NATIONAL BOARD FOR TECHNICAL EDUCATION

NATIONAL INNOVATION DIPLOMA (NID)

IN

PROFESSIONAL DEVELOPMENT EARLY CHILDHOOD CARE MANAGEMENT

CURRICULUM AND COURSE SPECIFICATIONS

2007

NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT (EARLY CHILDHOOD CARE MANAGEMENT)

PROPOSED CURRICULUM TABLE

YEAR I SEMESTER I

Course Code	Course	Lecture Hour	Practical Hour	Credit Unit
ECM 111	Principles and Methods of Teaching	3	0	3
ECM 112	Origin, theories and policy of Early Childhood Education	3	2	3
ECM 113	Educational Psychology	3	4	4
COM 111	Introduction to ICT	2	4	3
GNS 202	Communication Skills	2	-	2
GNS 312	Moral Philosophy	2	-	2
EDP 201	Introduction to Entrepreneurship			

YEAR I SEMESTER II

Course Code	Course	Lecture Hour	Practical Hour	Credit Unit
ECM 124	Developmental Stages in Early Childhood	3	4	3
ECM 125	Measurement and Evaluation	3	3	3
ECM 126	Planning and Management of Early Years environment	2	2	3
ECM 127	Child's Stimulation techniques	2	4	3
GNS 111	Citizenship Education	2	2	2
EDP 202	Practice of Entrepreneurship	2	2	2

YEAR II   SEMESTER I

Course Code	Course	Lecture Hour	Practical Hour	Credit Unit
ECM 211	Sociology of Education	3	2	3
ECM 212	Philosophy of Education	3	0	3
ECM 213	Children with special needs in Early childhood	3	4	3
GNS 221	Introduction to Physical and Health Education	2	4	3
GNS 202	Communication Skills II	2	0	2
ECM 214	Curriculum & Instruction			
ECM 215	Industrial Attachment (Teaching Care given Practice)	0	0	6

YEAR II   SEMESTER II

Course Code	Course	Lecture Hour	Practical Hour	Credit Unit
ECM 221	Child health and Nutrition	2	3	2
ECM 222	Strategies for Teaching in the Early Years	2	2	3
ECM 223	Child Right	2	2	2
ECM 224	Administration of schools for Early Childhood	2	3	4
ECM 225	Safety Measures in Early Childhood Management	2	3	4
MTH 210	Introduction to Numerical Value	2	2	3

Introduction

Early Childhood Management is concerned with the Care and Education of Children aged 0 to 6 year of formal education. This age group is perceived as the period of immense opportunity for Growth and Development. It is regarded as the most delightful, but risky period in the development of the Child.

In light of these, across the world, it is recognized that deliberate effort must be made to ensure the provision of quality care for children at this age.

In an attempt by Government to Institutionalize a system for the increased participation of private sector in the training of our youth for the acquisition of practical and private sector driven skills for the purpose of employment and self empowerment, it approved the establishment of Vocational Enterprise Institution (VEIs) and Innovate Enterprise Institution (IEIs) is designed to bridge the gap between training and employment.

Looking at the important of ECCM, it was then accepted by the Management of National Board for Technical Education that ECCM should be included in the (VEI).

1. **Programme Nomenclature**

   PTE, ECCM

2. **Goal and Objectives**

   (i)   Goal: - The course is concerned with the care and education of children aged 0 – 6 year or just before the age of formal schooling that teachers and educators must know before they embark on Early Childhood Care Management.

   (ii)   Objectives:- On completion of the courses in Early Childhood Care Management curriculum the student should be able to know:-

          1.   Manifest desirable administrative competence in Early Childhood Care and Education.

2. Discuss the needs, progress and Development of the child.
3. Keep records of the child's developmental progress in terms of major milestone.
4. Identify children with special needs.
5. Utilize resources and improvise materials to stimulate the child through play.
6. Participate actively in professional workshops and seminars relevant to Early Childhood Care Education.
7. Assist the student to develop skills that will be used to help the child to explore his/her environment and development inquisiveness.
8. Assist the student to develop good health habits with emphasis on sanitation and safety needs of the child.
9. Assist the student to develop communication reasoning and expressive skills.
10. Provide skills to help the student to facilitate emotional stability of the child.

3. **Recommendations:**

(a) The group recommends that
   - ECCE courses should be offered in Four Semester
   - Children with special needs should be considered included in all courses.
   - For schools to operate an ECCE, it must establish an Early Child Care Centre to serve as demonstration center for student practicum.
   - Room size must conform to N.B.T.E. minimum standard requirement.
   - Students should carry out their industrial attachment in ECCE centres.

(b) Admission Requirement
   Five Credits in any five subjects including English and Mathematics.

(c) Entrepreneurship, Communication Skills, and Mathematics are compulsory as General Studies.

(d) All the General Education Courses and the Core – Curriculum Courses on Early childhood care Management must be taken and passed.

(e)   Any interested Enterprise on ECCM must be prepare to set up an ECCE Departmental library, with full library accessories and equipment.

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT EARLY CHILD CARE MANAGEMENT**

COURSE: **PRINCIPLES AND METHODS OF TEACHING**

CODE: **ECM 111**

DURATION: **HOURS/WEEK: Lecture: 3 hrs   Practical: 4**

UNITS: **4**

GOAL: This course is designed to enable the learner acquire knowledge of the basic principles and methods of Teaching

GENERAL OBJECTIVES:

On completion of this course the students should:-

1.0   Appreciate the teacher as the centre of the education process

2.0   Appreciate teaching as the most vital and strategic profession for National development

3.0   Know the basic principles and methods of teaching.

4.0   Acquire the skills for good class room management

5.0   Know the basic approaches to teaching

6.0   Know the relationship between a student, teachers, and other in the school environment.

7.0   Know the approaches to micro-teaching.

NATIONAL DIPLOMA IN EARLY CHILDHOOD CARE MANAGEMENT

PROGRAMME: NATIONAL DIPLOMA IN EARLY CHILDHOOD CARE MANAGEMENT						
COURSE: PRINCIPLES AND METHODS OF TEACHING		COURSE CODE: ECM 111		LECTURE 2 HOURS	PRACTICAL	
GOAL: THIS COURSE IS DESIGN ED TO PROVIDE THE LEARNER WITH BASIC PRINCIPLE AND METHOD OF TEACHING						
COURSE SPECIFICATION: THEORETICAL				**PRATICAL**		
	General Objective: 1.0 Appreciate the teacher as the Centre of the education process					
WEEK	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**
	1.1 Define a teacher as a "person who translates educational policies into practice and programmes into action".	Describe a teacher to the student. Explain how a teacher is a translater of educational policies, and a programmes into an action.	Chalk board Lesson notes.			
	1.2 Define a child	Explain to the student what makes a child to be the centre of educational systems.				
	1.3 Define a school	Guide student to define a school.				
	1.4 Enumerate the functions of the School to the - child - Teacher and - Society.	Guide the student to list the functions of the school to the Child, Teacher and Society.				
	General Objective: 2.0 Appreciate Teaching as the most vital and strategic profession for National Development					
	2.1 Enumerate the role of teaching in national development.	Guide student to list the role of teaching to national development.	Chalk board Lesson notes.			
	2.2 State the purpose of teacher education.	Guide student to state the purpose of teacher education.	National Policy on Education			

	2.3 Enumerate the role of a teacher in education.	Use the National Policy on Education as a guide. Guide student to identify the role of a teacher as one who knows: - What to teach - The nature of the human organism - How learning takes place and what motivates learning. - How to appraise an individual, to make educational diagnosis and help persons develop in desirable fashion. - How to work with small and large groups of varying ages. - How to help people think critically and independently. - How to help people to be eager to find out, to be curious, inventive, and creative. - How to help people to become conscious of their own values, to examine these values, and build for themselves. - How to identify value that are more	document.			

			satisfying to them and to society.				

	General Objective: **3.0 Know the basic principles and methods of teaching component**						
	3.1 Categorize objectives into levels. e.g. General Objective Specific	Guide student to describe behavioural objective and its components. - Aim/Goal, General and specific objectives	Chalk board Lesson notes	Demonstrate the behavioural objectives in the learning outcome of the learner.	Guide student to demonstrate certain behaviours that a learner should display in a learning processe e.g Taping a surface to recall certain incident.	A table for Demonstration
	3.2 Write 4 behaviourally the expressed objectives in teaching and learning processes.	Guide students to write behavourally expressed objectives of various educational learning opportunities, using the correct verb in the different domain.	Chalk board Lesson notes	-	-	
	3.3 State types of teaching methods or techniques based on: - Teachers centred learning - Student centred - Experience/Activities - Subject Centred.	Explain approaches in teaching using: Lecture, story telling, demonstration, experiment, project method and inquiry method. Guide student on the process of question and answers.		Identify any of the teaching approaches in use at any given time.	Demonstrate the various approaches to teaching practically.	
	3.4 Define the instructional techniques (question and answer,) tutorial and programmed instruction.	Tutorials and programmed instruction				

	3.5 Describe the needs for a profitable planning of lessons in the three phases of planning: First phase - General planning Second phase - Unit planning and the third phase - Lesson planning.	Emphasize to the student the importance of each phase of the planning to the teachers, students and the school authorities.	Chalk board Lesson notes Chart	Demonstrate various types of method and techniques in teaching, and how they effect the classroom learning situation.	Guide student to illustrate the various methods and Techniques of teaching. Explain how the various techniques affect the classroom learning situation.	Charts for illustration
	3.6 State what each phase entails and their importance to the teachers, students and the school authorities.	Emphasize to the student the importance of each phase of the planning to the teachers, students and the school authorities.	Chalk board Lesson notes Computers Chalk board Lesson notes	Illustrate the process of question and answer, Tutorials and programmed instructions.	Guide student to practice the instructional techniques using: - question and answers. - Tutorials and - Programmed Instructions.	Charts and other teaching aids. - Students to demonstrate the techniques.
	3.7 Sketch examples of each phase of general planning, Unit planning and the lesson planning.	Guide the student through the procedures of planning: general, unit, and lesson planning and explain each component of the phases in details.		Design the general plan, unit plan and lesson plan illustrating the components of each e.g. - previous knowledge - Introduction - Presentation (the steps) - Evaluation	Involve the student in drafting of lesson units and lesson plan.	Charts/ projectors Filmstrips Video/cassette Players etc.

				- Conclusion	Model each component of the planning phases	Tv.
	3.8 Explain each component of the three phases in 3.7 above.					

