

**DEPARTMENT OF TEACHER EDUCATION  
UNIVERSITY OF IBADAN**

**COORDINATOR: DR S.A BABARINDE**  
**DEPUTY COORDINATOR: DR. D.O FAKEYE**

**History**

The Department of Teacher Education came into existence in 1962 under the name of Department of Education. From 1962 to 1971, it was under one administrative head with the Institute of Education, which was established earlier in 1956. Over this period of ten years the two were commonly referred to as the Department and Institute of Education until the University authorities approved the separation in function of the Department and the Institute in 1971. The Department and Institute of Education moved into its present building in 1967 after a ten-year tenancy in the Faculty of Arts Building Complex.

In response to felt needs in the University and the country as a whole and in keeping with progressive trends in the field of education in the world at large, the Faculty made a case for, and obtained approval in 1975 and 1976 for creation of the following four new departments out of the former Department of Education:

Department of Physical and Health Education  
Department of Special Education  
Department of Guidance and Counselling  
Department of Educational Management

With the creation of the above new departments, the name of the parent department was changed from Department of Education to Department of Teacher Education in 1976.

**Duration**

The duration of the programme is 4 years for direct entry candidate (Starting from 200 level) and 5 years for candidate with O/L (Starting from 100 level).

***Distribution of Courses***

**100 Level General Courses**

		<b>Units</b>	<b>Status</b>
TEE 102	Intro. to History & Policy of Edu.	3	R
TEE 103	Social & Phil. Foundation of Edu.	3	R
TEE 122	General Language Methods	3	C
TEE 123	Language in Schools	3	C
TEE 141	Social Studies Methods	3	C

**100 level students must take additional 6 units courses as ELECTIVES from either CLA, LIY, ENG, POS or GCE to make up the required numbers of unit**

**Faculty Courses**

SPE 104	Intro. to Special Education	3	R
GCE 101	Psycho. Foundation of Education	3	C

### **100 Level Early Childhood Education**

**100 level Students in Early Childhood must take 12 units courses as ELECTIVES from either CLA, LIY, ENG, POS or GCE to make up the required numbers of units.**

#### **200 Level**

##### **General Studies**

		<b>Units</b>	<b>Status</b>
GES 101	Use of English	3	C
GES 104	Science and Mankind	3	C
GES 105	Land use, Agriculture and Animal Husbandry	3	C

**(NOTE: STUDENTS ARE TO DO GES 101 COMPULSORILY AND ANY ONE OTHER GES COURSE GES 104 OR GES 105)**

#### **300 Level**

##### **General Studies**

		<b>Units</b>	<b>Status</b>
GES 102	Culture and Civilization	3	C
GES 106	Philosophy and Logic	3	C

**(NOTE: STUDENTS ARE TO DO ONE GES COURSE AT THIS LEVEL GES 102 OR GES 106)**

#### **Faculty Courses**

		<b>Units</b>	<b>Status</b>
TEE 202	Instructional Media and Resources	3	C
GCE 203	Basic Statistics in Educational Practice	3	C
GCE 204	Psychology of Learning	3	C

#### **Departmental Courses for 200 and 300 Levels**

		<b>Units</b>	<b>Status</b>
TEE 141	Social Studies Methods	3	C
TEE 202	Instructional Media & Resources	3	C
TEE 204	Introduction to the Philosophy of Early Childhood Education	3	C
TEE 205	Professional Practical I	3	C
TEE 206	Pre-School Educ. in Traditional African Societies	3	C
TEE 207	Origins & Dev. of Early Childhood Education	3	C
TEE 208	Early Childhood Curriculum Organisational Level	3	C
TEE 211	Early Childhood Teaching Methods	3	C
TEE 222	Arabic (Language and Literature) Methods I	3	C
TEE 223	Drama Methods I	3	C
TEE 224	Economics Methods I	3	C
TEE 225	Islamic Methods I	3	C
TEE 226	English (Lang. & Litt.) Methods I	3	C
TEE 227	French (Lang. & Litt.) Method I	3	C
TEE 228	General Science Methods II	3	C

