: The Aims and Objectives of Physical Education in Primary School
- UNIT 3: Basic Needs and Facts about Today's Children
- UNIT 4: Physical and Emotional Characteristics of Primary School Children (6 - 12) Years
- UNIT 5: Conflicts that Arise from Unfulfilled Needs
- UNIT 6: Handicapped and Exceptional Children
- UNIT 7: Planning and Implementing Elementary Physical Education Programme.
- UNIT 8: Simple - Game- Type Activities Rhythms and Marching.
- UNIT 9: Body Awareness. Space. Time and Direction
- UNIT 10: Consolidation of Units 1 - 9

MODULE 2: THE PLACE OF HEALTH EDUCATION IN PRIMARY SCHOOL

- UNIT 1: What is Health Education?
- UNIT 2: Reasons for Health Education in Primary School
- UNIT 3: Aims and Objectives of Health Education
- UNIT 4: Planning Health Education Programme in Primary School.
- UNIT 5: Health Needs and Personal Health.
- UNIT 6: The Well Child.
- UNIT 7: Care of the Body and Clothes.
- UNIT 8: Food and Water.
- UNIT 9: Safe Living at Home and School.
- UNIT 10: Consolidation of Units, 1 - 9.

**MODULE 3: TECHNIQUES FOR SUCCESSFUL PHYSICAL
EDUCATION IN PRIMARY SCHOOLS**

- UNIT 1: The qualities of a Primary School Physical Education Teacher.
- UNIT 2: Teaching Methods.
- UNIT 3: Teaching Techniques in Physical Education.
- UNIT 4: Fundamentals of Teaching Body Mechanics.
- UNIT 5: Class Management and Control.
- UNIT 6: Drawing up a Physical Education Programme
- UNIT 7: Format for Physical Education Lessons.
- UNIT 8: Instructional Materials in physical Education.
- UNIT 9: Use and Care of Physical Education teaching Facilities
Equipment and Supplies.
- UNIT 10: Consolidation of Units 1-10

**MODULE 4: TEACHING HEALTH EDUCATION IN PRIMARY
SCHOOLS**

- UNIT 1: Teachers of Health Education in Primary School.
- UNIT 2: Teaching Methods.
- UNIT 3: Aids to Effective Teaching.
- UNIT 4: Health Outside the Classroom.
- UNIT 5: Use of Experts and Selected Individuals in the Teaching of
Health in Primary Schools.
- UNIT 6: Planning Health Lessons.
- UNIT 7: Audio-Visual in Health Education.
- UNIT 8: Visual Aids in Health Education.
- UNIT 9: Health Examinations/Inspection.
- UNIT 10: Consolidation of Units 1-9

MODULE 5: STUNTS AND SELF TESTING ACTIVITIES

- UNIT 1: Origin and Development of Gymnastics.
- UNIT 2: Tumbling-forward Roll. Shoulder Roll, Backward Roll and Dive Forward Roll.
- UNIT 3: Balancing- Squat Hand balance, Head Stand and Hand Balance
- UNIT 4: Tumbling -Handspring, Headspring and Neckspring.
- UNIT 5: Vaulting and Self Testing Activities.
- UNIT 6: Partner Stunts- Wheelbarrow, Row Boat, Chum the Butter.
- UNIT 7: Group Stunts-Merry-go-round, Walking, Chair, Leap Frog.
- UNIT 8: Combative Stunts-Hand Wrestle, Pull Across, Stick Twister, Rooster Fight.
- UNIT 9: Safety Measures in Stunts and Self Testing Activities.
- UNIT 10: Consolidation of Units 1-9

MODULE 6: THE ENVIRONMENT AND THE SCHOOL CHILD

- UNIT 1: The Concept of the Environment.
- UNIT 2: The Child's Home Environment.
- UNIT 3: How to Keep Our Home Clean.
- UNIT 4: The Child's School Environment.
- UNIT 5: Water Supply in the Home and School
- UNIT 6: Health Emotional School Environment
- UNIT 7: Care of the Classroom and School Compound.
- UNIT 8: Food and Health
- UNIT 9: Good Health Habits.
- UNIT 10: Consolidation of Units 1-9

MODULE 7: ATHLETICS (TRACT AND FIELD EVENTS)

- UNIT 1: Equipment/Supplies and Facilities in Track and Field Events.
- UNIT 2: The Sprints.
- UNIT 3: Middle Distance Races
- UNIT 4: Long Distance Races.
- UNIT 5: Hurdling.
- UNIT 6: The Throws.
- UNIT 7: Jumps - The Long and Triple Jump.
- UNIT 8: High Jump and Pole Vault.
- UNIT 9: Organising Intramural and Extramural Athletic Activities for Elementary Schools.
- UNIT 10: Consolidation of Units 1 - 9.

MODULE 8: COMMON DISEASES AMONG SCHOOL CHILDREN

- UNIT 1: Measles and Scabies
- UNIT 2: Common Cold and Influenza.
- UNIT 3: Mumps.
- UNIT 4: Poliomyelitis (Polio).
- UNIT 5: Whooping Cough and Tuberculosis.
- UNIT 6: Diphtheria and Tetanus.
- UNIT 7: Malaria.
- UNIT 8: Conjunctivitis.
- UNIT 9: Diarrhea and Dysentery
- UNIT 10: Consolidation-of Units 1-9.

MODULE 9: SPORTS ORGANIZATION

- UNIT 1: Definition of Intramural and Extramural and Inter School Sports Programme.
- UNIT 2: Advantage of Intramural and Extramural and Inter School Sports Programme.
- UNIT 3: Organization of Annual Sports Programme.
- UNIT 4: Definition of Receptions.
- UNIT 5: Uses of Exercises.
- UNIT 6: Types of Recreation Activities.
- UNIT 7: Wise Use of Leisure Time.
- UNIT 8: Criteria for Choosing Recreational Activities.
- UNIT 9: Safety Precautions.
- UNIT 10: Consolidation.

MODULE 10: FIRST AID AND SAFETY EDUCATION

- UNIT 1: Definition of First Aid.
- UNIT 2: Qualities of a Good First Aider.
- UNIT 3: Principles of First Aid Treatment.
- UNIT 4: Contents of First Aid Box.
- UNIT 5: Safety Education.
- UNIT 6: Scope of Safety Education.
- UNIT 7: General Causes of Accidents.
- UNIT 8: First aid Treatments of Burns, Fractures, etc.
- UNIT 9: Agencies of Accidents Control and Prevention:
 - (a) Fire Service
 - (b) Youth Organisation
 - (c) Community
 - (d) Police, Armed Forces
 - (e) Road Safety
- UNIT 10: Consolidation:

**MODULE 11: MAJOR GAMES - SOCCER, VOLLEY BALL,
HANDBALL**

- UNIT 1: History of Soccer, facilities, equipment and supplies.
- UNIT 2: Skills of the game of soccer.
- UNIT 3: Rules of the game and officiating officials.
- UNIT 4: History of Volley Ball, facilities, equipment and supplies.
- UNIT 5: Skills of the game of Volley Ball.
- UNIT 6: Rules of the game of Volley Ball.
- UNIT 7: History of Handball, facilities and equipment.
- UNIT 8: Basic Skills in Handball.
- UNIT 9: Rules of the game of the Handball and officiating officials.
- UNIT 10: Consolidation.

**MODULE 12: PHYSICAL EDUCATION FOR THE HANDICAPPED
AND EXCEPTIONAL CHILDREN**

- UNIT 1: The Handicapped and Exceptional Children in Nigeria.
- UNIT 2: Characteristics of the Handicapped and Exceptional Child.
- UNIT 3: Needs of the Handicapped and Exceptional Child.
- UNIT 4: The Place of Physical Activities for the Handicapped.
- UNIT 5: Types of Physical Activities for the handicapped.
- UNIT 6: Physical Education Teaching Approaches for the Handicapped.
- UNIT 7: Facilities for the Care of the Handicapped and Exceptional Child in Nigeria.
- UNIT 8: The Role of the Home and School in physical Education for the Handicapped and Exceptional Children.
- UNIT 9: The Role of the Community and Government toward the Handicapped.
- UNIT 10: Consolidation of Units 1-9.

KURIKULUM N'ASUSU IGBO MAKANDI NKUZI PIVOTALU NCHIKOTA MSUNUCHE

- a. Imuta Ikuzi asusu Igbo di ka asusu mbu umuafo Igbo nulo akwukwo Praimair.
- b. Isu Igbo izugbe werewere.
- c. Ide Igbo izugbe nke oma site n'iji akorongwa utoasusu dabara adaba cho edemedede mma.
- d. Ikowa udaasusu, mofoloji utoasusu na asumasu Igbo di ka a turu anya n'aka ndi
Guru na koleeji a na-azu ndi nkuzi.
- e. Inwe mmasi ichiko na ideputa agumagu odinala ka e siri two anaya.
- f. Iziputa na e nwere ike cheputa rna deputa edemedede nka.
- g. Igu agumagu, ewumewu ndi Igbo, Igoziputa ome, nkwenye na uzo ndu hama
Tulekota ya na nke ndi ozo.
- h. Imuta Igbo di ka ndi guru ya na sinio sekondiri na'iji ya nwetakwa onodu igu Igbo n'ulo akwukwo di elu.

MODULE 1: NDI IGBO NANDU HA

- Yunit 1: Olee ndi bu ndi Igbo na Najiria.
Yunit 2: Ala Igbo na Najiria.
Yunit 3: Agbataobi ndi Igbo na Najiria.
Yunit 4: Ejije Ndi Igbo.
Yunit 5: Ekele ndi Igbo.
Yunit 6: Akparamagwa ndi Igbo: Igbo mbo na Ileta ndi obia.
Yunit 7: Oru Nne na Nna na Ezi ria Ulo.
Yunit 8: Izulite nwa n'Ala Igbo.
Yunit 9: Ihe Ezi na Ulo, Ikwu na Ibe ndi Igbo putara .
Yunit 10: Nchikota

MODULE 2: MKPURUUDAASUSU

- Yunit 1: Abidii IgbO n'udi a ehoro ya Ugbu a
Yunit 2: Mgbochiume, udaume na Myiriudaume.
Yunit 3: Ndiche di na'etiti Mgbochiume na Udaume.
Yunit 4: Ndiiche di n'etiti Mgbochiume na myiriudaume.
Yunit 5: Ndagba Myiriudaume.
Yunit 6: Usoro e si oji Abidii emebe Mkpuruokwu.