General Objective: 4.0 **Acquire the skills for a good class room management.**

	4.1 Identify the various processes for a good class room management in terms of: -Classroom control and arrangement e.g the physical surroundings, Personalities of a good teacher.	Define classroom management.	Chalk board Lesson notes	Describe good classroom Management. E.g. - the arrangement of chairs, tables, charts and other Learning equipments and Resources, flowers etc. - The personality of a good teacher.	Guide the student to arrange the classroom environment.: The chairs, tables, charts. Guide student to go round and see classes that are well arranged and those that are not well arranged.	Classroom facilities.
	4.2 Define the term instructional materials. 4.3 Classify instructional materials into two main types. Visual and Audio visual aids.	Guide student to list the features of a good classroom management. Explain to the student the meaning of Instructions materials. Guide student to list Visual aids and Audio Visual Aids and differentiate between them.	Chalk board Lesson notes	Arrange the Visual aids and the Audio Visual aids in their proper position. Identify audio-visual and visual equipment	Guide student to look round and classify the gadgets in the class into visual and audio visual	Table, chairs, motor, pictures, films strips, projections, radios, television and computers etc.

	General Objective: 5.0 **Know the Basic Approaches to Teaching**					
	5.1 List the approaches to teaching practice e.g. - Break down of syllabus into scheme of work. - Lesson plan - Teaching aid.	Guide student towards the approaches to teaching practice.	Chalk board Lesson notes	Describe required skills to demonstrate on the first day of teaching practice.	Guide teaching practice students to demonstrate skills required on the first day of teaching practice.	A student to demonstrate classroom situations.
	5.2 Enumerate the components of teaching: Selection of appropriate Objectives, content and Teaching Method, the teacher activity, Student activity, Materials, Assignment and evaluation.	Guide the student to name the components of teaching, which they must know before embarking on a teaching practice.	Chalk board Lesson notes	Demonstrate the use of each component and how it affects the quality of teaching and learning processes.	Guide students to demonstrate the use of this components in a class room interactions.	
	General Objective: 6.0 **Know The Relationship Between a Student, Teachers, and Others in the school environment.**					
	6.1 Describe the relationship between the student teacher and his fellow superior teachers, his students, Parents and his Supervisors Describe the classroom environment that is most suitable for learning .	Explain the relationship of a student teacher only with other teachers students Teaching practice. Explain suitable environment that will be most conducive for learning processes.	Chalk board Lesson notes Chalk board Lesson notes	Demonstrate how to receive student, parents and supervisors on their visits and their encounters with you as a student teacher. Model a good, suitable learning environment that will attract student and Others to your Class as a teacher.	Guide student to demonstrate how to receive their students, parents and supervisors, when they are out for teaching practice. Guide student to illustrate a suitable learning environment.	Demonstrates Chairs, Tables Charts, Colours Teaching aids Audio & Visual

	General Objective: 7.0 **Know The Approaches to Micro-Teaching**					
	7.1 Define the term micro-teaching.	Define micro teaching.	Chalk board Lesson notes	Participate in the process of micro teaching in various subjects.	Guide the student to perform micro teaching in various subjects of their interest.	Charts models Teaching aids.
	7.2 Exhibit various skills, that can be used in micro teaching	Guide student to demonstrate various skills that are relevant in micro teaching.	Guide student to model The skills mentioned.	Illustration skills that should be used in micro teaching		Films trips projectors etc.

Evaluation Questions

(1)   What is behavoural objectives
            State 2 behavoural objectives under Aim/Goal, General & specific objective

(2)   State briefly what you understand on:
            Teachers centres
            Student centres
            Experience/Activity Centres
            Subject centres.
            with examples

(3)   Chose a subject of your interest and deduce the general planning, unit planning and then sketch a lesson note/plan from it.

(4)   List process that leads to a good classroom management.
            What do you understand by instructional material. How many types do we have, explain and give example of each.

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILD CARE MANAGEMENT**

COURSE: **Origin, Theories and Policy of Early Childhood Education**

CODE: **ECM 112**

DURATION: **3hrs Lecture: 0 hr Practical : 3 Credit Unit**

GOAL: This Course is designed to equip the learner with the history, theories and policies of early childhood Education.

GENERAL OBJECTIVES:

On completion of this course the students should be able to:-

1.0   Understand the origin of Early childhood Education in Nigeria

2.0   Know the theories of Early Childhood Care Education

3.0   Understand the different Policies on Early Childhood Education.

PROGRAMME: NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILDHOOD CARE MANAGEMENT						
COURSE: Origin, Theories and Policy of Early Childhood Education		COURSE CODE: ECM 112		LECTURE 3 HRS	PRACTICAL 0HR 3 Credit Unit	
GOAL: This Course is designed to equip the learner with the history, theories and policies of Early Childhood Education						
COURSE SPECIFICATION: THEORETICAL				PRATICAL		
	General Objective: 1.0 .Understand the Origin of Early Childhood Education in Nigeria					
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	1.1 Define the Concept of Early Childhood Education. 1.2 Evolve a brief history of Early childhood education in Nigeria. 1.3 Explain the emergence of the Multi-Sectoral approach to Early childhood Education.	Guide Students to the various definitions of Early Childhood Education. Guide the students to write detailed notes on the situational analysis of ECCE in Nigeria. Analyse the multi-sectoral approach to integrated Early childhood Development policy.	Chalk board Lesson note. Power-point presentation. Computer Multi media Projector Chalk board Lesson note "			
	General Objective: 2.0 Know the theories of Early Childhood Education					
	2.1 Describe the behaviorist approaches to Early Childhood Education. 2.2 Describe the Montesori model of Early Childhood Education as it emphasized Teachers to only direct and creates, not to teach.	Guide the students to examine the behaviorist approaches to ECE. Examine in detail the Montesori approach to ECE.	Chalk board Lesson notes Text books Resources from Internet.			

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	2.3 Describe the constructivist approaches to ECE which emphasizes the child's absolute freedom to experiment.	Explain the concept of constructivism. State all the techniques involved.	"			
	General Objective: 3.0 Understand the different policies on Early Childhood Education					
	3.1 Analyse the National Policy on Education with emphasis on pre-primary education.	Guide the students to examine the objective of the pre-primary education policy.	National Policy on Education document. Chalk board Lesson Notes.			
	3.2 Familiarize with UBE Act. E.g. - Every child has the right to education - Free and Compulsory education, etc.	Guide the students to be familiar with the UBE Acts.	UBEC Act 2004 .			
	3.3 Explain the National Policy for Integrated Early Childhood Development.	Guide studentsto examine the National Policy for IECD.	National Policy on IECD.			

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING EARLY CHILDHOOD CARE MANAGEMENT**

COURSE: **EDUCATIONAL PSYCHOLOGY**

CODE: **ECM 113**

DURATION: **3 hrs Lecture: 2hrs Practical: 3 Credit Unit**

GOAL: This course is designed to enable the student understand the basic concept of Psychology

GENERAL OBJECTIVES:

On completion of this course the students should be able to:-

1.0   Know the basis of human behaviour

2.0   Understand the development of behaviour

3.0   Know the processes and Concept of learning theories in relation to early childhood care

4.0   Understand factors affecting learning

5.0   Know the relationship of learning theories to Early Childhood Care Management.

PROGRAMME: NATIONAL INNOVATION DIPLOMA INPROFESSIONAL DEVELOPMENT TEACHING EARLY CHILDHOOD CARE MANAGEMENT

COURSE: EDUCATIONAL PSYCHOLOGY	COURSE CODE: ECM 113	LECTURE 3 HOURS	PRACTICAL 2 HOURS: 3 Credit Unit

GOAL: THIS COURSE IS DESIGN ED TO PROVIDE THE LEARNER WITH BASIC PRINCIPLE AND METHOD OF TEACHING

COURSE SPECIFICATION: THEORETICAL			PRACTICAL		
General Objective: 1.0 Know the Concept of Theories of Learning in Relation to Early Child hood Care Management					
WEEK	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**
	1.1 Define Psychology 1.2 Outline the development of psychology as it affects human behaviour.	Help student to define psychology. Explain to the student, the development of psychology as it affect human behaviour.	Chalk board, Lesson notes.			
	1.3 Describe methods of studying human behaviour e.g. testing, Experimentation, Case-study e.t.c.	Guide student to describe the methods of studying human behaviour, using 1.3 above.		Carry out various tests that Demonstrate methods of studying human behaviour using Testing, Experimentation, Case – study	Expose the student to an experiment. Use the result of the experiment to test their knowledge.	Conditional and Unconditional stimulus experiments using (Cage, fish and Cat)
	1.4 Identify motives for behaviour (drives, needs, instincts) e.t.c.	Explain the motive of behaviour in relation to - drives - needs - instincts.				

WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
General Objective: 2.0 Understand the development of behaviour						
	2.1 Analyse personality development.	Explain to the student the personality development of an individual.	Chalk board, Lesson note.			
	2.2 Define Self – Concept	Explain the term Self-Concept. Give an example of a self concept of an individual.				
	2.3 Describe perception	Explain the term perception and how an individual perceives things.				
	2.4 State models of personality.	Explain the models of personality and its influence on an individual characteristics e.g. - Authoritarian - Democratic - Conflict - Consistency model e.t.c.		Dramatize different models of personality e.g. - Authoritarian - Democratic	Guide student to dramatize different models of personality.	- Students - Costumes, e.t.c.
	2.5 Explain Conflict model	Explain in details the conflict model. Guide the student to state the advantage and the disadvantage of Conflict.				
	2.6 Define the consistency model	Guide the student to explain the Consistency Model. State the advantage and the disadvantage of this model.				

2.7 Describe behaviourism	Explain the behaviourism of an individual, how behaviour occurs and the agents of behaviour modifications.	Chalk board Lesson note	Role play different behaviourism	Guide the student to role play different behaviour.	Students
General Objective: 3.0 Know the processes and Concept of learning theories in relation to Early childhood Care Management					
3.1 Define learning. 3.2 List types of learning. 3.3 Explain the concept of learning theories and their applications in classroom situations. 3.4 Describe the behaviorist theories of learning and cognitive theories of learning.	Guide student to define learning. Guide student to list types of learning and their applications to classroom processes in Early Childhood care. Guide the student to know the concept of learning theories and their applications to classroom situations. Guide the student to know the main approaches to behaviorist and cognitive theories of learning and the 3 famous learning of exercise, effect and intensity.	Chalk board Lesson notes. Lesson notes Chalk board	Demonstrate, using animals: Unconditioned stumulus action i.e (food in month); Unconditioned response (reflex action of saliva); Conditional stimulus (sound of bell); Conditioned response (reflex Action of saliva). Illustrate the laws governing the behaviors and cognitive theories of learning	Demonstrate to the student the unconditioned stimulus action Unconditioned response. Conditioned stimulus and unconditioned stimulus. Guide the student to perform simple illustration of Thorn-dikes law of excise, law of effect and law of intensity.	A cat, Cage Piece of fish A cat, Cage Piece of fish

General Objective: 4.0 **Understand Factors affecting learning**					
4.1 Out line factors affecting learning and its effect on rural and urban setting.	Guide the students to list factors that can affect learning and show how this can affect rural and urban settings.	Chalk board Lesson notes	Demonstrate factors affecting learning in rural and urban areas.	Excursion to rural and urban areas to list factors that can affect learning in both rural and urban settings.	Charts for illustrations
4.2 Explain the concept of motivation.	Guide the student to know the concept of rewarding and punishment with emphasis on their practical application in education.		Apply concept of reward and punishment in given situations. -	Expose student to a specific task reward and punishment.	Student. -
4.3 Explain rote learning and over learning in association with remembering and forgetting.	Explain to the student the difference between rote learning and over learning Remembering and forgetting Give detail notes			Guide the student to apply the concept of punishment and rewarding immediately to their classroom situation (dramatically)	
General Objective: 5.0 **Know the relationship of the Learning Theories to early Child Care Management**					
5.1 Relate the learning theories of piaget to the developmental age, of sensory motor stage of (0 - 2) ; Pre-operational 2 – 7; Concreate operational 7 – 9; Formal operational 11 – 15.	Guide student to relate the knowledge of learning theories to various ages.	Chalk board Lesson notes	-	-	-
5.2 Relate the learning theories of piaget to the developmental age of pre-operational (2 – 7).	Guide student to relate the knowledge of sensory motor stage (0 – 2) to learning.		Demonstrate learning outcome with a child of 0 – 2	Guide students to demonstrate teaching and learning outcomes of a child of 0.2 years.	Student.