TEE 229	Geography Methods I	3	C
TEE 230	Language Arts Methods I	3	C
TEE 231	Hausa (Lang. & Litt.) Methods	3	C
TEE 232	History Methods I	3	C
TEE 233	Mathematics Methods II	3	C
TEE 235	Religious Education Methods I	3	C
TEE 239	Language Acquisition Process	3	C
TEE 240	Igbo (Lang. & Litt.) Methods	3	C
TEE 241	Educational Linguistics	3	C

#### **400 Level**

##### **Faculty Course**

GCE 302	Measurement and Evaluation	3	C
TEE 305	Professional Practice II	3	C
TEE 353	Introduction to Instructional Technology	3	C

##### **Departmental Courses**

TEE 301	History and Policy of Education in Nigeria	3	C
TEE 303	General Principles of Curriculum and Instruction	3	C
TEE 305	Professional Practice II	3	C
TEE 306	The Org. & Admin. of Early Childhood Educ. with Particular Ref. to Nigeria	3	C
TEE 307	Instructional Model & Implementation of Current Changes in Early Childhood Education	3	R
TEE 311	Early Childhood Education Teaching Methods I	3	C
TEE 322	Arabic (Lang. & Litt.) Methods II	3	C
TEE 323	Drama Methods II	3	C
TEE 324	Economics Methods II	3	C
TEE 325	Islamic Studies Methods II	3	C
TEE 326	English (Lang. & Litt.) Methods II	3	C
TEE 327	French (Lang. & Litt.) Methods II	3	C
TEE 330	Language Arts Methods II	3	C
TEE 331	Hausa (Lang. & Litt. Methods II)	3	C
TEE 332	History Methods II	3	C
TEE 333	Mathematics Methods III	3	C
TEE 334	Religious Educ. Methods II	3	C
TEE 335	Yoruba (Lang. & Litt.) Methods II	3	C
TEE 339	Social Studies Methods II	3	C
TEE 340	Igbo (Lang. & Litt.) Methods II	3	C
TEE 353	Introduction to Instructional Technology	3	C

#### **500 Level**

##### **Faculty Courses**

GCE 406	Developmental Psychology	3	C
TEE 405	Professional Practice III	3	C

##### **Departmental Courses**

TEE 304	Philosophy of Education	3	C
TEE 401	Individual Project	3	C
TEE 403	Sociology of Education	3	C
TEE 404	Curriculum Development Implication and Revision	3	C
TEE 407	Comparative Education	3	C

**Course Details**

TEE 102	<b>Introduction to the History and Policy of Education</b> This is an introductory course on History and Policy of Education, from the Classical era of Plato and Aristotle to the present time fremphasis shall be on the relative roles of the home, the school, the church and the state in the development of educational policy, and practice; the process of education; the main factors influencing or retarding the development of education at all levels.	3	R
TEE 103	<b>Sociological and Philosophical Foundations of Education</b> The course is in two sections. The first section describes the origin of social living and the nature of the society we live in. it looks at sociology from the point of view of what sociologists do as a subject that studies society. Emphasis is place on the importance of the study of sociology to the practice of education. The second section deals with the meaning and scope of philosophy of education and the influence of this on the development of a philosophy of Nigerian education.	3	R
TEE 122	<b>General Language Methods</b> The general principles of language teaching and leraning and an outline of different approaches and methods of modern language teaching. Issues of English and their implications for teaching. Goals of language teaching in L <sub>1</sub> L <sub>2</sub> and foreign language situations. The role of literature in personal development and language teaching. The use of instructional materials in language and literature teaching. Project based on observation of classroom teaching/techniques.	3	C
TEE 123	<b>Language in School</b> The nature and functions of language.	3	C