- Yunit 7: MkPuruedemnde ndi nwere mkponakpo na mkpunaegba gboro onu.
- Yunit 8: Odidi Nkejiokwu.
- Yunit 9: Iwu nsupe: Okwu ndi a na edeko onu na okwu ndi a na Edesaa Edosa.
- Yunit 10: Nchikota

MODULE 3 ABIDII NA NSOROEDIDE

- Yunit 1: Udaume na Oru ya n' Asusu Igbo.
- Yunit 2: Nkowa Ibe Ndakorita Udaume na Iwu na achi Iwu Nsupu maka Ndakorita Udaume.
- Yunit 3: Okwu ndi debere iwu Ndakorita Udaume na okwu ndi edebeghi iwu.
- Yunit 4: Ihe akaraedemede putara na nkenuudi ya.
- Yunit 5: Ikwaputa ihe rikon Ala na Rikom EIU na oru ha n' Ahiriokwu.
- Yunit 6: Nkowa ihe kpom kpom: na kpomrikom; putara na oru ha n' Ahiriokuwu.
- Yunit 7: Akara Ngudo, akara uhie, akata ajuju Akara Mkpu n' ahiriokwu
- Yunit 8: Ihe akara udaolu putara na nkenuudi ya
- Yunit 9: Udachina uda mgbanwe.
- Yunit 10: Nchikota.

MODULE 4: NTOALA AGUMAGU

- Yunit 1: Ihe agumagu putara na Njirimara ya.
- Yunit 2: Nkenuudi agumagu a Uru Agumagu bara
- Yunit 3: Ihe Agumagu Odinala putara na Nkenuudi Agumagu Odinala.
- Yunit 4: Agumagu Odi nala N'Udi Akuko.
- Yunit 5: Agumagu Odi nala n'udi Abu.
- Yunit 6: Agumagu Odinala n'udi Ejiji.
- Yunit 7: Njirimara Agumagu Odinala.
- Yunit 8: Ilu digasi iche iche na nkowa ha okwuntuhie.
- Yunit 9: Agumagu ugbo a: Iduuazi akwukwo ogugu onye oma Emeka.
- Yunit 10: Nchikota.

MODULE 5 AHIRIOKWU NA NDINAYA

- Yunit 1: Ihe nkebiokwu putara na Njirimara ya.
Yunit 2: Nkenuudi nkebiokwu: Ikowaputa ihe nke o bula n’ime ha putara.
Yunit 3: Ihe mkpuruokwu na mofim putara: Njirimara ha.
Yunit 4: Nkebiahiri na Njiriniara ya.
Yunit 5: Nkenuudi nkebiahiri na Njirimara ya.
Yunit 6: Ihe Ahiriokwu putara na Njirimara ya.
- Yunit 7: Udi Ahiriokwu di iche iche: nkowa ahirimfe, ahiriukwu na Ahirimgbagwo.
Yunit 8: Nkowa na omuma atu ahirintimkpu, ahirinkwe na ahirinju.
Yunit 9: Ikowaputa ihe ahirincho, ahirintiwu na ahirinha putara.
Yunit 10: Nchikota

MODULE 6: NKEJIASUSU

- Yunit 1 : Aha na nkenuudi aha: ahaaka, ahaizugbe, ahaotu; ahauche, ahanguta na ahaaguta.
Yunit 2: Nkowa ihe nnochiaha putara, Oru nnochiaha n’ahiriokwu.
Yunit 3: Onuogugu Igbo.
Yunit 4: Etu e si agu elekere na Oge n’Igbo.
Yunit 5: Ngwa na Ngwa: Omekangwa infinitiuu, nnyemakangwa na jerondu.
Yunit 6: Nkwuwa na nkenuudi ya.
Yunit 7: Nkowaaha na nkenuudi ya.
Yunit 8: Nkowa ntimkpu na njuajuju omuma atu ha.
Yunit 9: Mgbakwunye, nsokwunye, nkenuudi na oru ha n’ahiriokwu.
Yunit 10: Nchikota.

MODULE 7: ORU ‘NA’ ‘GA’ KA’ ‘DI KA’ NA KWA N’AHIRIOKWU

- Yunit 1: ‘Na’ di ka mbuuzo,
Yunit 2: ‘Na’ di ka isingwaa na nnyemakangwaa,
Yunit 3: ‘Na’ di ka Njiko.
Yunit 4: ‘Ga’ di ka isingwaa na nnyemaka rigwaa.
Yunit 5: ‘Ga’ na ‘Na’ ne-aruko oru ka nnyemakangwaa na isingwaa.
Yunit 6: ‘Ga’ na “Na” na - aru oru di ka infinitivu na mgbakweunye.

- Yunit 7: Uzo e sf eji ‘ka’ eziputa ahirincho, “ka” na-arukwa oru mgbakwunye.
- Yunit 8: Uzo oru di iche iche di ka na aru nkwuwa na myiri.
- Yunit 9: “K wa” na- aru oru Mgbakwunye na nsokwunye.
- Yunit 10: Nchikota.

MODULE 8: EDEMEDE

- Yunit 1: Ihe Edemede putara na nkenuudi edemede.
- Yunit 2: Ihe di mkpa n’ edemede:
- i. Isiokwu
 - ii. Usoro na nhazi
 - iii. Asusu nka na asusu puru iche.
- Yunit 3: Edemede nkowasi: Usoro na nhazi ya.
- Yunit 4: Edemede akomako: Usoro na nhazi ya.
- Yunit 5: Edemede nkowa Ilu:
- Yunit 6: Edemede Mkparitauka: Mkparita uka n’etiti onye oria na Dokita.
- Yunit 7: Edemede Leta: Nkenuudi Edemede Leta.
- Yunit 8: Leta Nkeonye: Usoro na Nhazi Leta Nkwonye.
- Yunit 9: Leta Anamachoihe: Usoro na Nhazi Lefa Anamachoihe.
- Yunit 10: Nchikota.

MODULE 9: OMENALA, EWUMEWU NA NKWENYE

- Yunit 1: Nkowa ihe omenala putara, myiri na Njirimara ya.
- Yunit 2: Nkowa Ewumewu, myiri na Njirimfta ya.
- Yunit 3: Nkowa Nkenuudi Omenaala Iwa Oji na Uru Oji Bara.
- Yunit 4: Ikowa ihe Ilu nwanyibu na Usoro e sialu ya n’ala Igbo
- Yunit 5: Iri ji ohuu na Igba ndu,
- Yunit 6: Nkowa Ewumewu na Nkenuudi ya.
- Yunit 7: Otu Ogbo na Igba Mmanwu.
- Yunit 8: Nkowa ihe Nkwenye putara na Nkenuudi ya.
- Yunit 9: Ihe mmiri, ilo uwa na Ogbanje.
- Yunit 10: Nchikota.

**MODULE 10:KATIGORI UTOASUSU MAKAN GWAA NA
MKPOAHA TENSU, ASPEEKITU NGU NA PESINI**

- Yunit 1 : Nkowa Tensu na udi Tensu e nwegasiri.
- Yunit 2: Tensu ndiniihu na Tensu Ndinaazu nkwe na Nju ha.
- Yunit 3: Tensu Ngaradi: Nkwe na Nju.
- Yunit 4: Nkowa Aspeekiti na udi aspeekiti e nwegasiri.
- Yunit 5: Aspeekiti mrnechaa: Nkwe na Nju.
- Yunit 6: Aspeekiti Ngawanye.
- Yunit 7: Aspeekiti Mmahu.
- Yunit 8: Mkpooaha na pesin
- Yunit 9: Ngu na Nkenuudi ya.
- Yunit 10: Nchikota

**MODULE 11: ASUSU, OLU MBA, IGBO IZUGBE NA MMUBA
OKWU**

- Yunit 1: Ihe olu mba putara na Njirimara ya.
- Yunit 2: Igosiputa olu ndi di iche iche.
- Yunit 3: Ihe Asusu putara na Njirimara ya.
- Yunit 4: Oru Asusu.
- Yunit 5: Ihe Igbo izugbe putara na Njirimara ya.
- Yunit 6: Mkpuruokwu Igbo izugbe di iche iche n' Ala Igbo.
- Yunit 7: Myiri na ndiiche di n' olu ndi na Igbo izugbe.
- Yunit 8: Nkowa ihe Mmubaokwu bu na uzo di iche iche e si enweta ohuru n' Igbo.
- Yunit 9: Ebe na Uzo di iche iche Igbo si Amuba, na uru di na Mmubaokwu.
- Yunit 10: Nchikota.

MODULE12: ATUMATU OKWU NAAGHOTAAZA

- Yunit 1: Nkowa atumatu Okwu na nkenuudi ya.
- Yunit 2: Nkowa Akpaalaokwu na Omumaatu ahu.
- Yunit 3: Ikowaputa Biambiamgbochi, Egbeokwu Nhagideokwu putara na Omumatu nke obula n'ime ha.
- Yunit 4: Ikowaputa Ihe Igbuduokwu, Mburu na Myiri putara Nyekwa Omuma atu nke obula n'ime ahu.
- Yunit 5: Nkwowaputa ihe mmemmadu, na Enyiokwu putara, na inye omuma atu gha.
- Yunit 6: Ihe Nkwuwa, Nkwusara Ucheuda na Udauda putara na inye Omuma Atu ha.
- Yunit 7: Ihe Aghotaaza putara na ihe ndi di mkpa na Aghotaazaa.
- Yunit 8: Ihe Mgbakwasiukwu maka Aghotaazaa na igu ihe a maputara maka Aghotaazaa, na iza ajuju si na ya.
- Yunit 9: Igu Ederede a hoputara na-iza ajuju sitere na ya puta.
- Yunit 10: Nchikota.