	5.3 Concreate operational 7 - 11	" 7 – 11		7 - 11.	7 – 11	
	5.4 Formal Operational 11 - 15	11 - 15		11 - 15	11 - 15	

Evaluation Question

What do you understand by learning
List factors that can affect learning
State briefly what you understand by remembering and forgetting.

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT EARLY CHILD CARE MANAGEMENT**

COURSE: **INTRODUCTION TO ICT**

CODE: **COM 111**

DURATION: **2 Hrs. Lecture: 4 hrs Practicals: 2 Credit Unit**

GOAL: This course is designed to acquaint the student with equipment used for electronic data processing

GENERAL OBJECTIVES:

On completion of this course the student should be able to:-

1.0   Outline the role of the computer in modern society.

2.0   Understand computer hardware configuration.

3.0   Know the concept of some software.

4.0   Know the various types of computer data processing systems.

5.0   Understand the basic principles of data transmission.

PROGRAMME: NATIONAL DIPLOMA IN PROFESSIONAL DEVELOPMENT (EARLY CHILDHOOD CARE MANAGEMENT)						
MODULE: INTRODUCTION TO ICT		COURSE CODE: COM 111		LECTURE 2 HOURS		PRACTICAL 4 Hrs. (2 Credit Units)
GOAL: THIS COURSE IS DESIGN ED TO ACQUAINT THE STUDENT WITH EQUIPMENT USED FOR ELECTRONIC DATA PROCESSING						
COURSE SPECIFICATION: THEORETICAL				PRACTICAL		
	General Objective: 1.0 Outline The Role of The Computer In Modern Society					
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	1.1 Define Computer and its accessories	Guide student to define computer and its accessories in details	- Chalk board - Lesson notes - Computers	Observe computer in a real form, draw and label the parts you can see. Illustrate the development of Computer in: Abacus, Pascal, Babbage, Hollerith .	Guide student to observe a computer, draw and label it	Computer
	1.2 Describe the development of Computers in particular, Abacus, Pascal, Babbage, Hollerith and ENIAC	Guide student to learn the development of computer in : - Abacus, - Pascal, - Babbage, - Hollerith and - ENIAC	- Chalk board - Lesson notes - Computers		Guide student through the Computer to see the development of Computer in Abacus Pascal Babbage Hollerith and ENIAC	Computer and its accessories
	1.3 Classify Computer according to generation from the 1st to 5th generation and any subsequent generation.	Guide student to classify Computers according to generation from 1st to 5th generation	Chalk board Lesson notes	Observe Computers and classified them according to the generation they belong to 1st to 5th generation	Guide student to observe and classify Computer according to the generation they came from Guide student to differentiate between analog and digital computer.	Computer and its accessories
	1.4 Distinguish between analog, digital, and hybrid computer.	Guide student to differentiate between Analog Digital Hybrid Computers		Differentiate between analog and digital.		- Analog - Digital - Hybrid Computer

	1.5 Explain the social implications of computers on society in particular privacies and quality of life	Help the student to explain the implication of computer on society.	Chalk board Lesson notes	-	-	-
General Objective: 2.0 **Understand Computer hardware Configuration**						
	2.1 Describe Computer hardware Configuration.	Explain to the student the computer hardware configuration	Chalk Board Lesson notes Computer	Reveal the Computer hardware configuration	Guide the student to figure out the computer hardware configuration	Computer and its accessories
	2.2 List some input Unit and state their functions	Guide student to list some input unit of the computer and state their function	Chalk Board Lesson notes	Locate the input unit of the computer and assess their functions.	Guide the students to locate the input of the computer and their functions.	Computer and its accessories
	2.3 Describe the functions of the output units	Guide student to identify the output units and state the function	Chalk Board Lesson notes	Show the output unit of the computer and illustrate their functions	Guide the student to see the output unit and illustrate their functions	Computer and its accessories
General Objective: 3.0 **Know the Concept of Some Software**						
	3.1 Distinguish between the low-level and high level language of the computer.	Explain to the student the difference between low-level and high level language	Chalk board Lesson notes Computer	Practice with the computer to use the low level and high level language	Guide student through the computer to use the low level and high level language	Computer and accessories
	3.2 Explain source and object programs	Guide student to explain source and object programs	Chalk board Lesson notes Computer	Use sources and object code in programming	Guide student to use source and object code in programming.	Computer and accessories
	3.3 Define a translator	Guide student to understand the translator	Chalk board Lesson notes Computer	Illustrate the function of a translator . Give examples of its functions.	Guide student to change from one computer language to another using the translator	Computer and accessories
	3.4 Describe types of translators,	Guide student to		Differentiate different types	Guide the student to	

assembler, compiler, and interpreters.	identify the types of translators, assembler, compiler and interpreter.	Chalk board Lesson notes Computer	of translator assembler, compiler and interpreters.	identify different types of translators, assembler, compiler and interpreters.	Computer and accessories
3.5 Explain the use of package programs	Guide student to know the uses of package programe	Chalk board Lesson notes Computer	Use the package programs	Guide student to use the package programs	Computer and accessories
General Objective: 4.0 **Know the Various Types of Computer Data Processing Systems**					
4.1 Define batch processing, Real – time processing, sharing and distributed processing	Guide student to define Batch, Real time sharing and distributed processing	Chalk board Lesson notes Computer			Computer and accessories
4.2 Differentiate between Batch processing, Real time processing, time sharing and distributed processing system	Explain to the student the different between the processing unit mentioned.	Chalk board Lesson notes Computer			Computer and accessories

General Objective: 5.0 Understand the Basic Principles of Data Transmission					
5.1 Define data transmission	Explain to the student what transmission is.	Chalk board Lesson notes	Verify what is Transmission	Guide student to see the transmission processes.	Computer
5.2 Explain the term telecommunications	Guide student to know what is telecommunications	Chalk board Lesson notes	-	-	
5.3 State different methods of data transmission	Guide student to state the different methods of transmission	Chalk board Lesson notes			
5.4 List data transmission speeds	Guide student to list data Transmission speed	Illustrate the data Transmission speed	Guide student to illustrate the data Transmission speed		Computer

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILD CARE MANAGEMENT**

COURSE: **COMMUNICATION SKILLS**

CODE: **GNS 202**

DURATION: **2 hrs Lecture: 2 Credit Unit**

GOAL: The course is designed to provide the student with the necessary language skills which will enable him to cope effectively with the challenges of his course, to use English language effectively in the practice of his chosen profession as well as interact with others in the society.

GENERAL OBJECTIVES:

On completion of this course the students should be able to:-

1.0 Develop appropriate study skills.

2.0 Know the nature of language.

3.0 Understand the basic rules of grammar.

4.0 Know the essential qualities of paragraphs.

PROGRAMME: NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILDHOOD CARE MANAGEMENT						
COURSE: COMMUNICATION SKILLS		COURSE CODE: GNS 202		LECTURE 2 HOURS		PRACTICAL 5 HOURS
GOAL: The course is designed to provide the student with the necessary language skills which will enable him to cope effectively with the challenges of his course to use english language effectively in the practice of his chosen profession as well as interact with others in the society.						
COURSE SPECIFICATION: THEORETICAL				PRATICAL		
	General Objective: 1.0 Develop/Appreciate Study Skills					
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	1.1Explain the necessity for acquiring good note taking/making techniques.	Discuss with the student why it is necessary to acquire good note taking/making techniques.	Chalk board Lesson notes Writing materials.			
	1.2 List the methods of note taking/making.	Guide the student to list the method of note taking/making.	Chalk board Lesson notes Writing materials.			
	1.3 Explain the use of dictionary correctly.	Guide the student on how to use English dictionary correctly.	Chalk board Lesson notes Dictionary.	Illustrate the Practice of the use of dictionary correctly.	Guide the student to demonstrate the use of dictionary effectively.	Writing material Dictionary
	1.4 List information sources in the library and locate where information in the sources listed.	Help student to list information sources in the library and locate information in the sources listed	Chalk board Lesson notes	Demonstrate how to locate information sources and locate information in the sources listed.	Take student to the library and guide them to see how to locate a information in the sources listed.	Library.

1.5 Identify good reading habits through the different methods of reading, viz: scan, skim, normal and study	Lead the student to identify good reading habits through viz, scan, skim, normal & study method of reading.	Lesson notes, chalk board, computers e.t.c.	Categorize the different methods of reading into the ways they are e.g. Scan, skim, normal and study.	Guide the students to use different methods of reading viz, scan, skim, normal and study methods of reading using recordable method of reading as a guide.	- Films strips - Computers - Cassette players - Library
General Objective: 2.0 **Knowing the necessary skills for a good class room management.**					
2.1 Explain the concept of language.	Guide student to explain the concepts of language.	Chalk board, lesson notes			
2.2 List the characteristics of language	Guide the student to list the characteristics of language.				
2.3 Explain the four language skills speaking, listening writing & reading.	Explain the four language skills to the students with appropriate illustration.				
2.4 Explain the functions of Language.	Guide the students to explore the functions of language.	Chalk board, lesson notes.	Demonstrate the functions of language in various situation.	Guide students to demonstrate the functions of language in various situations.	- Radio - Tele-vision - E.t.c.
2.5 List the uses of English language in Nigeria e.g. as the language of research government, commerce e.t.c.	Guide students to list the uses of English language in research, commerce & government institution.	-	-	-	-

General Objective: 3.0 **Knowing the necessary skills to a good class room management**						
3.1 Explain grammar and different part of speech.	Explain to the student what is grammar and also list the different parts of speech.	Chalk board Lesson notes.	Produce parts of speech in a given sentence.	Guide student to listen and produce the part of speech in a given sentences.	Radio Video cassettes Etc	
3.2 Analyse the use of parts of speech in sentences and make similar sentences.	Guide student to use parts of speech in sentences	Chalk board Lesson notes.	-	-		
3.3 Correct common errors in the use of parts of speech in sentences.	Ask student to make many sentences, correct errors in the sentences.	Chalk board Lesson notes.	Listen to conversations and bring out the errors that you may find there.	Guide student to listen to different conversation and bringing out errors that they may have had.	Radio Video cassettes Etc	
3.4 Construct sentences with correct syntatic arrangement.	Guide student to construct sentences with syntactic arrangement.	-	Listen to different sentences with correct syntactic arrangement.	Guide student to listen to correct syntactic errors.	-	
3.5 List punctuation marks.	Explain to the student what is punctuation mark and guide them to list various types	Chalk board Lesson notes.	Listen to a conversation and list the types of punctuation mark used in it.	Guide the student to list the punctuation mark used in the conversation they have listened to.	Radio Video cassettes Etc	
3.6 Enumerate the uses of punctuation marks.	Guide students to use different punctuation mark in the correct circumstances.	-	-	-		
3.7 Explain idiom	Explain to the student what is an idiom.	Chalk board Lesson notes.		-		

3.8 Explain figures of speech and affixation.	Explain to the student what is a figure of speech and affixation.	-	-	-	
3.9 Construct sentences to illustrate idioms, figures of speech and affixes	Guide student to construct sentences to illustrate idioms figures of speech and affixes.	-	See how sentences are made using idioms, figures of speech and affixes.	Guide student to watch how sentences are made using idioms, figure of speech and affixes.	Video player Film strip Projectors Etc.