	Language as indicator of social, economic and cultural background. A study of school language and culture including the language behaviour of teachers and students.		
TEE 141	<b>Social Studies Methods</b> The concept of integrated social studies, its structure and scope. Aims and objectives of social studies. The organization of Social Studies Programmes.	3	C
SPE 104	<b>Introduction to Special Education</b> General orientation to the field of special education. Definition, foundations, personnel, educational implications of giftedness, emotional disturbance, sensory and neurological impairments, respiratory disorders and other crippling conditions in children. Issues and trends with practical experience and guidelines to regular classroom teachers in Nigeria.	3	R
GCE 101	<b>Psychological Foundation of Education</b> Nature and concept of modern psychology and education with greater emphasis on educational and developmental psychology, emotions, adolescence, creativity and innovation learning, motivation, virtues of formal education, development of effective study habit, principles of remembering and forgetting, and general use of psychology in educational enterprise.	3	C

### General Studies

GES 101	<b>Use Of English</b> An intensive, practical and skill-oriented English course specifically designed to develop essay writing skills (Organisation and logical presentation of ideas, dictation, grammar and style), functional reading skills (comprehension, analysis evaluation, logical inference and effective application, oral presentation skills and listening comprehension and note taking.	3	C
GES 104	<b>Science and Mankind</b> Basic concepts in the sciences; history and philosophy of the methods used in scientific studies. The scientific mind, religion, traditional beliefs and science	3	C

	and technology with reference to their independence and importance to mankind, discovery and invention. Science and politics with emphasis on scientific findings, their applications, the scientist and fate of man, science and agriculture, health, communication, transportation and industrialization.		
GES 105	<b>Land Use, Agriculture and Animal Husbandry</b> Renewable natural Resources, Farming systems in the tropics, land use, planning, conservation, principle of animal and Horticultural crop production: use of agrochemicals, seed production, storage and agricultural extension education. Principles and problems of livestock production; breed of livestock and domestic animals; animal behaviour, poultry and livestock management for egg and meat production. Pests and disease problem and, maintenance of animal health.	3	C

#### Faculty Courses

TEE 202	<b>Instructional Media and Resources</b> Explanation of the concept of educational technology. The development of communication during Stone Age, Greek and Roman period, Renaissance period, chalk and talk period, Audio-Visual era and modern communication era. Theory and practice in the production and use of various media. The use of local materials. Improvisation.	3	C
GCE 203	<b>Basic Statistics in Educational Practice</b> The nature and concept of behavioural statistics and its use in Education. Descriptive statistics in Educational practices including the use of and rules of summation, frequency distributions, measures of central tendency, dispersion, correlation and regression co-efficients. The normal curve and skewed distributions, Test Scales and Norms and the use of statistics in handling composite scores including item statistics in validity and reliability of psycho-educational assessment practices.	3	Pre-requisite to GCE 407 C
GCE	<b>Psychology of Learning</b>	3	C

204	This course is geared towards introducing the students to the concept of learning, and factors affecting learning. It is also concerned with highlighting the various mental processes associated with human learning. Special emphasis will be laid on higher intellectual functioning processes associated with cognition, perception and recall. The role of reinforcement in the process of learning will be studied and its application to the learning-teaching situation highlighted.		
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### Departmental Courses for Years One and Two

TEE 141	<b>Social Studies Methods</b> The concept of integrated social studies, its structure and scope. Aims and objectives of social studies. The organization of Social Studies Programmes.	3	C
TEE 202	<b>Instructional Media and Resources</b> Explanation of the concept of educational technology. The development of communication during stone Age, Greek and Roman period, Renaissance period, chalk and talk period, Audio-Visual era and modern communication era. Theory and practice in the production and use of various media. The use of local materials. Improvisation.	3	C
TEE 204	<b>Introduction to the Philosophy of Early Childhood Education</b> Theoretical rationale for Nursery/Primary education. Aims of Nursery/Primary education. The place of the child in society. The nature of the society and the needs of the child. The concept of autonomy, authority, freedom in bringing up children. The nature of knowledge and the growth and development of various concepts in children. The concept of Nursery Education Universal Primary Education and the society. A comparative history and descriptive analysis of the nature and purpose of nursery/primary education.	3	C
TEE 205	<b>Professional Practical I</b> For at least some of the students this is an initiation into the institutional and instructional dimensions of teaching as a profession. All students concerned learn how to teach particular subjects, manage a	3	C