HAUSA MANUFAR KARATUN

Manufar Karatun nan shine domin:

- (i) horar da kwararrun malaman Harshen Hausa a makarantun firamare na Nigeriya;
- (ii) nunawa daliban koyarwa muhimman sassan nazarin Harshen Hausa a makarantun firamare;
- (iii) sanar da malamai ingantattun dabarun koyar da Harshen Hausa da Adabi da kuma Al'adu a makarantun firamare;
- (iv) horar da malaman Harshen Hausa dabarun koyar da Hausa a matsayin Harshen Gado;
- (v) horar da malaman Harshen Hausa dabarun koyar da Hausa a matsayin Harshe na Biyu;
- (vi) samar da kwararrun malaman Harshen Hausa da a ke Bukata a makarantun firamare da kuma;
- (vii) inganta hanyoyin samu damar wucewa gaba da fadada ilmin karatu a Harshen Hausa.

FASALI NA DAYA: INSHA'I

Kashi na Daya:	Ka'idodin Rubutu
Kashi na Biyu:	Alamomin Rubutu.
Kashi na Uku:	Insha'I (Labari, Siffantawa, Muhawara, Wasika).
Kashi na Huɗu:	Insha'I mai Jagora.
Kashi na Biyar:	Rubutun Shifta da Insha'I
Kashi na Shida:	Rubutun Jawabi mai Linzami.
Kashi na Bakwai:	Insha'I
Kashi na Takwas:	Kirkiro Jawabi (na shugaba, sarki, Gunaguni, Shafa Labari Shuni)
Kashi na Tara:	Dabarun Rubuta Jawabi.
Kashi na Goma:	Bitu.

FASALINA BIYU: FURUCIDAGININ KALMA

Kashi na Daya:	Bakaken Hausa
Kashi na Biyu:	Wasulan Hausa
Kashi na Uku:	Ma'anar Kalma
Kashi na Huɗu:	Rabe-Raben Kalmomi
Kashi na Biyar:	Gabar Kalma.
Kashi na Shida:	Saiwa da Dafe.

Kashi na Bakwai: Dafin, Goshi.
Kashi na Takwas: Dafin Ciki.
Kashi na Tara: Dafin Keya.
Kashi na Goma: Bita.

FASALI NA UKU: NAHAWUDA AMFANI DASHI

Kashi na Daya: Jimla da Rabe-Rabenta
Kashi na Biyu: Sashen Suna da Rabe-Rabensa
Kashi na Uku: Sasshen Aiki.
Kashi na Huɗu: Jimloli Masu Harshen Damo
Kashi na Biyar: Rarrabe Sunaye Sassan Jimla
Kashi na Shida: Nazarin Kalma
Kashi na Bakwai: Ire-Iren Adon Harshe
Kashi na Takwas: Amfani da Adon Harshe.
Kashi na Tara: Nahawu a Fakaice
Kashi na Goma: Bita.

FASALI NA HUɗU: GABATARWA KAN ADABI

Kashi na Daya: Ma'anar Adabi.
Kashi na Biyu: Rabe-Raben Adabi
Kashi na Uku: Tatsuniyoyi da Labaru
Kashi na Huɗu: Karin Magana.
Kashi na Biyar: Kacici-Kacici.
Kashi na Shida: Wakokin Baka
Kashi na Bakwai: Rubutaccen Zube.
Kashi na Takwas: Rubutacciyar Waka.
Kashi na Tara: Rubutaccen Wasan Kwaikwayo.
Kashi na Goma: Bita.

FASALI NA BIYAR: ADA BIN GARGAJIYA

Kashi na Daya:	Amfanin Adabi
Kashi na Biyu:	Nazarin Tatsuniya da Zuben Labari
Kashi na Uku:	Hikimomin da ke cikin Kacici-Kacici
Kashi na Huɗu:	Hikimonin da ke cikin Wasan Kwaikwayo na Gargajiya
Kashi na Biyar:	Hikimomin Wakokin Baka da Muhimmancinsu ga Hausawa.
Kashi na Shida:	Rabe-raben Makada da Wakokinsu
Kashi na Bakwai:	Nau' o' in Wakokin Baka
Kashi na Takwas:	Darussan da Wakokin Baka ke Koyarwa
Kashi na Tara:	Muhimmancin Rukunan Adabi ga Al 'umma
Kashi na Goma:	Bitu.

FASALI NA SHIDA: ADABIN ZAMANI

Kashi na Daya:	Rubutaccen Adabi
Kashi na Biyu:	Rubutaccen Adabi
Kashi na Uku:	Jigogin Littafan Zube
Kashi na Huɗu:	Jigo da Zubi da Tsarin Littafi
Kashi na Biyar:	Jigon Waka
Kashi na Shida:	Zubi da Tsarin Waka
Kashi na Bakwai:	Kwakkwaran Nazarin Littafi daya na Zube
Kashi na Takwas:	Kwakkwaran Nazarin Littafi daya na Waka
Kashi na Tara:	Kwakkwaran Nazarin Littafi daya na Wasan Kwaikayo.
Kashi na Goma:	Bitu.

FASALINASHIDA: ZAMAN HAUSAWA

Kashi na Daya:	Tsarin Fasalin Iyali
Kashi na Biyu:	Rukunan Iyali da Matsayinsa.
Kashi na Uku:	Tsarin Sarauta, Mukamai da ayyukansu
Kashi na Huɗu:	Labarin zuwan Bayajidda - Asalin Hausawa
Kashi na Biyar:	Gado, Mallakar abu da Shugabanci, daukar nauyi.
Kashi na Shida:	Ire-iren laifuka a al'ummar Hausawa
Kashi na Bakwai:	Ire-iren horo a al'ummar Hausawa.
Kashi na Takwas:	Dangantaka tsakanin laifi da horo
Kashi na Tara:	Yadda laifi da horo suka shafi manya da yara a-cikin al'umma
Kashi na Goma:	Bitu.

FASALI NA TAKWAS: AL'ADUN GARGAJIYA

Kashi na Daya:	Al'adun Hausawa.
Kashi na Biyu:	Rukunan Shekarun yara rnatasa da rnanya da tsofaffi.
Kashi na Uku:	Siffofi da matsayin kowane rukuni a al'umma.
Kashi na Huɗu:	Ayyukansu wasanni bukukuwa da kungiyoyi.
Kashi na Biyar:	Gudunmuwar kowane rukuni ga al'umma.
Kashi na Shida:	Wasanni tsakanin kabilu da garuruwa.
Kashi na Bakwai:	Sana'o'in gargajiya da hikimominsu.
Kashi na Takwas:	Matsayin Camfi a al'ummar Hausa.
Kashi na Tara:	Ra'ayin Bahaushe a kan fatalwa da labarun da ake dangantawa da fatalwa.
Kashi na Goma:	Bitu.

FASALINA TARA: MAGUNGAN GARGAJIYA

Kashi na Daya:	Maganin Gargajiya da Nau'o'insa
Kashi na Biyu:	Masu ba da maganin gargajiya da muhimancinsa ga al'umma.

Kashi na Uku:	Abubuwan da ake hada magungunan gargajiya
Kashi na Hudu:	Kariya da aibin karya kadijin anfani da magungunan
Kashi na Biyar:	Ziyarar masu maganin gargajiya.
Kashi na Shida:	Ra'ayin Bahaushe a kan iskoki
Kashi na Bakwai:	Sunayen muhimman iskoki da halayensu da mazaunarsu
Kashi na Takwas:	Ai'adun da ake yi wa iskoki.
Kashi na Tara:	Bitu.

FASALI NA GOMA: DABARUN KOYAR DA KARATU DA RUBUTU

Kashi na Daya:	Ka'idojin Rubutu.
Kashi na Biyu:	Ka'idoji rubutu da yadda ake amfani da su
Kashi na Uku:	Koyar da rarrabar Kalmomi ta Hayar shifta
Kashi na Hudu:	Yadda za'a koyar da Harufa .
Kashi na Biyar:	Yadda za'a koyar da Bakake,
Kashi na Shida:	Yadda za'a koyar da Wasula,
Kashi na Bakwai:	Koyar da Rubutu tare da Fayyace Manya da Kananan Haruffa
Kashi na Takwas:	Koyar da Karatu a littafi
Kashi na Tara:	Koyar da Karatun Sauri
Kashi na Goma:	Bitu.

FASALI NA GOMASHADAYA: DABARUN KOYAR DA HARSHE

Kashi na Daya:	Dabarun koyar da Hausa tare da kayan aiki.
Kashi na Biyu:	Awon Fahimta.
Kashi na Uku:	Iya magana ta Hanyar kwaikwayo da karatu
Kashi na Hudu:	Ba da Labari da Kacici-Kacici
Kashi na Biyar:	Rarraba Kalmomin Aji-aji ta Hanyar Amfani da katuttuka.

Kashi na Shida: Aikin Fassara.
Kashi na Bakwai: Gabatar da Jawabi a Rubuce da ka
Kashi na Takwas: Sauraren Zance a kaset.
Kashi na Tara: Koyar da Magana ta Hanyar muhawara.
Kashi na Goma: Bita.

**FASALI NA GOMA SHA BIYU: KOYAR DA DABARUNA DABI DA
DABI'U**

Kashi na Daya: Hanyonyin Koyarwa.
Kashi na Biyu: Gabatar da Dalibai.
Kashi na Uku: Yadda za'a koyar da Dabi'u.
Kashi na Huɗu: Dangantakar Adabi da Dabi'u.
Kashi na Biyar: Ba da Misalai da Adabi.
Kashi na Shida: Dalibai su Gabatar da Jawabai a Rubuce.
Kashi na Bakwai: Koyar da Amfani da Salon Magana.
Kashi na Takwas: Yi wa Dalibai Jagora kan Littafan Adabi.
Kashi na Tara: Yabo da Horo.
Kashi na Goma: Bita.

YORUBA

AGBARIJO ILE-EKO AWON OLUKO KADUNA

**KORIKULOOMU LORI EDE YORUBA FUN ILO EKOSE AWON OLUKO
ETO EKO KARIAYE OLODUN KAN TI AGBEKALE IJOBA APAPO
NAIJIRIA**

ATUNBOTAN GBOGBO (General Objective)

A ko silaboosi yii fun awon akeeko olodun kan ti eto eko ofe kariaye ti ijoba apapo gbe kale fun igbega ati ogo ona eto eko to n jo geere. A lero pe ni opin eko yii awon oluko ti a n ko ni ede Yoruba yoo le ko awon akeeko alakobere ni ede abinibi baba won ti n se ede Yoruba.