General Objective: 4.0 Know the essential qualities of paragraphs.					
4.1 Define paragraph.	Explain to the students what paragraphing is.	Chalk board Lesson notes	-	-	-
4.2 Name the parts of a paragraph Viz. Topic sentence development and conclusion transition.	Explain to the student the parts of paragraph, sentence development and conclusion transition.	-	-	-	-
4.3 Explain the thematic qualities of paragraph unit, coherence and emphasis.	Explain to the student unity, coherence and emphasis thematic quality of paragraph.	Chalk board Lesson notes	Demonstrate the use of thematic qualities of]paragraph unity, coherence and emphasis.	Guide student to demonstrate the use of thematic quality of paragraph using the chalk board for illustration after watching different examples.	Chalk board Video player.
4.4 Write specific paragraphs to illustrate 4.3 above.	Guide student to write specific paragraphs to illustrate 4.3	-	-	-	-
General Objective: 5.0 Appreciate Literary works in English					
5.1 Give the meaning of literature	Guide the student to give the meaning of literature.	Chalk board Lesson notes.	Demonstrate what exactly literature is.	Guide the student to demonstrate an act that will give the meaning of a literature.	Demonstrate.
5.2 Trace the development of literature.	Lead the student to trace the development of literature.	-	See the development of literature.	Guide student to watch the development of literature.	Video player

	5.3 Explain the functions of literature.	Explain the functions of literature to the student.	-	-	
	5.4 Explain the terminology of fiction, plot setting, characterization etc.	Explain to the student the prose fiction plot setting, characterization terminologies.			
	5.5 Answer an essay question on a given novel.	Guide the student to read essay and answer question on a given novel.	-		

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILDHOOD CARE MANAGEMENT**

COURSE: **Moral Philosophy**

CODE: GNS 312

DURATION: 4 semesters   2 hrs Lecture   2 Credit Unit

GOAL: This course is intended to introduce the student to the importance of moral philosophy of education In our national life. Its main aim is to make the student internalize the various elements of moral Philosophy which will help an "upright man" in order to accelerate national development

GENERAL OBJECTIVES:

On completion of this course the student should be able to:

1.   Understand the concept, dimensions and purpose of moral philosophy
2.   Know the duties of man
3.   Know the right of man in the society
4.   Understand what is meant by virtues
5.   Know the agents responsible for the custody, teaching and enforcement of moral philosophical values.

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILDHOOD CARE MANAGEMENT**

COURSE: Moral Philosophy		COURSE CODE: GNS 312		LECTURE 2 HOURS		2 Credit Unit

GOAL: This course is intended to introduce the student to the important of moral philosophy education in our national life. Its main aim is to make the student internalize the various elements of moral philosophy which will help an upright man in order to accelerate national development.

COURSE SPECIFICATION: THEORETICAL				PRATICAL		
	General Objective: 1.0 Understand the concept, dimensions and purpose of moral philosophy					
WEEK	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**

	1.1 Define the following terms:
	
	   a. philosophy
	   b. Morality
	   c. Moral philosphy
		Guide students to define the term philosophy, morality, moral philosophy.	Chalk Board lesson notes.			

	1.2 Distinguished the various dimensions of moral philosphy traditional, Christians, Islamic and Classical	Explain the different dimension of moral philosophy to the student.
		   - Traditional Christian Islamic and Classical
		   -
			Chalk Board lesson notes.			

	1.3 Enumerate some disciplines related to moral philosophy e.g ethics, meta-physics, theology etc	Gudie student to lsit disciplines that are related to moral philosophy.	Chalk Board lesson notes.			
	1.4 Explain the importance of moral philosophy in general and in moulding the moral man and forging disciplined and united counting in specific	Explain the importance of moral philosophy in general and in moulding the moral man and forging disciplined and united counting in specific	Chalk Board lesson notes.			
	GENERAL OBJECTIVE 2.0 Know The Duties Of Man					
	2.1 Define the term duty	Help student to define duty. Give different examples of duties.				

2.2 Explain the moral implications of duty.	Guide student to know the moral implication of duty	Chalk Board lesson notes.			

2.3 Explain the different kind of moral duties.
  a. Duty to self
  b. Filial duty to fairly/ kindred elders.
  c. Duty to peer group
  d. Civil duties
	Explain the different kind of moral duties to the studies. With adequate example and a note to the 2.3	Chalk Board lesson notes.			

2.4 Explain duty as a cardinal test of man's social relevance	Explain the key point of 2.4 the relationship of duty to man's social status				
GENERAL OBJECTIVE 3.0: Know The Right Of A Man In Society					
3.1 Define the term rights	Guide student to define "rights". Explain what the right of an individual is.	Chalk board Lesson notes			
3.2 Explain moral philosophy as a bilateral issue of moral binding society demands from the individuals and vice versa	Explain the moral issues binding one another in the society. Let the student be aware of the demands of a fellow being from another.	Chalk board Lesson notes			
3.3 Describe the basic natural/moral rights of man right to life, right to property	Explain the natural right of a man "lives" and property	Chalk board Lesson notes			

3.4 Explain man's basic/ fundamental civil right.
 	
  - Freedom of contract
  - Freedom to sue and be sue
  - Freedom of assembly
	Explain to the student man's basic/ fundamental civil rights.	Chalk board
		
		Lesson notes			

GENERAL OBJECTIVE 4.0: Understand What It Means By Virtues					
4.1 Define virtue and explain its relationship with moral philosophy	Guide student to know what is meant by a virtue. Explain the relationship	Chalk board Lesson notes			

		between moral philosophy and the concept virtue.			
	4.2 Explain the importance of virtue in maintenance of social cohesion.	Discuss with the student in detail the role moral philosophy can play in social cohesion	Chalk board Lesson notes			
	4.3 xplain the major virtue expected from the individual; courage, wisdom, loyalty, respect, politeness, tolerance, honour etc	Explain the virtue expected from individual as slated in the specific objectives	Chalk board Lesson notes			
	4.4 Explain the major spiritual virtue expected from the individual – truth, justice, temperance, chasility, honesty etc	Discuss the virtue expected from individual as stated in 4.4	Chalk board Lesson notes			
	4.5 State the importance of these virtue in the final assessment of man's social relevance	Guide student to know the implication of both social and spiritual virtue in the final assessment of man's social relevance.	Chalk board Lesson notes			
	GENERAL OBJECTIVE: 5.0 Know agents responsible for custody, teaching and enforcement of moral Philosophy Values					
	5.1 Enumerate the agencies responsible for the custody, teaching and enforcement of moral philosophical value in society.	Guide student to list the agencies responsible for the teaching and enforcement of moral philosophical value in society	Chalk board Lesson notes			
	5.2 Explain the role and importance of the following agents: a. the home-cradle of education b. the kindred, elders etc factors of morality at	Guide students to list the importance of 5.2. Give examples of what each of the following listed in 5.2.				

	village level c. traditional instituion like age grades, married daughters, masquerades d. schools – teach moral value through formal education				
	5.3 Enumerate different agencies used by government in inculcating philosophical value – ministries, families, schools, mass media etc	Explain to the student agencies used by government in inculcating philosophical values listed in 5.3.				

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILD CARE MANAGEMENT**

COURSE: **Developmental Stages in Early Childhood**

CODE: **ECM 124**

DURATION: **3Hrs Lecture: 4 hrs Practical: 4Credit unit**

GOAL: This course is intended to acquaint the students with the developmental stages in Early years.

GENERAL OBJECTIVES:

On completion of this course the students should be able to:-

1.0 Understand the developmental milestones in early years.

2.0 Understand the physical developmental stages in early years.

3.0 Understand the effective/psychosocial developmental stages in early years.

4.0 Understand the cognitive developmental stage in early years.

PROGRAMME: NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILD CARE MANAGEMENT					
COURSE: Developmental Stages in Early Childhood		**COURSE CODE:** ECM 124		**CONTACT HOURS:** 3Hrs	**4 CREDIT UNIT**
GOAL: This course is intended to acquaint the students with the developmental stages in early years.					
COURSE SPECIFICATION: Theoretical Contents:			**Practical Contents:**		
	General Objective: 1.0 Understand the developmental milestones in early years		**General Objective:**		
WEEK	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**
	1.1 State the developmental milestones for early years 0 – 5 years.	Guide students to define developmental milestones, State the different milestones of a child of 5 years.	Chalkboard Lesson notes Charts.	Observe the physical development of the child from 0 – 5 years, relate this with their mental abilities.	Take students to day care centres. Let them observe children between 0 – 5 years and relate their physical growth to their mental abilities.	- Child care centres. - Students - Charts - Screening tools.
	General Objective 2.0: Understand the physical developmental stages in early years.					
	2.1 Enumerate child's health, family and personal data at 0 – 3 years.	Guide the student to take personal records of a child e.g. name, sex, age, etc. Obtain child's health records. Keep an assessment record on each child.	Textbooks Sample records.	Obtain the personal data of a child of 1 – 2, 2 – 3 and observe the disparities in growth pattern.	Guide student to visit child care centres. Visit health care centres and let them observe the physical growth of the child between ages 0 – 2, 2 – 3. Observe and correct bad postures.	Assorted Charts. Children Height Chart, Mirror.
	2.2 Enumerate child's health, family and personal data at 3 – 5 years	Guide student to Record the personal data of a child between 3 – 5 years.	Bow-legged Children	Demonstrate the correct body posture.	Obtain & record weight and height of the child. Keep assessment records.	Growth chart.