	classroom, and perform other functions of a good and professionally qualified teacher.		
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TEE 206	<p><b>Pre-School Educ. in Traditional African Societies</b></p> <p>The nature and concept of African family. Child naming practices: problems and prospects for later Education. Characteristics and practices of traditional education with particular reference to acquisition of attitudes, skills and the development of character. A comparison of traditional education with formal education.</p>	3	C
TEE 207	<p><b>Origins &amp; Dev. of Early Childhood Education</b></p> <p>Origins of Primary School Education in selected countries. The detailed review of the historical origins of formal Western Education in Nigeria. Preschool provisions in selected countries. Development of pre-Primary and Primary Education in Nigeria.</p>	3	C
TEE 208	<p><b>Early Childhood Curriculum Organisational Level</b></p> <p>Aims and sources of school curriculum. A thorough examination of the theoretical principles underlying curriculum planning and organization at the Pre-Primary and Primary education levels (with emphasis on integration). A detailed assessment of learning programmes, textbooks and other instructional materials used in schools.</p>	3	C
TEE 211	<p><b>Early Childhood Teaching Methods</b></p> <p>Taxonomies of preschool projects. Their types and objectives. Philosophy underlying Nursery/Projects. Assessment of learning approaches as to subjects, age and environment of children in primary schools. A detailed analysis of method of teaching specific primary school subjects. Evaluation of programmes and students' achievement.</p>	3	C

TEE 222	<b>Arabic (Language and Literature) Methods I</b> Examination of the utility of some pedagogical concepts relating specifically to Arabic teaching. Approaches to the teaching of oral and written Arabic. School Certificate Arabic syllabus, the teaching resources and lesson organization.	3	C
TEE 223	<b>Drama Methods I</b> Detailed analytical work on the three main forms of drama work in secondary education imaginative sound drama and theatre. Treatment of how to organize debates, public lectures, improvised or scripted plays	3	C
TEE 224	<b>Economics Methods I</b> An examination of Economics as an academic discipline and late coming into the secondary school curriculum. Evaluation and the use of continuous assessment.	3	C
TEE 225	<b>Islamic Studies Methods I</b> Teaching Islamic Religious knowledge in Secondary and Primary schools. The place of psychology in Islamic Education/Islamic Religious knowledge syllabus planning. Professional organization.	3	C
TEE 226	<b>English (Lang. &amp; Litt.) Methods I</b> The teaching of grammatical structures with emphasis on the construction and use of structural exercises. Grading and presentation of lexical items with particular attention to semantic field and associations. The methods and techniques of teaching the four language skills including the study skills. Examination of literary materials and acquisition of general methods for teaching the literary studies.	3	C
TEE 227	<b>French (Lang. &amp; Litt.) Method I</b> The teaching of structures: construction and use of structural exercises. Teaching of French forms (morphology), vocabulary reading and writing. Lesson plans.	3	C
TEE 228	<b>General Science Methods II</b> Principles of Science Instruction I. Resources for science instruction. Evaluation of science teaching and learning, including continuous assessment.	3	C
TEE 229	<b>Geography Methods II</b> A critical review of the various methods	3	C