A tun ni igbekale pe awon naa yoo le tan ina si ibu imo lati je ki ori ya lati ko eko ede Yoruba, lati fi ede Yoruba jiroro, so itan, se ere ori itage ere ibile, tabi se iro yin. Erongba wa ni pe won o le ko ni ogbon, oye, ati ete ikoni ni ede Yoruba ni ona ti awon omo ile iwe alakobere yoo fi ni ife si ede naa. Ire o.

YORUBA

MODULE 1:	GIRAMA EDE YORUBA
UNIT 1:	Iro ede Yoruba (fonoloji).
UNIT 2:	Se atupate konsonanti ati faweli inu ede Yoruba
UNIT 3:	Iro ohun ati ami ori oro ninu ede Yoruba
UNIT 4:	Isori oro ninu gbolohun ede Yoruba
UNIT 5:	Bi a se n ko girama ni ede Yoruba
UNIT 6:	Opo Oruko
UNIT 7:	Oro - ise
UNIT 8:	Aropo Oruko ati aropo oruko aparajo ruko
UNIT 9:	Eyan, oro aponle, oro asopo ati oro a tokun
UNIT 10:	Agbalogbabo (ida kin-in-ni titi de ida kesan-an).
MODULE 2:	AROKO
UNIT 1:	Kini Aroko (Bawo ni a se n ko aroko)
UNIT 2:	Se alaye Aroko atonisona alariyanjiyan
UNIT 3:	Se alaye Aroko atonisona alapejuwe
UNIT 4:	Se alaye Aroko Oniroyin
UNIT 5:	Aroko Onisoronigbesi
UNIT 6:	Leta Kiko
UNIT 7:	Ijiroro
UNIT 8:	Aroko Ajemo/Isipaya
UNIT 9:	Bi a se le komo ni aroko kiko
UNIT 10:	Agbalogbabo (ida kin-in-ni titi de ida kesan-an).
MODULE 3:	EKO ILE TABI IKINI
UNIT 1:	Eko Ile ati iwa Omoluabi
UNIT 2:	Awon Wo lo to lati Ki
UNIT 3:	Ikini Fun Igba tabi Akoko
UNIT 4:	E je Ki a Ki Oba Ijoye, Baale ati Baale Awon Obi Egbe ati Ojulumo

UNIT 5:	Agbekale ogbon ikoni
UNIT 6:	Ba wo ni a ti n'fesi Si Kiki ni O. P
UNIT 7:	Ikini nibi orisiirist aseye
UNIT 8:	Ikini fun Ibanikedun tabi ajalu
UNIT 9:	Alaye awon Owe to ba Ikini lo
UNIT 10:	Agbalogbabo fun ida kin-ni si ikesan-an. Iwa omoluwabi bere lori eko ile ati ikini.

MODULE 4:	ASA AT ISE WON YORUBA
UNIT 1:	Awon Ise Ajogunba Baba Wa, (Ise agbe, Ise ona abbl)
UNIT 2:	Elegbejegbe tabi Iroso
UNIT 3:	Asa Iranraenilowo (Aaro, Owe, Eesu)
UNIT 4:	Awon Ounje Ile wa
UNIT 5:	Bi a se n ko asa ibile Yoruba
UNIT 6:	Ipa ti Oso ati Aje Ko ninu Isegun Ibile
UNIT 7:	Awon eewo Ile Yoruba
UNIT 8:	Oge Sise
UNIT 9:	Oran dida ati ijiya toto
UNIT 10:	Agbalogba bo (ida kin-ni-ni de ida kesan-an)

MODULE 5:	AAAYAN OGBUFO
UNIT 1:	Itumo Aayan Ogbufo
UNIT 2:	Itunmo Ipinro Keekeekkee ni ede Geesi si ede Yoruba
UNIT 3:	Sise Itunmo awon Oro to takoko ju ti ateyinwa lo
UNIT 4:	Sise atunse Ogbufo to ni aleebu ninu
UNIT 5:	Ipa ti Owe ati Akanlo ede ko ninu Aayan Ogbufo
UNIT 6:	Iranni leti ninu Ogbon ti a n ta ninu aayun Ogbufo
UNIT 7:	Bi o se le ko omo ni aayan ogbufo
UNIT 8:	Bi ohun ede Geesi Se yato si ti ede Yoruba
UNIT 9:	Awon ofin to de Ogbufo lati inu ede Youruba si ede Geesi tabi omiran
UNIT 10:	Agbalogbabo (ida kin-in-ni si ekesan-an)

MODULE 6:	LITIRESO
UNIT 1:	Oriki Litireso Yoruba
UNIT 2:	Litireso Yoruba Pin si ona rneji Alakosile ati Alafohunpe
UNIT 3:	Awon ewi alohun to je mo esin ibile
UNIT 4:	Awon Ewi atenuḍenu to je mo esin Ibile (Iyere Ifa, Ija, Iremoje)
UNIT 5:	Bi a se n ko litireso Yoruba
UNIT 6:	Awon ewi alohun to je mo aseye Apepe, biripo, obitun
UNIT 7:	Oriki,Orile
UNIT 8:	Awon ewi atenuḍenu ti an fi oro inu won da won mo (ofo ayajo, epe)
UNIT 9:	Sise alaye Litireso Oloro geere
UNIT 10:	Agbalogba bo (ida kinni de ikesan an)

MODULE 7:	AKAYE (COMPREHENSION)
UNIT 1:	Oriki akaye ati ohun ti o duro fun un
UNIT 2:	Fifi ayoka Onisorogbesi se akaye
UNIT 3:	Fifi ayoka alariyanjiyan se akaye
UNIT 4:	Ogbon ti a nda lati se aseyege ninu akaye
UNIT 5:	Bi oluko se Ie ko akekoo ni akaye
UNIT 6:	Ka orisiirisi ayoka Si eti awon akeeko
UNIT 7:	Fifi Ayoka lati inu Iwe atigbadegba ati Iwe Iroyin se akaye
UNIT 8:	Bi a ti n tu awon Oro to ba doju ru inu ayoka
UNIT 9:	Idahun Ibeere ninu Ayoka
UNIT 10:	Agbalo gba bo (ida kinni si ikesan-an)

MODULE 8:	GIRAMA EDE YORUBA
UNIT 1:	Ihun Oro (Isodoruko)
UNIT 2:	Oro Ayalo (Borrow Words)
UNIT 3:	Oro Agbaso (Reported Speech)
UNIT 4:	Gbolohunede Yoruba
UNIT 5:	Ilana ikoni lori fone tii ki ati fonoloji ede Yoruba
UNIT 6:	Silebu ninu ede Yoruba
UNIT 7:	Ankoo faweli
UNIT 8:	Isunki
UNIT 9:	Aranmo
UNIT 10:	Agbalogba bo (ida kin-in-ni si ida kesan-an)
MODULE 9:	AWON OHUN MIMO NINU ESIN IBILE
UNIT 1:	Awon Orisa Ile Yoruba (Okanlenurinwo 401)
UNIT 2:	Daruko lara won Sango, oya, ogun, Ifa, obatala, Ela moremi
UNIT 3:	Iwa mimo
UNIT 4:	Nnkan funfun
UNIT 5:	Bi a se le komo ni awon Eewo Obatala
UNIT 6:	Omi aji - fowuro pon Omi a-ji-fo-wu-ro-pon
UNIT 7:	Aworo Orisa
UNIT 8:	Ilebo
UNIT 9:	Igbagbo Yoruba nipa Ajinde, Asehinwaye ati Akudaya .
UNIT 10:	Agbalogbabo lori ida kin-in-ni si ikesan-an
MODULE 10:	AWON ERE OSUPA TABI ERE OMODE NI ILE YORUBA
UNIT 1:	Eke tabi Ijakadi
UNIT 2:	Ere aarin
UNIT 3:	Boju Boju, Ekunmeran, Ekun meeran Bokoboke, abbl
UNIT 4:	Awon Oro akonilenu (Tongue twister
UNIT 5:	Ogbon ikoni ni ere idaraya
UNIT 6:	Ere Osupa
UNIT 7:	Ere ayo
UNIT 8:	Alaalomotan
UNIT 9:	Mude Mude
UNIT 10:	Agbalo gbabo

MODULE 11:	MELOO NI O?
UNIT 1:	Onkaye
UNIT 2:	Onkapo
UNIT 3:	Onka lati Ookan de Aadota
UNIT 4:	Onka Aadota de Ogborun-un
UNIT 5:	Bi a se nko onka Yoruba
UNIT 6:	Ogorun de Igba
UNIT 7:	Igba de Egberun
UNIT 8:	Egberun de Egbaarun
UNIT 9:	Egbaarun de Egbaawa
UNIT 10:	Agbalogbabo (ida kinni titi de ida kesan-an)

MODULE 12:	OWE ATIAKAWIO EDE
UNIT 1:	Oriki ati Itumo Owe
UNIT 2:	Alaye Owe Onitan, Ewidowe, Owe Ibawi, Ikilo ati akiyesi
UNIT 3:	Ilo ati Iwulo owe
UNIT 4:	Oniruuru Owe (alaye, Ikilo, Imoran, Ibawi ati akiyesi)
UNIT 5:	Ogbon-Ikoni ni owe ati akanlo ede
UNIT 6:	Wiwa itumo akanlo-ede, Itunmo lerete ati Itunmo Ijinle
UNIT 7:	Lilo akanlo ede ninu gbolohun ede Yoruba
UNIT 8:	Kiko akanlo ede jo
UNIT 9:	Lilo akanlo ede ninu oro apilesi ati apileko
UNIT 10:	Agbalo gbabo (ida kinni-in-ni de ida kesan-an)

CHRISTIAN RELIGIOUS STUDIES

INTRODUCTION

The Nigerian Educational System has undergone meaningful innovations since the 1950s.