		Guide student to give relevant information about himself and his family.			Play different games with children.	Games materials, Children Space for games.
General Objective 3.0: Understand the Effective/Psychosocial developmental stages in early years						
	3.1 Describe the types of relationship between: - child and father - child and mother - child and care giver - child and peers by age 0 – 3 years.	Guide the students to know the various types of relationships as listed in specific objective 3.1	Textbooks Lesson notes Charts.	Illustrate the different relationships, e.g. - social behaviours, - positive behaviour, - cultural beliefs.	Guide students to illustrate different relationships e.g. - social behaviours, - positive behaviour, and cultural beliefs.	Charts Pictures Films Toys.
	3.2 Describe a child's social behaviour e.g. smiling, nodding, crying, shaking of hand by age 0 – 3 years.	Explain the types of social behaviour as listed in 3.2 objectives.				
	3.3 Explain a stimulating social environment for ages 0 – 3 years.	Guide students to identify a stimulating environment.				
	3.4 Enumerate various positive behaviours like smiling, nodding, clapping for ages 0 – 3 years.	List the various positive behaviours.				

3.5 Describe acceptable cultural beliefs of the family and community of age 3 – 5, e.g. greeting, kneeling for elders.	Explain the acceptable cultural beliefs at age 3 – 5. With various examples of different cultural beliefs.	Chalk board Lesson notes Charts Pictures.	Demonstrate some acceptable cultural belief that a child of 3 – 5 can adopt.	Guide student to demonstrate some acceptable cultural belief that a child of age 3 – 5 can adopt and practice.	Student.
3.6 State ways of stimulating cooperation among children of ages 3 – 5.	Teach students various ways of stimulating co-operation at age 3 – 5.				
3.7 Describe ways of building up a child's confidence in self and others by age 3 – 5.	Explain to the student ways of building up children's confidence at age 3 – 5.				
General Objective 4.0: Understand the Cognitive developmental stages in early years					
4.1 Explain the mental development of a child.	Explain the mental development of a child from birth to age 5.	Lesson notes Chalkboard			
4.2 Expantiate on Piaget's cognitive development of a child (emphasis on birth to age 5)	Explain the stages in intellectual development of children recognized by Piaget. Sensori-motor birth – 2 years. Pre-conceptual thought – 2 – 4 years.	Chalkboard			
4.3 State the resource materials for mental stimulation.	Guide student to state the resource materials for mental stimulation, and explain how this materials can be used.	Toys Pictures e.t.c.	Demonstrate with the resources available how to stimulate mental ability of the child in relation to communication skills.	Guide student to demonstrate the use of objects that can stimulate child to develop language.	- Toys - Pictures - Charts, et.c.
4.4 Describe the toys and other objects that stimulate a child to develop communication skills.	Explain to the student, toys and other objects that can stimulate a child to develop common mental skills.				

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILD CARE MANAGEMENT**

COURSE: **Measurement and Evaluation**

CODE: **ECM 125**

DURATION: **3Hrs Lecture: 3 hrs Practical: 3 Credit unit**

GOAL: This course is designed to provide the learner with basic skills of Evaluation in Early Childhood Care Management.

GENERAL OBJECTIVES:

On completion of this course the student should be able to:-

1.0   Understand the Role of Evaluation in Teaching.

2.0   Know the Skills required in Planning a Classroom Test.

3.0   Know the types of evaluation suitable for a child between age 2 and 3, 3 and 5.

PROGRAMME: NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILDHOOD CARE MANAGEMENT					
COURSE: MEASUREMENT & EVALUATION		COURSE CODE: ECM 125		LECTURE 3 HOURS	PRACTICAL 3 HRS: 3 Credit Unit
GOAL: This course is deigned to provide the learner with basic skills in Evaluation Process in Early Childhood Care Management.					
COURSE SPECIFICATION: THEORETICAL				PRATICAL	
	General Objective: 1.0 Understand the role of Evaluation in Teaching.				
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	1.1 Define measurement and evaluation. 1.2 Enumerate the difference between measurement and evaluation.	Explain to the student the meaning of measurement and "evaluation". Guide student to differentiate between measurement and evaluation. Guide student to list out the instructional decisions that require measurement & evaluation and briefly explain to them how each affects the instructional objectives. - Readiness test, -protests on needed skills, - past record of achievement. - Measuring tests observation. - Periodic quizzes, observation. - Self rating pupils conferences	Chalk board Lesson notes. Chalk board Lesson notes.			

1.3 Enumerate the instructional decisions requiring evaluation data.	Receiver of evaluation data. - Achievement tests, - -pupils rating, supervisors ratings.				
General Objective: 2.0 **Know the Skills in Planning a Classroom Test**					
2.1 Enumerate the importance of classroom test in relation to validity, reliability and usefulness in classroom.	Explain the measuring of : Validity Reliability and usefulness in relation to test, Measurement and Evaluation.	Chalk board Lesson notes.			
2.2 Classify classroom evaluation. Placement evaluation Formative evaluation Diagnostic evaluation Summative evaluation.	Explain each of the above major types of evaluation and state where and when they are being used.	Chalk board Lesson notes.			
2.3 State the advantages and the disadvantages of each type of the evaluations above.	Explain to the student the advantage and the disadvantage of each.	Chalk board Lesson notes.			
General Objective: 3.0 Know the types of Evaluation suitable for a Child between 2-3 & 3-5					
3.1 Detect the type of evaluation suitable for a child aged between 2-3 and 3-5.	Guide student to find out the appropriate type of evaluation, suitable for a child of 2-3 and 3-5	Chalk board Lesson notes	Illustrate your finding of the type of evaluation suitable for age 2-3 and 3-5	Expose a child of 2-3 and 3-5 to an item to find out the most appropriate type of evaluation that should be adopted.	Children of age between 2-3 3-5 Various types of test.
3.2 Give reason for 3.1 above.	Guide student to identify the most suitable type of evaluation to apply in a given circumstances.	Chalk board Lesson notes			

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILD CARE MANAGEMENT**

COURSE: **Planning and Management of Early Years environment**

CODE: **ECM 126**

DURATION: **2Hrs Lecture: 2 hrs Practical: 3 Credit unit**

GOAL: This course is designed to enable the student know how to plan the learning environment suitable for early years.

GENERAL OBJECTIVES:

On completion of this course the student should be able to:-

1.0   Know the steps in planning for school – age children.

2.0   Know the General Considerations, when planning for space for Infants and Toddlers.

3.0   Understand the meaning, nature and Characteristics of the environment.

4.0   Know how to Organise space, materials and activities.

5.0   Know specific activity areas in the classroom.

6.0   Understand adaptation of the environment for children with special needs.

PROGRAMME: NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILDHOOD CARE AND MANAGEMENT						
COURSE: Planning and Management of Early Years Environment		**COURSE CODE: ECM 126**		**CONTACT HOURS:** 2Hrs		**CREDIT UNIT: 3**
GOAL: This course is designed to enable the student know how to plan the learning environment suitable for early years**.**						
COURSE SPECIFICATION: Theoretical Contents:				**Practical Contents:**		
	General Objective: 1.0 Know the steps in Planning for School Age Children			**General Objective:**		
WEEK	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**
	1.1 List general considerations when planning space for infants and toddlers 1.2 Describe specific areas.	Guide student to enumerate issues to consider when planning for space for infants and toddlers. Guide student to describe specific areas they have listed above.	Chalkboard Lesson notes. "			
	General Objective 2.0: Know the General Consideration when planning for space for school age children					
	2.1 List general consideration when planning space for young children. 2.2 Describe overall design of indoor and out door space. 3.3 Devise ways to share indoor and out door space with another group.	Guide student to list the general consideration listed in the specific objectives 2.1. Guide student to analyse the design of indoor and out door space of the school. Guide students in devising ways on how to share indoor and out door space with another group.	Chalkboard Lesson notes. "	Illustrate factors to consider when providing a space for young children. Design the space of indoor and out door of a school.	Take students round a school to observe what to be considered in the factors listed. Guide students through their observation and let them design a frame of indoor and out door space of the school.	Excursion within or outside to see schools. Drawing materials.

	List activity areas to be included. Adequate play ground/Dramatic plan ground etc. Movable equipment space for special activities, Garden area shaded area for resting or reading.	Guide Students to list activity area to be included as in 3.4.				
General Objective 3.0: Understand the meaning, nature and characteristics of the environment						
	3.1 Define the environment	Guide student to define environment.	Chalkboard and Lesson notes.	Describe different kinds of environment using the immediate environment of the child.	Guide students on a walking tour, to observe their immediate environment.	
	3.2 Enumerate the characteristics of an environment	Guide students to list the characteristics of an environment.	"			
	3.3 Describe the classroom environment that is most suitable for learning.	Tell the students the characteristics of a suitable environment conducive for learning.	"	Model a good suitable learning environment that can attract students and others.	Guide student to model suitable learning environment.	Chairs, Tables, Charts, Colours, Teaching Aids, Audio and Visual.
	3.4 Describe with examples: (i) Physical Arrangement of space and (ii) Facilities.	Explain to the students with examples the physical arrangement of space and facilities.	"	Describe the physical arrangement of a classroom.	Guide student to Practically undertake the physical arrangement of a classroom.	
	3.5 Describe space management.	Guide students to demonstrate space arrangement of a classroom.	Classroom Sitting. Chalkboard & Lesson notes.	Describe a good classroom arrangement.		

	3.6 Synthesize the various processes to a good classroom management in terms of: Classroom control and management.	Guide students to appreciate good classroom arrangement with respect to position of teachers table. Blackboard, etc.				
General Objective 4.0: Know how to organize space, materials and activities					
	4.1 Define the term instructional materials, and classify instruction materials into 2 main types. Visual and Audio Visual aids.	Explain the term Instructional materials. Guide students to list visual and Audio visual aids.	Chalkboard and Lesson notes.	Make different types of instructional materials. Explain and give examples of each	Guide students to make some instructional materials.	
	4.2 Describe with examples instructional materials for different Curricula activities. Emphasis on durability, re-usability. Flexibility and accommodating different levels of play.	Teacher should guide students to list different instructional materials for different levels of play.	"	Illustrate the use of different instructional materials to different curricular activities e.g. durability of different levels of play.	Guide student to make use of different instructional materials on different levels of play.	Charts, Markers, Scissors, Chalkboard, stickers.
General Objective 5.0: Know the specific activity areas in the classroom					
	5.1 Explain different learning centres in an early years environment and specify locations where related materials are located based on the specific subjects areas.	Explain a learning centre. Guide the students to list topic related materials in the classroom based on different subject areas.	Chalkboard and Lesson notes.	Identify the materials used for different subject for different learning centres in an early childhood care management. Label different areas of the classroom according to topics and materials.	Guide student to label different areas of the classrooms according to topics and materials.	Masking tape Paper Markers Scissors.
	5.2 Discuss basic components of early childhood classrooms - art - music - literacy - Dramatic play	Guide students to list the different component of an early childhood classroom.	"			
	- Science/Discovery					

	- Numeracy - Sand and water etc.				
General Objective 6.0: Understand adaptation of the environment for children with special needs.					
	6.1 State reasons for the inclusion of infants and toddlers with special needs in relation to space.	Explain why children with special needs are been considered when providing space for school age children.	Chalkboard and Lesson notes.		
	6.2 Explain the rationale for adapting the environment to the child's needs.	Guide the students to list the various adaptation.	"		
	6.3 Explain indoor adaptations.	Explain the various indoor adaptations: - build ramps in the classroom. - Widen doors. - Remove any barriers to free movement around the room. Etc. -	Chalkboard, Charts, Video Clips showing ramps etc.		
	6.4 Illustrate with examples the different out door adaptations.	Guide students to list different ways the environment can be made conducive for children with special needs. E.g. – build a table high sand box. – Place extra realings and handles on climbing equipment.			