	and materials for geography teaching. Recent developments in geographic education. The development of the teaching of geography within the school curriculum. Techniques of testing and evaluation. Continuous assessment in secondary school geography. The school Certificate geography syllabus.		
TEE 230	<b>Language Arts Methods I</b> Pedagogical issues in language as a communication tool in different, language situations and contexts. The focus here will be on the interdependence of the receptive and production skills, oral communication developmental reading programmes, the composing process and ethnography of writing.	3	C
TEE 231	<b>Hausa (Lang. &amp; Litt.) Methods</b> Situational analysis of Hausa teaching at the primary and teachers' colleges. The teaching of Hausa grammar/literature and the preparation/adoption of teaching aids. Teaching the WAEC Hausa syllabus.	3	C
TEE 232	<b>History Methods II</b> A critical review of the techniques and resources of teaching history in Nigerian secondary grammar schools, a study of the history teacher – his academic and professional training and his role in the society; an examination of current School Certificate history syllabus, history as an interdisciplinary curriculum; evaluation techniques and continuous assessment in secondary school history.	3	C
TEE 233	<b>Mathematics Methods II</b> The teaching strategies at school level. The introductory teaching of selected topics. The traditional/modern debate.	3	C
TEE 235	<b>Religious Education Methods I</b> The state of religious education methodology in Nigerian Primary and Secondary schools. Suggestions for improvements in Bible knowledge teaching through the use of the questioning methods; lesson notes and schemes of work in primary and secondary schools. Guiding principles in the choice and use of illustrations. The study of the West African School Certificate syllabus in Bible knowledge. A critical study of existing	3	C

	books on methodology. The Phenomenological approach to religious education within the context of integrated studies.		
TEE 239	<b>Language Acquisition Process</b> Implications for language teaching of the process of first language acquisition as compared with those of second and foreign language learning. Effects of learning or acquisition processes and condition on language Attitude, motivation, communication and competence.	3	C
TEE 240	<b>Igbo (Lang. &amp; Litt.) Methods</b> Detailed treatment of the primary and teachers' college, Igbo curriculum and their analysis and development. A close study of the rhythm of class activities in relation to the 3Rs. Text book assessment.	3	C
TEE 241	<b>Educational Linguistics</b> Pedagogical grammar uses and limitations. The concepts and practice of contrastive linguistics and error analysis and their application to the teaching of lexical, grammatical and cultural loads in second/foreign language situations.	3	C

### General Studies

GES 102	<b>Culture and Civilization</b> The individual, society, environment, language ethnicity, culture, dynamics of culture, change with reference to cultural and social history vis-à-vis archaeological studies. African cultural heritage and progress from earliest times to the present, with special mention of features like farming, metallurgy trade. Urban and rural life in Nigeria will be treated in-depth. Socio-cultural and ecological problems, etc.	3	C
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### Faculty Course

GCE 302	<b>Measurement &amp; Evaluation in Education Practice</b> A broad spectrum measurement and evaluation course in Education including test design, construction, administration and test score interpretation involving the use of intelligence. Aptitude, achievement tests and personality inventories plus non-test assessment tools like the interview and	3	C
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	observational strategies. Measurement is treated as the scientific base for decisions to be made (Evaluations) on the pupils, curriculum effectiveness and adequacy of learning, environments.		
TEE 305	<b>Professional Practice II</b> Further practical experience on how to teach particular subjects, manage a classroom, and perform the other functions of a good teacher.	3	C
TEE 353	<b>Introduction to Instructional Technology</b> Explanation of the concept of instructional technology. Instructional systems. Programmed instruction – origins, characteristics and paradigms. Educational media and presentation variables. Systems approach to teaching and learning procedure. Instructional Technology and national Development.	3	C

#### Departmental Courses

TEE 301	<b>History and Policy of Education in Nigeria</b> This course examines the nature and practice of education in the preliterate Nigerian society and the contributions of Islamic education. It treats in detail, the development of western formal education with special reference to the roles of the missionaries and the impact of colonial educational ordinances and educational development. An analysis of the post-independence development and reforms of education at all levels are also discussed especially the current National Policy on Education: its evolution, implementation, problems, and implications for future national development.	3	C
TEE 303	<b>General Principles of Curriculum and Instruction</b> A detailed analysis of the determinants of curriculum and the rationale for curriculum development and reform. A discussion of the process of curriculum design, development and reform. The rationale for various types of curriculum organization as well as principles of selecting and organizing learning experiences. The role and types of teaching methods e.g. discussion, case study, problem solving inquiry etc and evaluation of classroom instruction.	3	C