The most recent is the Pivotal Teacher Training Programme. The Programme is aimed at providing intensive training for SSC and GCE holders with the minimum of 3 passes to acquire the basics of teaching profession. Bearing in mind the category of candidates that would be admitted into this Programme, a well structured curriculum in Christian Religions Studies has been designed. Since morality is the fruit of religion the curriculum does not deal only with the content of the Bible but also moral instructions.

Emphasis are laid on the relationship between religion and morality, and real knowledge of the Bible. It further emphasizes that what is learnt in school must be practically lived in the society.

Since the duration of the programme is one year it will be difficult to cover all major Biblical stories in both Old and the New Testaments.

It has therefore, become necessary to adopt Thematic rather than purely chronological approach.

Two Modules have been provided for both Old and New Testaments. Since the student teachers are expected to be well exposed to the religious environment in which they will operate, Modules dealing with Religion and Society, Church Reformation; West African Church History, Comparative Religion and African Traditional Religion were provided:

To adequately equip the student teachers with appropriate methodology with which to impart Christian Religious Studies, two modules on methodology are included.

OBJECTIVES

1. To produce highly motivated, conscientious and efficient classroom teachers for primary schools.
2. To help student teachers have an understanding of the origin of the Christian faith and its message.
3. Impress on the Nigerian Christian Youth the need for intellectual struggle in order to grasp the Bible message.
4. Appreciate the contributions of the Christian church in human civilization.
5. Train teachers of the intellectual and spiritual climate of Nigerian society.
6. To improve human relations and peaceful co-existence through dialogue with people of different faith.
7. Prepare student teachers of Christian Religious Studies for life-problem-solving.
8. Help, student - teachers fit into the social life of the society and renew their level of commitment to national objectives.
9. Develop in the student- teachers Christian attitudes and moral values such as humility, respect, love, kindness, devotion to duty, self-less service to God and humanity.
10. Demonstrate professional proficiency for teaching Christian Religious Studies.

MODULES

1. From Abraham to the Early Days of Israel in the Promised Land.
2. From the Institution of the Monarchy to the Fall of the Northern Kingdom.
3. Life and Works of Christ in the Gospels.
4. Principles of Teaching Christian Religious Studies I
5. The Early Church History.
6. Some of the Great Epistles.
7. Religion and Society.
8. Principles of Teaching Christian Religious Studies II.
9. The Church and the Reformation.
- ! O. West African Church History.
11. Comparative Religion.
12. African Traditional Religion.

CHRISTIAN RELIGIOUS STUDIES

COURSE OUTLINE

MODULE 1: FROM ABRAHAM TO THE EARLY DAYS OF ISRAEL IN THE PROMISED LAND

- Unit 1: The Call of Abraham and God's Covenant with him Gen. 12: 1-9; 15:1-19; 17: 1-21
- Unit 2: The Story of Isaac, Jacob and Joseph Gen. 21:1-8; 25:19-26; 37; 39;41: 41-57.
- Unit 3: Israel Freed from Slavery Ex. 1 - 13.
- Unit 4: Wilderness Experience Exodus 14 - 18.
- Unit 5: God's Covenant with Israel Ex. 19 - 24.
- Unit 6: Joshua Takes over Leadership Josh. 1 - 8: 18; 10:1-15; 18: 1-10; 19: 49-51 and 24.
- Unit 7: Settlement in the Promised Land, Judges 1,2: 11-23.
- Unit 8: The Period of the Judges: Deborah, Judges 4 - 5.
- Unit 9: The Period of the Judges: Gideon, Jephthah and Samson. Judges 6-10; 11: 1-40; 13 - 16.
- Unit 10: Consolidation.

MODULE 2: FROM THE INSTITUTION OF THE MONARCHY TO THE FALL OF THE NORTHERN KINGDOM

- Unit 1: Samuel and the First Israelite King - Saul and his Rejection 1 Sam. 1-2: 1- 2; 3; 8- 11; 15.
- Unit 2: The Rise of David and his Flight from Saul 1 Sam. 16: 14-17; 18: 1-16; 19: 1-17; 20- 27.
- Unit 3: Death of Saul and the Reign of David. 1 Sam. 28; 31; II Sam. 1; 2: 1-11; 3:17-27; 5; 6: 1-19;8.
- Unit 4: The Reign of Solomon. I Kings 3; 4: 22 - 34; 5: 13 -18; 7: 1-14; 8- 10:1-13; 11.
- Unit 5: The Divided Kingdom - The Reigns of Rehoboam and Jeroboam 1 Kings 11:26-40; 1 Kings 12; 14:1-31.
- Unit 6: The Men of God; Prophet Elijah and Prophet Elisha 1 Kings 16-20: 1-34; 21-22: 1-40; II Kings 3-8: 7 - 15.

- Unit 7: The Prophetic Revolution of Jehu II Kings 8:25-29; 9- 10:1 - 36.
- Unit 8: The 8th Century Prophets: Amos, Hosea, Amos 1-5: 1-24; 7:10-17; 8:4-7; Hosea 1-6; 11:1-8
- Unit 9: The Fall of the Northern Kingdom. II Kings 15: 17-31; 16: 5-9; 17: 1-28 .
- Unit 10: Consolidation

MODULE 3: LIFE AND WORKS OF CHRIST IN THE GOSPELS

- Unit 1: The Birth and Childhood of Christ.
Lk. 2:6-38; Matt. 1:18-25; 2: 1-23; Luke 2: 41-52.
- Unit 2: Preparation for his Ministry Matt. 3: 13-17; 4: 1-11; John 3: 1-12; 4: 1-42.
- Unit 3: The Galilean Ministry. Matt.4: 12-17; John 1: 35-51; Lk. 5-7.
- Unit 4: The Sermon on the Mount Matt. 5 - 7.
- Unit 5: The Miracles of Jesus. Mk. 1: 21-35; 2: 1-14; 4:35-41; 6: 30-52; Matt.14: 13-33; Mk.5:21-43; John 2: 1-44; Lk. 7: 1-10; Mk. 7:24-37; 5: 1-20; Lk. 17: 11-19; John 4: 46-59.
- Unit 6: The Parables of Jesus. Lk. 15:3-10; 15:12-32; Matt. 18: 12-35; 13:1-23; 20:1-16; Lk.14:15-53; Matt. 13: 24-58; Lk. 12: 13-21; Matt.25:1-13,25:14-30, 25:31-46.
- Unit 7: Jesus' Teaching on Worldly Possession Matt. 6: 19-21; 6: 25-34.
- Unit 8: The Trials of Christ. Matt. 26: 36-75; Mk. 14: 53-72; Lk. 22:66-71; Matt. 27:11-31; Mk. 23:1-25; Lk. 23:1-25.
- Unit 9: Crucifixion, Burial and the Resurrection of Christ. Matt. 27:32-66; Lk.23: 26-56; Mk. 15:16-47; Matt. 27: 46; Mk. 15:34; Lk. 23:34, 43,46; Matt. 28: 1-8; Mk. 16: 1-8; Lk. 24: 1-11; Matt.28: 9-20; Lk.24: 13-49.
- Unit 10: Consolidation

MODULE 4: PRINCIPLES OF TEACHING CHRISTIAN RELIGIOUS

STUDIES I

- Unit 1: General Aims and Objectives of Teaching Christian Religious Studies.
- Unit 2: Agencies of Christian Religious Studies.
- Unit 3: Christian Religious Studies Curriculum - Principles of Selection of Content.
- Unit 4: Preparation of Christian Religious Studies Syllabus and Scheme of Work.
- Unit 5: Lesson Notes Preparation - principles & methodology, Stating Aims and objectives.
- Unit 6: Lesson Notes Specimen
- Unit 7: Problems Confronting the Teaching of Christian Religious Studies in our Schools.
- Unit 8: The Role of Christian Religious Studies Teacher.
- Unit 9: Stages of Religious Development.
- Unit 10: Consolidation

MODULE 5: THE EARLY CHURCH HISTORY

- Unit 1: The Communal Living in the Early Church. Acts I: 15-26; 2:41-47; 4:32-37; 5:1-11; 6:1-6.
- Unit 2: The Pentecost. Acts 1: 8; 2:1-13; Acts 2:14-41.
- Unit 3: The Mission of the Church, Acts 7 - 8.
- Unit 4: Oppositions to the Gospel Message, Acts 4:1-31; 5:17-42; 6:8-9; 9; 12:1-24.
- Unit 5: The Conversion of Paul, Acts 9: 1-30.
- Unit 6: Paul's First Missionary Journey Acts 13,-14;-20
- Unit 7: The Mission and the Council of Jerusalem. Acts. 9:32-43; 10:1-43; Acts 10:44-48; 11:1-18; 15: 1-13.
- Unit 8: Paul's Second Missionary Journey. Acts 15: 31- 18: 1-22.
- Unit 9: Paul's Third Missionary Journey. Acts 18: 23 - 21.: 1-6.
- Unit 10: Consolidation

MODULE 6 SOME OF THE GREAT EPISTLES

- Unit 1: Reliance on Jesus through His Death and Resurrection
(Doctrine of Faith) Romans. 1-8.
- Unit 2: God's Sovereignty Over Israel Rom 9 - 11
- Unit 3: Practical Application-of-Faith-in Service and Conduct Rom.
12 - 16.
- Unit 4: Party Strife and Scandals at Corinth. 1st Corinth. 1 - 4.
- Unit 5: Subjection to Moral Problems 1st Corinth. 5 - 10.
- Unit 6: Questions About Public Worship 1 Corinth 11 - 14.
- Unit 7: Problems: of Resurrection of the Dead 1 Corinth 15.
- Unit 8: Unity of Believers and Consistent Christian Life Eph. 4-5.
- Unit 9: Family Life and Christian Spiritual Warfare Eph. 5: 22-6: 1-20.
- Unit 10: Consolidation

MODULE 7: RELIGION AND SOCIETY

- Unit 1: Rights and Obligations of the Family - Christian Marriage
1st Corinth. 7: 1-40; 1 Corinth. 5: 1-13; Col. 3:18 -21; 1st Peter
3: 1 -7
- Unit 2: Relationships and Social Values 1st Peter 1: 13-17; 2: 9-25; 4:
1-19; 5: 1-11.
- Unit 3: Work and Discipline - Dignity of Labour. 2 Thess. 3: 6-15; 1st
Thess. 2: 9; Col. 3: 23 - 25; Eph. 6: 5-8.
- Unit 4: Christian Attitudes to Constituted Authority Rom. 13: 1-7; 1st
Peter 2: 13 -17; Titus 3: 1.
- Unit 5: The Role of Church in Improving the Society-Education,
Health etc.
- Unit 6: Christian Attitudes to Persecution 1st Peter 1: 5-9; 3: 16-17; 4:
12-19.
- Unit 7: Christian and Politics.
- Unit 8: Christian and Unity - Ecumenism.
- Unit 9: Personal Commitment to Christ
- Unit 10: Consolidation.