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILD CARE MANAGEMENT**

COURSE: **Child Stimulation Techniques**

CODE: **ECM 127**

DURATION: **2Hrs Lecture: 4 hrs Practical: 3Credit unit**

GOAL: This course is designed to provide the student with skills for ensuring effective practices and Stimulation in the early years.

GENERAL OBJECTIVES:

On completion of this course the students should be able to:-

1.0   Know the key household practices.

2.0   Know the different types of stimulation techniques.

3.0   Understand the purpose of stimulation.

PROGRAMME: NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILD CARE MANAGEMENT						
COURSE: Child Stimulation Techniques		COURSE CODE: ECM 127		CONTACT HOURS: 2hrs		CREDIT UNIT: 3
GOAL: This course is designed to provide the student with skills for ensuring effective practices and Stimulation in the early years.						
COURSE SPECIFICATION: Theoretical Contents:				Practical Contents:		
	General Objective: 1.0 Know the key household practices.			General Objective:		
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	1.1 Enumerate the Key Household practices for effective early childhood development. E.g. - Exclusive breast-feeding, - Adequate stimulation.	Guide student to list the Key household practices: (i) Growth promotion and Development, (ii) Home Management, (iii) Disease prevention, (iv) Care seeking compliance, etc.	Books, Charts, Lesson notes. Chalkboard.			
	1.2 Explain the Key house hold practices in details as in 1.1 above.	Guide students to explain Key house hold practices as a whole.	"			
General Objective 2.0: Know the different stimulation techniques						
	2.1 Define Child stimulation	Guide the students to define stimulation.	Lesson notes, Chalkboard.			
	2.2 Explain the importance of Stimulation.	Explain to the students the importance of stimulation.	"			

	2.3 Explain the different stimulation techniques.	Explain the different stimulation techniques e.g. use of - toys, - singing, - cooing, - dancing, - clapping, - whispering, - whistling.	Toys, Charts, Lesson notes Chalk board	Apply different stimulation techniques at different occasions.	Demonstrate the various stimulation techniques to the class.	
	2.4 Explain stimulation techniques for children with disabilities.	Describe how to detect children with disabilities using stimulation techniques.				
General Objective 3.0: Understand the purpose of stimulation.						
	3.1 Enumerate the purposes of child stimulation.	Guide students know the purpose of child stimulation: - stimulation for cognitive development - stimulation for language development. - Stimulation for emotional development. - Stimulation for physical development. - Stimulation of children with learning disabilities.				

Programmes: **National Innovation Diploma in Professional Development in Early Child Care Management**

Course: **Citizenship Education**

Code: **GNS 111**

Duration: **2 hours   Lecture: 2 hrs Practical: 2 Credit Unit**

Goal: **The Course is designed to expose the Student to the basic concepts, principles and provisions of the Nigerian Constitution**

General Objectives:

On Completion of this Course, the student should be able to:

      (1)   Understand the Constitutions of Nigeria

      (2)   Understand the Federal System of Government

      (3)   Know the Constitutional rights and Obligation of Nigerian Citizens

      (4)   Understand Citizenship

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILDHOOD CARE MANAGEMENT**

COURSE: Citizenship Education	COURSE CODE: GNS 111	LECTURE 2 HOURS	PRACTICAL 2 Hrs: 2 Credit Unit

GOAL: This Course is designed to expose the Student to the basic (concepts) Principles and Provisions of the Nigerian Constitution

COURSE SPECIFICATION: THEORETICAL			PRATICAL		
General Objective: 1.0 Understand the Constitution of Nigeria					
WEEK	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**
	1.1 Explain the term constitution.	Explain to the student what is constitution.	Chalk board Lesson notes.			
	1.2 List the different types of constitutions.	Guide students to list different types of constitutions.				
	1.3 Draft a constitution for an association.	Guide student to draft a constitution. Explain to them how it is done. Give notes and examples of various constitutions.	Chalk board Lesson notes.			
	1.4 Explain the Concept of "Vale of law".	Explain the term "Vale of law" and give notes to that effect.	Chalk board Lesson notes.			
General Objective: 2.0 **Understand the Federal System of Government in Nigeria.**					
	2.1 Describe a Federation.	Explain the term federation to the student	Chalk board Lesson notes.			
	2.2 Outline the basis for the federal system in Nigeria.	Explain in detail the basis for the federal system in Nigeria.	Chalk board Lesson notes.			
	2.3 Examine the evolution, structure and function of the federal system in Nigeria	Explain to the student how the structure and function of the federal system were adopted.	Chalk board Lesson notes			

	General Objective: 3.0 **Knowing the constitutional rights and obligation of Nigerian Citizens**				
	3.1 Examine the significance of right and obligations in Nigeria	Explain the meaning of right and obligations, then guide students to name the rights and the obligations of citizen.			
	3.2 Assess government's protection of fundamental rights as continued in the Nigeria Constitution.	Explain the right of a Nigerian Citizen on the government.	Chalk board Lesson notes		
	3.3 Evaluate the responsibilities and duties of Nigerian citizens and the benefits for performing them.	Explain the responsibilities and duties of Nigerian citizens and list out the benefits for performing them to the student	Chalk board Lesson notes		

General Objective: 4.0 Understand Citizenship					
4.1 Discuss the significance of citizenship.	Explain the significance of citizenship.	Chalk board Lesson notes			
4.2 Analyse the principle of citizenship in Nigeria.	Guide student to list the benefit attached to citizenship.	Chalk board Lesson notes			
4.3 Discuss various systems of government and outline their functions.	Explain the various systems of government and their function to the student.	Chalk board Lesson notes			
4.4 Examine the various process of an elections.	Guide student to list various processes to an election.	Chalk board Lesson notes			
4.5 Discuss the need for a free and fair electron.	Discuss why we should have free and fair election with the student				
4.6 Explain the three arms of government and their relationship with one another	Guide student to know the three arms of government and explain the relationship between the three.				

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILD CARE MANAGEMENT**

COURSE: **Sociology of Education**

CODE: **ECM 211**

DURATION: **3hrs Lecture: 2hrs Practical: 3 Credit Unit**

GOAL: This course is designed to expose student to the basic concepts of sociology and its relationship to education.

GENERAL OBJECTIVES:

On completion of this course the students should be able to:-

1.0   Understand Sociology as a body of Scientific Knowledge

2.0   Understand the Process of Socialization Relationship and its Influence on Personality Development of the Child.

3.0   Understand Social Stratification and Mobility.

4.0   Understand Structure and Importance of Family.

5.0   Understand Mechanism of Social Control and the Roles of the Individual in the Control Process.

PROGRAMME: NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILDHOOD CARE MANAGEMENT						
COURSE: Sociology of Education		COURSE CODE: ECM 211		LECTURE 3 HOURS		PRACTICAL 2HRS: 3 Credit Unit
GOAL: This Course is Designed to provide the Learner with the Basic Concepts of Sociology.						
COURSE SPECIFICATION: THEORETICAL				**PRATICAL**		
	General Objective: 1.0 Understand Sociology as a Body of Scientific Knowledge					
WEEK	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**
	1.1 Define sociology.	Explain sociology as a body of scientific knowledge. Give appropriate definition and notes.	Chalk board Lesson notes.			
	1.2 Define the scope of sociology and its methods.	Explain the scope of sociology and its method with appropriate guide and notes	Chalk board Lesson notes.			
	1.3 Summarize the historical development of sociology.	Narrate the historical development of sociology to the student Give notes to the student.	Chalk board Lesson notes.			
	1.4 Define the sociological basis of education in the Early Child hood Care Management.	Explain the relevance of sociology in the Early Childhood Care Management.	Chalk board Lesson notes.	Illustrate the relationship between: The Child and his parents. The parent and the School. The school and the society. Child-parent - school and society in a cycle.	Guide the student to illustrate the relationship between child – parent – school and society at large.	Video players Films strips Project Charts Etc.

	1.5 Explain the relationship among the child and the society - Education and the society. - The Child parent – school and society.	Expantiate on the discussion to reflect all the important variables in the sociology of education in Early Child Care Management i.e The child, society, school , parent, and how they affect each other.				
General Objective: 2.0 Understand the Process of Socialization Relationship and its Influence on Personality Development of the Child						
	2.1 Enumerate the social function of school to the society and society to the school.	Guide the student to list the roles of the school to the society and the role society to the school.	Chalk board Lesson notes.			
	2.2 Name the agents of socialization and how they affect the socialization process in school. Home/Family Society/Peer groups mass media.	Guide student to recall the socialization in the school, at home and in the society.				
	2.3 Describe the relationship among sociology and education, Education and economy, Education and policy, Education and family.	Define education in relation to economy, policy and family.	Chalk board Lesson notes.			

2.4 Enumerate peer group relationship and influence, as agent of socialization in terms of: Common goals Norms and status differentiation. Peer group behaviour.	Explain how peer groups affect socialization; with emphasis on the common group, Norms and status differentiation Peer group behaviour.	Chalk board Lesson notes.			
2.5 Enumerate what keeps the peer group going and the need for studying peer group in schools.	Guide student to list factors that keep the peer group going and also describe the importance of studying peer group in schools.				
General Objective: 3.0 Understand Social stratification and Mobility					
3.1 Outline the organization of hierarchical order in society in terms of service, right, obligation, power, and prestige.	Help the student to list member of the society in a stratified hierarchical order.	Chalk board Lesson notes.	Demonstrate the social stratification of members of a particular society.	Take student on a tour. Illustrate the hierarchical order of a particular society.	-On excursion -Writing materials
3.2 Describe the social mobility of individuals from one social position to another and exemplify vehicle for such movement in the society and also environment.	Explain the social mobility of individuals in the society from one position to another and also the driving factors for such movements in the school, as well.	Chalk board Lesson notes			
3.3 Define sociology and education	Help the student to define education in	Chalk board Lesson notes			

	Education and economy Education and Policy Education and Family	relation to economy, policy and family			
General Objective: 4.0 Understand the Structure and Importance of Family					
	4.1 Define the family and describe the types of family grouping e.g. nuclear family, extended family, compound family, procreation and family orientation. 4.2 Outline the variation in marital forms: Monogamy Polygamy Group marriage and ghost marriage.	Guide student to define family and explain the different types of family stated in the General objective. Explain each type of marital forms with examples.	Chalk board Lesson notes		
General Objective: 5.0 Understand Mechanism of Social Control and the Roles of the Individual in the Control Processes					
	5.1 Explain the function of rules and regulations in society as mechanism for social control and order 5.2 Explain the various uses of sanctions in social control e.g reward and punishment	Guide student to list the rules and regulations in the society. Explain the mechanism for this social control and order. Explain the meaning of sanctions in social control with adequate examples.	Chalk board Lesson notes Chalk board Lesson notes	Observe the law enforcement agencies on duty such as the traffic wardens, Police, The Security Guards of organizations etc.	Take students round the town, let them observe the way and manner people obey specific regulations e.g the traffic regulations.	