TEE 305	<b>Professional Practice II</b> Further practical experience on how to teach particular subjects, manage a classroom, and perform the other functions of a good teacher, Pre-requisite TEE 205	3	C
TEE 306	<b>The Org. &amp; Admin. of Early Childhood Educ. with Particular Ref. to Nigeria</b> The detailed procedure in the organization of Pre-Primary and Primary School, the Planning and Financing. The role of government agents at different levels of governments – local, state and federal. A continuous analysis of the organization of the UPE and related reports etc.	3	C
TEE 307	<b>Instructional Model &amp; Implementation of Current Changes in Early Childhood Education</b> The relationship of Educational policy with educational practice. Main problems facing primary education in Nigeria – National educational objectives of primary education. The status of Nursery education in Nigeria. Issues in implementing School Curricular.	3	R
TEE 311	<b>Early Childhood Education Teaching Methods I</b> Specialization in teaching approaches: (1) Nursery Methodology (2) Primary Education (and language, Social Studies, Sciences, Art, Music, cultural Studies). Advanced and up-to-date analysis of teaching strategies in each area including method, assessment and evaluation procedure, record keeping and relevance of specific syllabus in each area. A systematic organization of teaching methods using modern teaching aids – Radio, TV, Laboratory etc.	3	R
TEE 322	<b>Arabic (Lang. &amp; Litt.) Methods II</b> Developing new evaluation techniques for Arabic. Syllabus planning professional organizations, projects and seminars. Pre-requisite TEE 222	3	C
TEE 323	<b>Drama Methods I</b> Detailed analytical work on the three main forms of drama work in secondary education, imaginative sound drama and theatre. Treatment of how to organize debates, public lectures, improvised or scripted plays. Project. Pre-requisite TEE	3	C

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TEE 324	<b>Economics Methods II</b> An examination of Economics as an academic discipline and late coming into the secondary school curriculum. Evaluation and the use of continuous assessment. Project. Pre-requisite TEE 224	3	C
TEE 325	<b>Islamic Studies Methods II</b> Teaching Islamic Religious knowledge in Secondary and Primary schools. The place of psychology in Islamic Education/Islamic Religious knowledge syllabus planning. Professional organization Project and Seminars. The use of continuous assessment Prerequisite TEE 225	3	C
TEE 326	<b>English (Lang. &amp; Litt.) Methods II</b> Approaches and methods in teaching poetry, prose and dramatic literature. Current issues in language teaching with particular reference to the teaching of English as a social encounter e.g. teaching across ability levels and large classes. Problems and issues in curriculum planning in ESL and the role of language-based organizations in maintaining professional standards in English language teaching. Project in the nature of application of theories and practices in language teaching. Pre-requisite TEE 226.	3	C
TEE 327	<b>French (Lang. &amp; Litt.) Methods II</b> Wider horizons in French teaching: the cultural content-teaching of literature. Bilingualism and its effects on L3. French O/L syllabus and problems of schemes of works. Le Francais Fondamental and text book analysis. French in the 6 <sup>th</sup> form. Evaluation of French language teaching and information courses. Project. Pre-requisite TEE 227	3	C
TEE 330	<b>Language Arts Methods II</b> Teaching the use of English for specific/specialized purposes – language for science/technology. The language of the mass media advertisement, radio. Project. Pre-requisite TEE 230	3	C
TEE 331	<b>Hausa (Lang. &amp; Litt. Methods II)</b> The teaching of standard Hausa (oral and written) and its relationship with other non-standard Hausa dialects. Hausa social and cultural institutions. A/L Hausa syllabus	3	C