MODULE 8: PRINCIPLES OF TEACHING CHRISTIAN RELIGIOUS STUDIES

- Unit 1: Readiness for Christian Religious Education.
- Unit 2: Techniques of Teaching Christian Religious.
- Unit 3: Various Approaches to the Teaching of Christian Religious Studies.
- Unit 4: Biblical and Extra Biblical Materials for the Teaching of Christian Religious Studies.
- Unit 5: The Place of Instructional Materials in the Teaching of Christian Religious Studies.
- Unit 6: The Use of Visual and Audio Visual Aids in the Teaching of Christian Religious Studies.
- Unit 7: Improvisation in the Teaching of Christian Religious Studies.
- Unit 8: Storage and Maintenance of Improvised Materials.
- Unit 9: Evaluation of the Effects of Educational Technology in the Teaching of Christian Religious Studies.
- Unit 10: Consolidation.

MODULE 9: THE CHURCH AND THE REFORMATION

- Unit 1: A Re-Awakening of the People Within the Church.
- Unit 2: Factors Responsible for the Reformation.
- Unit 3: Luther and John Huss:- Their Roles in the Reformation.
- Unit 4: Protestantism as the Fruit of Reformation.
- Unit 5: Huldreich Zwingli and his Role in the Reformation.
- Unit 6: Calvinists and the Reformation.
- Unit 7: The Counter-Reformation.
- Unit 8: Luther's Theology of the State.
- Unit 9: Effects of Protestantism.
- Unit 10: Consolidation

MODULE 10: WEST AFRICAN CHURCH HISTORY

- Unit 1: Slavery and Slave Trade.
- Unit 2: Anti - Slavery Movements and the Abolition of Slave Trade.
- Unit 3: Advent of Missionaries in West Africa - Motives and Effects.
- Unit 4: Roman Catholic and Lutheran Church Activities in Nigeria.
- Unit 5: The Activities of Baptist and Anglican Churches in Nigeria.
- Unit 6: Presbyterian and the Methodists.
- Unit 7: Problems and Difficulties Faced by the Early Missionaries.
- Unit 8: The Impact of Christianity in Nigeria.
- Unit 9: Prominent Christian Personalities - Crowther, Slessor, Bowen, Shanahan etc.
- Unit 10: Consolidation

MODULE 11: INTRODUCTION TO COMPARATIVE STUDY OF RELIGION

- Unit 1: The Essential Elements of Religion.
- Unit 2: The Study of Islam and Christianity.
- Unit 3: The Study of Hinduism and Buddhism.
- Unit 4: The Study of Shintoism and Confucianism.
- Unit 5: Similarities and Differences Among the Surveyed World Religions.
- Unit 6: Conditions Necessary for Meaningful Dialogue.
- Unit 7: The Dangers of Fanaticism and Exclusivism.
- Unit 8: The Importance of Dialogue .in a Pluralistic Society.
- Unit 9: The Value of Religious Tolerance and Understanding.
- Unit 10: Consolidation

MODULE 12:AFRICAN TRADITIONAL RELIGION

- Unit 1: Definition of African Traditional Religion.
- Unit 2: Misconceptions of African Traditional Religion.
- Unit 3: Nature and Characteristic Features of African Traditional Religion.
- Unit 4: Justification for the Study of African Traditional Religion.
- Unit 5: Problems Beseting the Study of African Traditional Religion.
- Unit 6: The Concept of God in Africa -Names and Attributes.
- Unit 7: God and the World:-How God Controls the World.
- Unit 8: Man and the Ancestral Cult.
- Unit 9: The Idea of Revelation in African Traditional Religion.
- Unit 10: Consolidation

ISLAMIC RELIGIOUS STUDIES

INTRODUCTION

The Islamic Studies content for the PTPP programme is conceived to basically expose the clients to the various aspects of Islamic learning especially as they relate to general knowledge of the course. It is necessary for the would be teachers to be well grounded in the subject because of the tremendous impact their association with pupils in the class will create in the mind and attitudes of the pupils.

SUBJECT

The six stress areas of the curriculum have the following broad objectives:

1. **Tauhid:** This course deals with the basic beliefs of the muslims. The indented objective of this course is therefore its emphasis on the need to enable the students discuss extensively the concept so as to be able to relate it to their practices as required by Islam.
2. **Quran:** The Quran, being the holy scripture of the Islam is studied with a view to understanding the divine injunction of Allah. Students should therefore be able to explain the Quran as the primary source of Islamic injunctions; interpret some selected suwar and ayats for the guidance of the pupils, relate the history of the revelation of the Quran etc.
3. **Hadith:** The study of hadith should enable the students discuss its complementary nature to the Quran; relate and discuss the contents of some ahadith; put into practice the guidance contained therein etc.
4. **FIQH (IBADAT):** Students should study this course with a view to:
 - a) discussing the requirements for the performance of Islamic Religious acts;
 - b) Demonstrate how these acts are done according to the Islamic teachings;
 - c) Offer guidance to the pupils in the class.
5. **Sirah:** The purpose of this course is to create an appreciation in the minds of the students from historical perspectives on the legacies of the early muslims, their struggles to spread the religion and the challenges ahead of all muslims in the continuance of this struggle.
6. **Methodology:** The content of this course is to enable the students imbibe the various methods to be used to enhance the teaching and learning of Islamic Studies,

**ISLAMIC STUDIES CURRICULUM
FIRST TERM**

MODULES 1:	CONCEPT OF IMAN IN ISLAM
Unit: 1.	Unity and oneness of Allah in Uluhiyyah Rububiyyah and sifat
2.	Belief in the prophets and messengers of Allah
3.	Belief in the Revealed books
4.	Belief in the Angels
5.	Belief in the last day and its Significance
6.	Belief in predestination and its significance .
7.	Kalimatush Shahadah and its implication
8.	Concept of reward and punishment
9.	Concept of Shirk and its implication on Islamic belief
10.	Consolidation
MODULES 2:	ISLAMIC HISTORY
Unit 1.	Territorial boundaries and physical features of Arabian peninsula
2.	The economic and political life of the Arabs before the coming of Islam
3.	The social and religious life of the Jahiliyyah Arabs
4.	The birth and early life of prophet Muhammad (S.A.W.)
5.	The call to prophethood/prophetic mission of the prophet Muhammad (S.A.W.)
6.	The oppositions to the Islamic message and the persecution of early muslims
7.	The first and second migration of muslims and their significance to the spread of Islam
8.	The battles of Badr and Uhud and their impacts on the spread of Islam
9.	Fat'hu Makkah and Hajjatul wada'I
10.	Consolidation

MODULES 3:	HISTORY OF QUR'ANIC REVELATION AND RECORDING
Unit: 1	Concept of Revelation
2	History of the revelation of al-Qur'an
3	Preservation of Al-Qur'an
4	Compilation of al-Qur'an I
5	Compilation of al-Qur'an II
6	The arrangements of Al-Qur'an
7	The subject matter of Al-Qur'an
8	The miraculous nature of Al-Qur'an
9	The Makkah and Madinan Surah
10	Consolidation
MODULES 4:	CONTENTS OF AL-QUR'AN
Unit 1.	Textual study of Suratul Alaq
2	Textual study of Suratul Qadr
3	Textual study of Suratul Humazah
4	Textual study of Suratul fil and Quraish
5	Textual study of Suratul Ma'un and Kauthar
6	Textual study of Suratul Kafirun and Nasr
7	Textual study of Suratul Lahab and Ikhlas
8	Textual study of Suratul Falaq and Nas
9	Moral teachings of Suratul Luqman
10	Consolidation

SECOND TERM	
MODULES 5:	TAHARA WUDU AND TAYAMMUM
Unit: 1	Tahara: Definition and significance
2	Causes of impurities necessitating ritual bath
3	Classes of pure water
4	The correct practical. Procedure for the performance of ritual bath
5	Al-wudu: Definition and its importance
6	Procedure for the performance of al-wudu
7	Tayammum: Definition and Significance
8	Procedure for the performance of tayammum
9	Things vitating Al-wudu and Tayammum
10	Consolidation
MODULES 5:	SALAT
Unit: 1	Definition, bases and significance
2	Timings for the performance of the five daily prayers
3	The compulsory, necessary and recommended acts of prayers
4	The practical procedure for the performance of salat
5	Things nullifying salat
6	Salat al-Juma'ah (congregation prayer)
7	Imamah (leadership in prayer)
8	Sujud al-sahwi: Qabli and Ba'adi
9	Practical performance of salat
10	Consolidation

MODULES 7:	ZAKKAT (POOR RATE)
Unit: 1	Definition and bases
2	Significance of Zakkat in
3	Functions of bait al mal in the-collection arid distribution of Zakkat.
4	Zakatul Ain (Wealth and riches)
5	Zakatul Harth (farm produce)
6	Zakatul Ni'am (Livestocks)
7	The beneficiaries of zakkat
8	Non - taxable items
9	Zakkat al-fitr
10	Consolidation
MODULES 8:	FASTING
Unit: 1	Definition and bases of fasting from the Qur'an and Sunnah
2	Conditions necessary for the validity of fasting
3	Exemption from fasting
4	Recommended acts during fasting
5	Thing vitiating fasting
6	Other types of fasting
7	Kaffarat (atonement) and its dimensions
8	Litikaf (seclution)
9	Laylatul Qadr and its significance
10	Consolidation