Evaluation

What would you say is the most important purpose of sociology of education to the Nigerian teachers?

How can you reconcile education as both instrument of stability and of change. Give examples.

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN EARLY CHILD CARE MANAGEMENT**

COURSE: **Philosophy of Education**

CODE: **ECM 212**

DURATION: **3hrs Lecture:**   **3 Credit Unit**

GOAL: This Course is designed to enable the student understand the basic elements of philosophy as it relates to education.

GENERAL OBJECTIVES:

On completion of this course the students should be able to:-

1.0   Know what is Philosophy and its Scope.

2.0   Know the nature of man, his place in the Society and his capacity at speculation.

3.0   Know the philosophical basis of education in the Nigerian Society..

4.0   Appreciate the rationale for the existence of the state..

PROGRAMME: NATIONAL DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILDHOOD CARE MANAGEMENT						
COURSE: Philosophy of Education		COURSE CODE: ECM 212		LECTURE 3 HOURS		3 Credit Unit
GOAL: This Course is designed to enable the student understand the basic elements of philosophy as it relates to education.						
COURSE SPECIFICATION: THEORETICAL				**PRATICAL**		
	General Objective: 1.0 Know what is Philosophy and its Scope.					
WEEK	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**
	1.1 Define philosophy.	Guide student to define philosophy. Relate this definition to education.	Chalk board Lesson notes.			
	1.2 Identify those disciplines or courses that are related to philosophy.	Guide student to identify courses that are related to philosophy.	Chalk board Lesson notes.			
	1.3 Outline the scope of philosophy: Man as emphasis; but dealing with concepts like ontology, the universe etc.	Guide student to outline the scopes of philosophy e.g. Ontology, Universe, etc.				
	General Objective: 2.0 Know the nature of man, his place in the Society and his capacity at speculation					
	1.1 Explain how man is a social being by nature.	Explain why man is regarded as a social being by nature.	Chalk board Lesson notes.			
	1.2 Explain how man seeks to live in groups in order to be exposed to the advantage of group life.	Explain how man lives in groups in the world of life.				
	1.3 Explain how man thinks and can project his mind to abstracts, the Universe.	Guide student to know how to project his mind to abstracts, the Universe.				

	General Objective: 3.0 Know the Philosophical basis of education in the Nigerian Society.					
	3.1 Explain the philosophical rationale for the different types of, and emphasis on education in (a) The Nigerian traditional society (b) Nigerian Contemporary, westernized society. (c) Nigerian traditional religious society. (d) Nigerian Islamic and Christian Societies.	Explain the: - Nigerian traditional societies. - Nigerian contemporary, westernized society. - Nigerian traditional, religious societies, - Nigerian Islamic and Christian societies.	Chalk board Lesson notes.			
	General Objective: 4.0 Appreciate the rationale for the existence of the state.					
	4.1 Define State. 4.2 Define Government 4.3 Explain the philosophical basis for state to govern and protect the individual. 4.4 Examine the ultimate goal of government. 4.5 Enumerate the functions of government.	Guide student to define State. Guide student to define government. Explain the philosophical basis for state to protect individual in the society. Guide student to state the goals of government on its citizens. Guide student to list the functions of government in relation to its Citizen.	Chalk board Lesson notes.			

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	4.6 Identify the powers and functions of each of the three arms of government.
	
	   - Federal
	   - State and Local
	     Government
		Explain the functions and powers of the Federal, State and Local government.			

Programmes: **National Innovation Diploma in Professional Development teaching in Early Child Care Management**

Course: **Children with special needs in Early Childhood**

Code: **ECM 213**

Duration: **3 hours   Lecture: 4 hrs Practical: 3 Credit Unit**

Goal: The Course is designed to provide the student with skills for identifying symptoms of children with special needs.

General Objectives:

On Completion of this Course, the student should be able to:

(1)   Understand Children with special needs in Early Childhood.

(2)   Know children with special needs

(3)   Know the Strategies for handling children with special needs

(4)   Discourage discrimination against children with special needs.

PROGRAMME: NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILD CARE MANAGEMENT					
COURSE: Children with Special Needs in Early Childhood	COURSE CODE: ECM 213		CONTACT HOURS: 3hrs		CREDIT UNIT: 3
GOAL: The course is designed to provide students with skills for identifying symptoms of children with special needs.					
COURSE SPECIFICATION: Theoretical Contents:			Practical Contents:		
	General Objective: 1.0 Understand Children with special needs in Early Childhood			General Objective:		
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	1.4 Define the meaning of special education	Guide students to explain the meaning of special education and special needs.	Chalkboard Charts, Lesson notes Textbooks.			
	1.5 Enumerate different types of special needs e.g. (i) Disabled (Hearing visual, impairtment, mental retardation etc. (ii) Gifted and Talented.	Illustrate with examples the types of special needs.	Chalkboard Lesson notes Text books.	Observe children with special Needs	Visit to special schools and rehabilitation centres.	Impaired persons at special schools and rehabilitation centres
	General Objective: 2.0 Know Children with Special Needs					
	2.1 Explain the different ways of identifying children with special Needs.	Explain how to identify children with special needs.	Posters, Charts, Textbooks, Lesson notes.	Demonstrate various ways of knowing children with special needs.	Guide students to an excursion to rehabilitation centres e.g. homes of children with special needs.	
	2.2 Identify children with special needs e.g. Hearing, Speech & Language physical, visual impairment and Emotional or behavioural problems.	Guide students to use various strategies to identify children with special Needs e.g. observation, sight, and hearing test, using screening tool, developmental milestone.	Chalkboard, Lesson notes, Textbooks, Screening tools, charts.	Demonstrate children with various special needs. E.g. Sight and hearing impairment.	Guide student to Practicalise the use of observation technique, sight, and hearing tests.	Screening tools, children with special needs.
	2.3 Explain when , where and how to protect and support children with special needs.	Guide students to explain how to protect and support children with special needs.				

General Objective 3.0: Know the Strategies for handling children with special Needs.

3.1 Explain the strategy for handling children with: (i) Hearing Impairment (ii) Speech and Language impairment. (iii) Physical Impairment (iv) Visual Impairment (v) Emotional or Behavioural Problems. (Overly aggressive or extremely passive.)	Explain strategies for identifying and handling children with various impairments. .	Chalkboard Story telling Children's walker Merry Go-Round Toys/materials that will stimulate other senses. Lesson notes Text books.	Demonstrate ways of handling of children with hearing impairments. Illustrate practical skills handling of children with speech and language impairment. Demonstrate activities that can assist you understand children with physical impairment. Practicalise the use of other senses. Demonstrate how to receive individualized attention.	Visit special centres to see children with hearing impairment. Let them talk at close range to each others, through these we can know those with hearing impairment. Guide students to make simple phrases, singing, talking. to illustrate skills on how to handle children with speech and language impairment. Guide students know how to use variety of activities, that require physical skills, as to detect children with physical impairment. Guide students to variety of activities that require the use of other senses. Guide students to identify passive and aggressive children Guide student to demonstrate how to receive individualized attention	Students with impairment " " " "

General Objective 4.0: Discourage discrimination against children with special needs					
4.1 Explain the meaning of discrimination. 4.2 Enumerate ways of eliminating the discrimination of children with special needs: - participation in group activities etc. - mixing well with other children.	Guide students to encourage children to play and mix well with the special child. Guide students to discourage discrimination and labeling of the child.	Charts, pictures of child with special needs. Child Right Act.	Demonstrate inclusive learning among special and normal children.	Ensure a special child participates in group activities.	Special and normal children.

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILD CARE MANAGEMENT**

COURSE: **Introduction to Physical and Health Education**

CODE: **GNS 221**

DURATION: **2hrs Lecture: 4 hrs Practical: 2 Credit Unit**

GOAL: This course is designed to enable the student to know appropriate and participate in Physical Education activities and to a acquire knowledge for Health promotion.

GENERAL OBJECTIVES:

On completion of this course the students should be able to:-

1.0 Understand the Goal, and Objectives of Physical and Health Education.

2.0 Know the Component of Physical and Health Education.

3.0 Appreciate Sound Health Attitudes and Practices.

4.0 Know First Aid Procedures and Safety Skills

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILDHOOD CARE MANAGEMENT**

COURSE: Introduction to Physical and Health Education	**COURSE CODE: GNS 221**	**LECTURE 2 HOURS**	**PRACTICAL 4 HOURS: 3 Credit Unit**

GOAL: This Course is Designed to enable the Student to know appropriate and participate in Physical Education activities and to Acquire Knowledge for Health Promotion.

COURSE SPECIFICATION: THEORETICAL			**PRATICAL**		
General Objective: 1.0 Understand the Goals and Objectives of Physical Education & Health Education					
WEEK	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**
	1.1 Define physical education and health education.	Help the student to define physical and health education.	Chalk board Lesson notes.			
	1.2 List the organic, neuro-muscular, mental, social and emotional objectives of physical education.	Define the organic, neuro muscular, mental, social and emotional objectives of physical education.	Chalk board Lesson notes.			
	1.3 State the value of Health knowledge to an individual.	Guide the student to list the value of health knowledge to an individual.	Chalk board Lesson notes.			
General Objective: 2.0 Know the Component of Physical Education and Health Education					
	2.1 Explain the various components of physical education e.g exercise physiology in biomechanics adapted physical education games and sports etc.	Explain component of physical education to the student.	Chalk board Lesson notes.	Demonstrate the component of physical education. Exercise physiology biomechanics adapted physical education games and sport..	Guide student to practice various component of physical education as it was in the specific objective.	Various facilities used in games Athletics sport etc.
	2.2 Explain the Concept of Personal Health.	Guide the student to know what is personal health and how to embark on a good personal health.	Chalk board Lesson notes.			