	and textbook analysis. Project. Pre-requisite TEE 231		
TEE 332	<b>History Methods II</b> A critical review of the techniques and resources of teaching history in Nigerian secondary grammar schools, a study of the history teacher – his academic and professional training and his role in the society; an examination of current School Certificate history syllabus, history as an interdisciplinary curriculum; evaluation techniques and continuous assessment in secondary school history; Project: Pre-requisite TEE 232	3	C
TEE 333	<b>Mathematics Methods III</b> Principles of syllabus construction. Problems of the O-level drop out. The teaching of selected Senior Secondary School maths examination topics. Pre-requisite TEE 233.	3	C
TEE 334	<b>Religious Educ. Methods II</b> The need for methodology in religious education. Factors fundamental to the successful teaching of religious objectives of religious education; Methods of teaching children in post primary institutions. Critical study of new approaches. Planning and conducting school workshop. Evaluating the relevances of continuous assessment in religious education; project. Pre-requisite TEE 234	3	C
TEE 335	<b>Yoruba (Lang. &amp; Litt.) Methods II</b> Detailed examination and assessment of the Yoruba syllabus for primary/secondary schools. The teaching of Yoruba Grammar, Literature and composition. The application of teaching techniques to Yoruba/language programmes.	3	C
TEE 339	<b>Social Studies Methods II</b> The concept of integrated social studies, its structure and scope. Aims and objectives of social studies. The organization of Social Studies Programmes: separate subject, correlated unit, integrated unit and thematic approaches Strategies, Methods and Activities in teaching the integrated Social Studies. Resources for teaching the social studies. Evaluation of social studies. The need for continuous assessment in secondary school social studies. The	3	C

	teachers of the Social Studies.		
TEE 340	<b>Igbo (Lang. &amp; Litt.) Methods</b> Detailed treatment of the primary and teachers' college, Igbo curriculum and their analysis and development. A close study of the rhythm of class activities in relation to the 3Rs. Text book assessment. Pre-requisite TEE 240	3	C
TEE 353	<b>Introduction to Instructional Technology</b> Explanation of the concept of instructional technology. Instructional systems. Programmed instruction – origins, characteristics and paradigms. Educational media and presentation variables. Systems approach to teaching and learning procedure. Instructional Technology and national Development.	3	C

#### Faculty Courses

GCE 406	<b>Developmental Psychology (for GCE and TEE student)</b> In-depth general principles of development from prenatal periods through birth, adulthood and the implication for educational practice. The role of heredity, environment and situational factors in development will be critically examined.	3	C
TEE 405	<b>Professional Practice III</b> Student now consolidate on previous teaching practice experiences.	3	C

#### Departmental Courses

TEE 304	<b>Philosophy of Education</b> The meaning and scope of philosophy and philosophy of education. The teacher and concept making. Some concepts of man, knowledge and values and their places in educational goal-setting and practice, from classical to modern periods. A philosophical examination of some concepts e.g. discipline, teaching, learning, freedom, justice, responsibility, etc. will be examined in relation to our philosophy of education as stated in the National Policy on Education, bearing in mind the quality of educational goal-setting Nigeria, i.e. knowledge acquisition as well as development of positive national outlook.	3	C
TEE	<b>Individual Project</b>	3	C

401	All part IV students in the department will undertake a project in their major teaching subject. The idea is to provide students with an opportunity to test ideas		
TEE 403	<b>Sociology of Education</b> The nature of the field of Sociology of Education as a branch system in relation to the field of education. A detailed study of the family as basic institution in society and the relationship between the family and education. The role of peer groups and the community in education. The school as a social organization and the socio-economic status will be examined. Emphasis will be on clinical methods of social therapy in the school system.	3	C
TEE 404	<b>Curriculum Development Implication and Revision</b>	3	C
TEE 407	<b>Comparative Education</b> The development of comparative education as a field of study. The scope and meaning of comparative education studies. The relationship between the state and education. The factors influencing the character of an educational system. Methods of comparative education with special interest on the use of the findings of comparative education studies for the development of National Education system. Case studies of selected European and African Educational systems will be undertaken.	3	C