MODULES 9:	HAJJ AND AND UMRA
Unit 1	Definition of hajj and its bases from the Qur'an and Sunnah
2	The significance of Hajj in Islam
3	Conditions necessary for the validity of Hajj
4	Types of Hajj
5	Pillars of Hajj
6	Recommended acts during hajj
7	Things that nullify hajj
8	Umra: definitions bases and importance
9	Practical procedure for performing both Umra and Hajj
10	Consolidation
MODULES 10:	INTRODUCTION AND TEXTUAL STUDY OF HADITH
Unit: 1	Definition of hadith, sunnah and their differences
2	Origin and Importance of Hadith
3	Recording and transmission of Hadith
4	Classification of Hadith
5	Relationship between al-Qur'an and Hadith
6	Isnad and Matu
7	Study of Hadith No. 1
8	Study of Hadith No. 2
9	Study of Hadith No. 3
10	Consolidation

MODULE 11:	ISLAM IN WEST AFRICA
Unit 1	Religious life of the people of West Africa before the coming of Islam
2	Factors responsible for the coming of Islam in West Africa
3	The impact of Islam on the people of West Africa
4	The role of Al-murabitun in the Spread of Islam in West Africa
5	Revivalism in Kanem and Borno Land
6	Revivalism in Hausa Land
7	Reform movements: Sheikh Uthman Ibn fodio
8	Reform movements: Sheikh Ahmad
9	The role of muslim organisation: Jama'atu Nasir
10	Consolidation
MODULE 12:	METHODOLOGY
Unit 1	Definition of hadith, sunnah and their differences
2	Origin and Importance of Hadith
3	Recording and transmission of Hadith
4	Classification of Hadith
5	Relationship between al-Qur'an and Habith
6	Isnad and Matu
7	Study of Hadith No. 1
8	Study of Hadith No, 2
9	Study of Hadith No.3
10	Consolidation

HOME ECONOMICS CURRICULUM

INTRODUCTION

Changes have been made in the structure and contents of subjects which has been known for years as “Domestic science and Needlework” .

These offerings have been merged and enriched, and a new name given to the course on Family life.

Home Economics

Home Economics is concerned with using, developing and managing of human and material resources for the benefit of individual families institutions and communities. It is concerned with the improvement of standard of living through application of the relevant knowledge of the physical, biological and social sciences as well as the arts. It also involves acquisition of practical skills and inculcating desirable habits and attitudes Home Economics is practical oriented.

Three major areas of Home Economics have been adopted; namely

- Home and Family living
- Food and Nutrition
- Clothing Textiles and Related Arts

Methodology is incorporated in the Module 6 because of its importance in the Teachers Education Curriculum.

12 MODULES

- Module 1: The family
- Module 2: Child Development through adolescence
- Module 3: Food laboratory
- Module 4: Care and Use of Equipment
- Module 5: Food Preparation
- Module 6: Methodology
- Module 7: Mother and Child Care
- Module 8: Personnel Appearance and Grooming
- Module 9: Food Preservation
- Module 10: Construction of Garments and articles
- Module 11: Construction of Garments and articles
- Module 12: Managing a home

MODULE 1: THE FAMILY

- Unit 1: Definition of a family
- Unit 2: Types of family -Nuclear, Family, Polygamous etc.
- Unit 3: Roles of boy/girl in relation to the siblings and parents
- Unit 4: Responsibilities of children to parents and other extended family.
- Unit 5: The role of other members of the family and participation in family activities.
- Unit 6: The role of the father in the family.
- Unit 7: The role of the mother in the family
- Unit 8: The role of the extended family head in a family compound.
- Unit 9: The roles of elders within the extended family system.
- Unit 10: Consolidation.

MODULE 2: CHILD DEVELOPMENT THROUGH ADOLESCENCE

- Unit 1: Child development from birth -2 years.
- Unit 2: Child development from 2 years -5 years.
- Unit 3: Child development from 5 years -10 years.
- Unit 4: Child development from 10 years - puberty
- Unit 5: Physical changes in development
- Unit 6: The mental changes in development.
- Unit 7: Social changes in development.
- Unit 8: Emotional changes in development.
- Unit 9: Personality development in a child.
- Unit 10: Consolidation.

MODULE 3: FOOD LABORATORY.

- Unit 1: Introduction to the Kitchen.
- Unit 2: Types of Kitchen -Local/Modem,
- Unit 3: How to keep the kitchen neat and tidy.
- Unit 4: How to improve on our local kitchen.
- Unit 5: Basic rules on how to keep the kitchen.

- Unit 6: How the kitchen should be arranged for easy access.
- Unit 7: Uses of shelves, cupboards and working surface in the kitchen should be emphasized.
- Unit 8: Practical -How to clean an ideal kitchen.
- Unit 9: Kitchen arrangement i.e. setting in the kitchen L-shape, U-shape etc. (layout)
- Unit 10: Consolidation.

MODULE 4: CARE AND USE OF EQUIPMENT

- Unit 1: Care of sewing machine generally.
- Unit 2: Identification of different types of machines.
- Unit 3: Selecting sewing and ironing equipment.
- Unit 4: Identification of parts of a machine.
- Unit 5: Uses of a sewing machine (decorative etc).
- Unit 6: How to care for a machine (sewing).
- Unit 7: How to use the sewing machine.
- Unit 8: How to run the machine (Practical) I
- Unit 9: How to run the machine (Practical) II
- Unit 10: Consolidation.

MODULE 5: FOOD PREPARATION

- Unit 1: Preparation, cooking and serving of simple snacks.
- Unit 2: Using of different appropriate methods of cooking.
- Unit 3: Steaming and frying, boiling & Stewing.
- Unit 4: Preparation, cooking and serving of balanced meals of the day
- Unit 5: Making of fruit drinks and beverages.
- Unit 6: Preparation, cooking and serving of a balanced diet for a pregnant woman,
- Unit 7: Meals for special people -in health & in sickness, invalid, convalescent and Diabetic,
- Unit 8: Meals for different ages -a toddler & farmer.
- Unit 9: Preparation of fruit drinks Beverages.
- Unit 10: Consolidation.

MODULE 6:	METHODOLOGY
Unit 1:	Principles of Home Economics Education.
Unit 2:	Methods of Teaching Home Economics-I
	a. Demonstration
	b. Programmed Instruction
Unit 3:	Methods of Teaching Home Economics.
	c. Effective Communication -lecture discussion and Questioning.
	d. Individual and Group Work.
Unit 4:	Methods of Teaching Home Economics
	e. Role playing
	f. Excursion/Field Trips
	g. Projects
Unit 5:	Record of work. Preparation of School Records.
	Scheme of work.
	Record of work
	Lesson Notes/Plan.
	Mark books
	Inventory book.
Unit 6:	Preparation and use of Instructional materials-use of Text/books References -Posters-charts, Magazines, Journals etc.
Unit 7:	Organising Home Economics Programme in Primary Schools.
Unit 8:	Evaluation
Unit 9:	Teaching practice
Unit 10:	Consolidation.
MODULE 7:	MOTHER AND CHILD CARE
Unit 1:	Approaching motherhood.
Unit 2:	Physical changes.
Unit 3:	Menstruation.
Unit 4:	Care of mother and child before and after birth.
Unit 5:	Care of self during pregnancy.

Unit 6:	Preparation for the birth of baby.
Unit 7:	Birth of the baby in the hospital and at home.
Unit 8:	Care of mother and baby after birth.
Unit 9:	Symptoms of Common Diseases of child and importance of immunisation to children
Unit 10:	consolidation.

MODULE 8: PERSONAL APPEARANCE AND GROOMING

Unit 1 :	Importance of washing the body regularly.
Unit 2:	Care of the face and finger nails.
Unit 3:	Care of the hair and hair style.
Unit 4:	Importance of wearing clean clothes.
Unit 5:	Importance of good grooming.
Unit 6:	Correct use of Cosmetics.
Unit 7:	Care and storage of clothing.
Unit 8:	Selection of clothing for an individual.
Unit 9:	Planning wardrobe and styles for different personalities seasons; occasions .
Unit 10:	Consolidation.

MODULE 9: FOOD PRESERVATION

Unit 1:	Why we preserve food.
Unit 2:	What causes food decay
Unit 3:	Principles of preservation.
Unit 4:	Methods of preservation.
Unit 5:	How to make Jam (Practical).
Unit 6:	Making a small album of dried grains to flour.
Unit 7:	Use and Care of food containers, stores.
Unit 8:	Use and care of refrigerator and deep freezers.
Unit 9:	Storage of different foodstuff at home-perishable.
Unit 10:	Consolidation.

MODULE 10: CONSTRUCTION OF GARMENTS AND ARTICLES

- Unit 1: Identification of sewing tools.
- Unit 2: Care of sewing tools.
- Unit 3: Decorative stitches generally.
- Unit 4: Chain and stem (Practical).
- Unit 5: Foundation stitches (Uses).
- Unit 6: Tacking, running hemming, over sewing (Practicals)
- Unit 7: Back stitch, blanket or loop stitches.
- Unit 8: Seams.
- Unit 9: Make a small album of decorative stitches and seams.
- Unit 10: Consolidation.

MODULE 11: CONSTRUCTION OF GARMENT AND ARTICLES

- Unit 1: Crochet (introduction).
- Unit 2: Basic stitches.
- Unit 3: Project: a table mat or another article.
- Unit 4: Knitting -introduction.
- Unit 5: Basic stitches - samples of each.
- Unit 6: Project bonnet or bootees or cardigan.
- Unit 7: Projects a small article showing use of colour foundation and decorative stitches.
- Unit 8: Personal Garment.
 - (a) an apron.
 - (b) dress for self -buba.
 - (c) dress for self
 - (d) baby's night dress or dress.
- Unit 9: Household article.
- Unit 10: Consolidation.

MODULE 12:**MANAGING A HOME**

Unit 1:	Plan for a daily cleaning.
Unit 2:	Occasional and periodical cleaning of the entire house?
Unit 3:	Periodic cleaning of the kitchen.
Unit 4:	The Bathroom and lavatory.
Unit 5:	Planning time and energy.
Unit 6:	General Guidance to save time and energy.
Unit 7:	Analysing a Job and Budgeting of money.
Unit 8:	Saving energy and avoiding fatigue.
Unit 9:	Work simplification.
Unit 10	Consolidation.

AGRICULTURAL-SCIENCE CURRICULUM

1.0 INTRODUCTION:

The importance of Agriculture to the economy of the West African sub-region is becoming increasingly recognised and governments are now aware that a good education must become an integral part of the total school curriculum. This will guarantee that there will be the required number of well educated people who are versed in the techniques of modern farming which is essential to the success of the national agricultural programmes.

The philosophy of PTTP Agricultural Science programme is tied to the National Policy on Agriculture for self reliance based on the provision of teachers who have knowledge with a balanced approach between principles and practice of agriculture.

The sequencing chart is arranged under eight major sub-headings: Introduction to Agriculture; soils; crop production; animal production; agricultural ecology and farming system; farm machinery and structures; forestry; agricultural economics and extension.

These are contained in ten (10) out of the twelve (12) modules in the package. There is one module on practical agriculture and one module on methodology.

The methodology module is designed to guide the teachers in choosing appropriate strategies to be used when teaching agriculture at the primary and junior secondary school levels.

The units making up the modules are sequenced. The last unit is always a consolidation of units 1 to 9, summarising the module.

2.0 OBJECTIVES:

The objectives of the programme includes:

- 1 To enable student teachers acquire basic knowledge and the right attitude to the study of agricultural Science.

- 2 To produce teachers who will be capable of motivating pupils to acquire interest in agriculture.
3. To develop in teachers the appropriate communication skills for effective transmission of Agricultural Science information to the pupils with specific reference to their environment.
4. To ensure that the teachers are well trained in the methodologies and practicals necessary for the teaching of Agricultural Science at the primary school levels.

3.0 MODULAR TITLES

MODULE 1:	Meaning, History, Importance and Types of Agriculture.
MODULE 2:	Plant forms, Classification, Uses of crops and animals.
MODULE 3:	Agricultural Implements and Farm Machineries
MODULE 4:	Soil
MODULE 5:	Methods of Teaching Agricultural Science
MODULE 6:	Farming and Crop System
MODULE 7:	Practical Agriculture
MODULE 8:	Crop Protection.
MODULE 9:	Crop Improvement and Propagation.
MODULE 10:	Fish Farming.
MODULE 11:	Forestry and Wild life Management.
MODULE 12:	Storage.

4.0

SEQUENCING CHART

AGRICULTURAL-SCIENCE

MODULE 1: MEANING HISTORY IMPORTANCE AND TYPES OF AGRICULTURE

- UNIT 1: Meaning of Agriculture
- UNIT 2: The History of Agriculture
- UNIT 3: Tools Used by the Early Farmers
- UNIT 4: Importance of Agriculture
- UNIT 5: Different areas of Agriculture
- UNIT 6: Agricultural Products I: (Cereals)
- UNIT 7: Agricultural products II: (Legumes)
- UNIT 8: Agricultural Products III: (root crops)
- UNIT 9: Agricultural Products IV: (Vegetable crops)
- UNIT 10: Consolidation

MODULE 2: PLANT FORMS, CLASSIFICATION, USES OF CROPS AND ANIMALS

- UNIT 1: External Features of Monocotyledon and Dicotyledon
- UNIT 2: Classification of Crops, Beverages, Spices, etc.
- UNIT 3: Annual, Biennial and Perennial Crops
- UNIT 4: Livestock Production I: (Cattle)
- UNIT 5: Livestock Production II: (sheep keeping)
- UNIT 6: Problems of Livestock Production in West Africa
- UNIT 7: Poultry Production
- UNIT 8: Poultry Feeds and Feeding: Health and Management
- UNIT 9: Poultry Breeding and Hatchery Management
- UNIT 10: Consolidation

MODULE 3: AGRICULTURAL IMPLEMENTS AND FARM MACHINERIES

- UNIT 1: Simple Farm Tools
- UNIT 2: Uses and Care of Farm Tools
- UNIT 3: Simple Fishing Tools
- UNIT 4: Uses and Care of Tools
- UNIT 5: Farm Power
- UNIT 6: Farm Machinery
- UNIT 7: Types of Farm Machineries e.g. Tractor
- UNIT 8: Uses of Farm Machineries
- UNIT 9: Maintenance of Farm Machineries
- UNIT 10: Consolidation

MODULE 4: SOIL

- UNIT 1: Definition and Physical Composition of Soil
- UNIT 2: Major Types of Soil -Sand, Silt, Clay and Loam
- T..iNJT 3: Fertility Management I (by rotational cropping)
- UNIT4: Fertility Management II (by using fallows and cover crops)
- UNIT 5: Organic Manure
- UNIT 6: In-organic Manure
- UNIT 7: Fertilizer Application
- UNIT 8: Nutrient Losses
- UNIT 9: Soil and Water Conservation
- UNIT 10: Consolidation

MODULE 5: METHODS OF TEACHING AGRICULTURAL SCIENCE

- 1 UNIT 1: Aims and Objectives of Teaching Agricultural Science in the Primary Schools
- UNIT 2: Techniques of Teaching Agricultural Science in primary Schools
- UNIT 3: Scheme and Plans of Work Preparation
- UNIT 4: Preparation of Lesson Plans for the Teaching of Agricultural Science in the Primary Schools
- UNIT 5 & 6: Classroom, Field/ Practical and Laboratory Management
- UNIT 7: Avoidance and Treatment of accidents on the Field and in the Laboratory
- UNIT 8: Special Problems of Agriculture in Schools
- UNIT 9: Qualities of a Good Agricultural Science Teacher
- UNIT 10: Consolidation

MODULE 6: FARMING AND CROPPING SYSTEMS

- UNIT 1: Types of farming System I (mixed farming)
- UNIT 2: Types of farming System II (Arable farming)
- UNIT 3: Types of Farming System III (Pastoral farming)
- UNIT 4: Types of Cropping System (Monocropping and Mixed Cropping)
- UNIT 5: Types of Cropping System II (Continuous Cropping, Crop rotation)
- UNIT 6: Types of Cropping System III (Shifting Cultivation and Bush Fallowing)
- UNIT 7: Types of Farm Structure and Uses
- UNIT 8: Types of Farm Building and Uses
- UNIT 9: Sitting a School Farm
- UNIT 10: Consolidation

MODULE 7:	PRACTICAL AGRICULTURE
UNIT 1:	Identification of Simple Farm Tools and Their Uses
UNIT 2:	Record Keeping
UNIT 3:	Land Preparation for Nursery Beds
UNIT 4:	Care of Plants before and after Transplanting e.g. Watering, Weeding, Mulching, etc.
UNIT 5:	School Farm Planting Practices e.g. planting, Tinning, etc.
UNIT 6:	Identification and Uses of Materials Used for Irrigation
UNIT 7:	Preparation of Compost Manure and Method of Applications
UNIT 8:	Identification of Friendly and Harmful Insects in the Garden
UNIT 9:	Identification of Simple Animal Pests e.g. Ticks, Mites, etc.
UNIT 10:	Consolidation
MODULE 8:	CROP PROTECTION
UNIT 1:	Meaning, Aim and Scope of Crop Protection
UNIT 2:	Classification, Identification and Importance of Plant Pathogens
UNIT 3:	Diseases Development and Effects on Crops
UNIT 4:	Diseases Prevention and Control Measures
UNIT 5:	Types and Major Classes of Pests
UNIT 6:	Identification of Insects Pests and Their Damage to Crops
UNIT 7:	Weeds e.g. Classification and Identification
UNIT 8:	Effects of Weeds on Crops
UNIT 9:	Methods of Weed Control, Dispersals and Control Measures
UNIT 10:	Consolidation

MODULE 9:	CROP IMPROVEMENT AND PROPAGATION
UNIT 1:	Definition and Objective of Crop Improvement
UNIT 2:	Genetic and Environmental Factors Affect Crop Production
UNIT 3:	Cropping Season as they Affect Production
UNIT 4:	Application of Mendelian Genetics to Crop Improvement
UNIT 5:	Genetic Variability among Crops
UNIT 6:	Plant Breeding Methods for Self and Cross Pollinated Crops
UNIT 7:	Hybrids and Synthetic Development, Classes Multiplication/Distribution of Improved Seeds
UNIT 8:	Definition and Types of Crop Propagation
UNIT	Methods of Crops Propagation e.g. sowing, cuttings, etc.
UNIT 10:	Consolidation
MODULE 10:	FISH FARMING
UNIT 1:	Physical Structure of Fish and Types of Fish
UNIT 2:	Biology of Fishes: Locomotion and Respiration.
UNIT 3:	Biology of Fishes: Reproduction
UNIT 4:	Fish: Uses in Daily Life
UNIT 5:	Fishing Method
UNIT 6:	Setting up and Management of Fish Pond
UNIT 7:	Fish Spoilage
UNIT 8:	Ways of Combating Fish Spoilage
UNIT 9:	Packaging
UNIT 10:	Consolidation

MODULE 11:	FORESTRY AND WILDLIFE MANAGEMENT
UNIT 1:	Definition and Types of Forest
UNIT 2:	Economic Importance of Forest
UNIT 3:	Forest Zones
UNIT 4:	Nigerian Vegetation,
UNIT 5:	Basic Principles of Agro-Forestry
UNIT 6:	Identification and Maintenance of Economic Forest Trees
UNIT 7:	By-Products of Forest
UNIT 8:	Concept of Wildlife and Wildlife Conservation
UNIT 9:	Management and Conservation Techniques in Wild Life
UNIT 10:	Consolidation

MODULE 12:	STORAGE
UNIT 1:	Definition and Aims of Storage
UNIT 2:	General Guiding Principles in Storage
UNIT 3:	Methods of Storage I
UNIT 4:	Methods of Storage II
UNIT 5:	Merits and Demerits and Methods of Improvement
UNIT 6:	Storage Losses and Factors Favouring Storage: Environmental and Biological Factors
UNIT 7:	Method of Preservation I: Fish
UNIT 8:	Method of Preservation II; Meat and Poultry
UNIT 9:	Method of Preservation III: Milk and Milk Products
UNIT 10:	Consolidation