	2.3 Explain the concept emotional health and mental health.	Explain to the student what is meant by emotional health and mental health.	Chalk board Lesson notes.			
	2.4 State the main aspects of community health services.	Explain the main aspect of community health service	Chalk board Lesson notes.			
General Objective: 3.0 Appreciate Sound Health Attitudes and Practices						
	3.1 Practice physical fitness activities such as endurance, flexibility, strength and co-ordination exercises.	Guide student to know the physical fitness activities such as endurance flexibility, strength and coordination exercises.	Chalk board Lesson notes	Practice endurance, flexibility, strength and coordination exercises	Guide student to practice endurance, flexibility strength and coordination exercises.	An endurance trip. Various facilities used in exercises.
	3.2 List the body's physiological system e.g Digestive systems urinary system.	Explain the body's physiological systems and how they functions	Chalk board Lesson notes			
	3.3. State the role of the following in heath promotion: Balance diet Recreation Rest Personal hygiene Environmental sanitation					

General Objective: 4.0 Know First Aid Procedures and Safety Skills					
4.1 Define safety education and First Aid.	Explain the meaning of safety education and First Aid to the student.	Chalk board Lesson notes			
4.2 List the content of a First Aid Box.	Guide student to list First Aid facilities.	Chalk board Lesson notes.			
4.3 Identify behavioural and environmental factors that contribute to accident occurrence.	Guide student to know the behavioural and environmental factors that contribute to accident occurrence.	Chalk board Lesson notes			
4.4 State the preventive measures of accident.	Guide student to list ways to prevent accident occurrence.	Chalk board Lesson notes			

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILDHOOD CARE MANAGEMENT**

COURSE: **Communication Skill II**

CODE **GNS 202:**

DURATION: **2 hrs Lecture: 2 Credit Unit**

GOAL: This course is designed to equip the student with the necessary level of competence and proficiency to Enable him adapt to his professional environment.

GENERAL OBJECTIVES:

On completion of this course the student should be able to:

1. Understand registers
2. Understand the principle of correspondence
3. Know how to apply the principle of writing for publication
4. Know how to write a report

Programme: National Innovation Diploma in Professional Development in Early Childhood Care Management						
Course: Communication Skill II		**GNS** 202		1 hr Lecture		2 credit unit
Goal: This course is design to equip the student with the necessary level of competence and proficiency to enable him adapt to his professional environment						
Course Specification: Theoretical						
General Objective 1.0: Understand registers						
WEEK	**SPECIFIC OBJECTIVE**	**Teachers Activities**	**Learning Resources**	**Specific Objectives**	**Teachers Activities**	**Learning Resources**
	Explain register	Guide student to know what a register is.	Chalk Board lesson notes.			
	1.1 Explain factors influencing register, viz Field (Profession), mode (speech or writing), tenor relationship between the interacting parties.	Guide student to list factors influencing register. - Field (Profession), mode (speech or writing) tenor relationship between the interacting parties.	Chalk Board lesson notes.			
	1.2 List some items of register peculiar to different professions	Guide student to identify different registers peculiar to difference profession	Chalk Board lesson notes.			
	1.3 Identify items of register in a given passage	Identify items of register in a given passage	Chalk Board Lesson notes.			
General Objective 2.0: Understand The Principle Of Correspondence						
	2.1 Describe different types of business letters e.g applications, enquiries, invitations, and complaints with their replies.	Guide student to know different types of business letters as listed in 2.1, with their replies.	Chalk Board lesson notes.			
	2.2 Use suitable language for a specific type of letter	Guide them to write a specific type of letter using suitable language as	Chalk Board lesson notes.			

	the case might be.				
	2.3 Write the letters listed in 2.1. above	Guide the student to write the letters listed in 2.1	Chalk Board lesson notes.		
GENERAL OBJECTIVES: 3.0 Know How To Apply The Principle Of Writing For Publication					
	3.1 Explain techniques of writing for publication	Guide student to know the techniques of writing publications with adequate examples	Chalk Board lesson notes.		
	3.2 Write essays on topical and current issues	Guide student to know how to write essays on topical and current issues	Chalk Board lesson notes.		
	3.3 Write good articles for publication	Guide student to write a good article for publication, as many as possible	Chalk Board lesson notes.		
GENERAL OBJECTIVES: 4.0 Know How To Write A Report					
	4.1 Define a report and lsit the types of reports we have	Guide student to know the meaning of a report and list the types of report we have	Chalk board Lesson note		
	4.2 Enumerate issues of report	Guide student to list the uses of report	Chalk Board lesson notes.		
	4.3 List the characteristic of a good report	Guide student to list the characteristics of a good report	Chalk Board lesson notes.		
	4.4 Outline the stages of writing a report, and evaluate a given report	Guide student to know the stages of writing a report and then given them a report to evaluate.	Chalk Board lesson notes.		
	4.5 Write a report	Guide them to the write a full report of an report			

Programmes: National Innovation Diploma in Professional Development in Early Child Care Management

Course: Curriculum and Instruction

Code: ECM 214

Duration: 4 Semester (3 hours   Lecture: 0 hr Practical: 3 Credit Unit

Goal: The Course is designed to provide the learner with basic skills on how to relate Curriculum to Instructions.

General Objectives:

On Completion of this Course, the student should be able to:

1.0   Know the meaning of curriculum and Instruction

2.0   Know the different types of Curriculum

3.0   Know the Curriculum Development process

4.0   Know the meaning of Instructions as it relates to Curriculum.

5.0   Know Special methods of teaching and their major characteristics.

PROGRAMME: NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILD CARE MANAGEMENT						
COURSE: Curriculum and Instruction		COURSE CODE: ECM 214		CONTACT HOURS: 3		CREDIT UNIT: 3
GOAL: This course is designed to provide the learner with basic Skills on how to relate Curriculum to Instructions.						
COURSE SPECIFICATION: Theoretical Contents:				Practical Contents:		
	General Objective: 1.0 Know the meaning of curriculum and Instructions			General Objective:		
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	1.1 Define the term Curriculum 1.2 Relate the history of Curriculum to instructions. 1.3 Explain the Characteristics of a Curriculum. 1.4 Explain curriculum as a course that emerged without any mother discipline. Regarded as: - Educational direction - Determine principles and procedures. - Application of chosen the chosen disciplines. - Assesses changes. - Determine next steps to be taken.	Guide student to define the term Curriculum. Guide student to relate the history of Curriculum development to Instruction. Guide student to enumerate the characteristic of curriculum. Explain curriculum development as in 1.4.	Chalkboard Lesson notes. Sample of a Curriculum document.			

	General Objective 2.0: Know the different types of Curriculum				
	2.1 List at least six types of Curriculum: - Subject centres curriculum - Activities/experience centre curriculum - Child centre curriculum - Broad field curriculum - Hidden Curriculum - The core curriculum	Explain types of Curriculum as listed in objective 2.1.			
	2.2 List and Explain in details the three foundations of curriculum planning: - Philosophical - Psychological and - Sociological bases	Explain in details the foundations of Curriculum planning.			

General Objective 3.0: Know the Curriculum Development Process

3.1 Define the term Curriculum Development	Guide student to define curriculum development.	Chalkboard Lesson notes.				
3.2 Enumerate the stages in Curriculum development: - Selection of aims, goals and objectives. - Selection of appropriate content. - Organisation of learning experience. - Evaluation of the extent which the objectives have been achieved.	Explain to the student the stages of Curriculum development as listed.	"		Develop a Curriculum for a given subject area.	Guide student through the process and procedure of developing a Curriculum. Use a case study.	Sample of a Curriculum document.
3.3. Explain conditions to consider when selecting objectives: - cognitive - Affective & Psychomotor.	Guide student to list the conditions to consider when selecting educational objectives.	"				

General Objective 4.0: Know the meaning of Instruction as it relates to Curriculum.

4.1 Define the Concept "Instruction"	Guide student to define instruction.	Chalkboard Lessons notes.			
4.2 Explain how to relate Instruction to Curriculum.	Guide student to relate instructions to Curriculum.	"			Sample of a Curriculum
4.3 Explain the structure or phases of Curriculum and Instruction: - Syllabus - Scheme of work.	Explain the Structure of Curriculum and Instruction. - Syllabus - Scheme of work.	"			
4.4 Explain steps to write a lesson plan/note.	Describe the structure and steps to write a lesson notes/plan.	Sample of a Curriculum.	Write a lesson plan/note.	Guide students to write a lesson plan/note.	Sample of a lesson note.

General Objective 5.0: Know Special methods of teaching and their major characteristics

5.1 Define the concept of Teaching.	Explain the meaning of teaching.	Chalkboard Lesson notes.			
5.2 Enumerate some methods of teaching available for use in the classroom: - lecture method - demonstration method - problem solving method - project method etc.	Explain methods of teaching available for use in the Classroom.	"			
5.3 State the advantages and limitations of each method.	Explain the advantages and limitations of each of the methods mentioned in 5.2 above.	"			

Programmes: **National Innovation Diploma in Early Child Care Management**

Course: **Child Health and Nutrition**

Code: **ECM 221**

Duration: **Lecture:**   2hours   **Practical:**   3 hrs   **Credit Unit**: 2

Goal: This Course is designed to provide students with the knowledge of child Health and Nutrition

General Objectives:

On Completion of this Course, the student should be able to:

(1)   Know the Early childhood illnesses and diseases

(2)   Know the types of immunization and the ages at which the child is vaccinated

(3)   Know how to provide personal hygiene for children

(4)   Know the sources and uses of safe water and water treatment

(5)   Know the benefits of exclusive breast feeding

(6)   Know the complimentary foods/nutritional foods appropriate for children of ages 0 – 5.

PROGRAMME: NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILD CARE MANAGEMENT

COURSE: Child Health & Nutrition	COURSE CODE: ECM 221	CONTACT HOURS:	CREDIT UNIT

GOAL: This course is designed to provide the students with the knowledge of child Health and Nutrition

COURSE SPECIFICATION: Theoretical Contents:			Practical Contents:		
General Objective: 1.0 Know the Early Childhood illnesses and diseases			**General Objective:**		

WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	1.1 Define childhood illnesses and diseases	Explain issues on illness and diseases.	Charts, text books.			
	1.2 Identify early childhood diseases such as measles, small pox, diphthenia, polio, whooping cough, tuberculosis, etc.	Guide students to identify the signs and symptoms of childhood diseases.	Chalkboard, Lesson notes, textbooks, Charts.	Guide students to observe children for signs and symptoms of illness/diseases in a day care centres around.	Guide students to observe children in a care centre for signs and symptoms of illnesses/diseases.	Children at care centres. Observation Guide.
	1.3 Outline techniques for managing common childhood illnesses following medical guidelines. E.g. cough, colds, malaria, Diarrhoea, worm infestation, etc.	Guide students to draw a chart on the signs and symptoms of common childhood illnesses.	"			
	1.4 State various components of a healthy environment and methods of controlling the spread of communicable diseases among children.	Explain the necessity for keeping a clean safe and well ventilated environment and tips on ORT, use of treated Nets, periodic medical check up and referrals to medical centres.	Charts, Lesson notes.	Identify the components of healthy environment at a child care centre. Demonstrate various methods of preventing and controlling the spread of diseases.	Guide student on a visit to a child-friendly care centre. Demonstrate the preparation and administration of ORT solution.	Child friendly Day Care centre. Water, salt, sugar, bottle, mosquito nets.

General Objective 2.0: Know the types of immunization and the ages at which the child is vaccinated.						
	2.1 Define Immunization.	Explain what immunization means with examples.				
	2.2 Describe the types of immunization in Nigeria. BCG, Poliomyelitis, Triple Antigen, Measles & tetanus. etc.	Guide the students to draw a chart indicating the immunizations and ages at which each is given.	Charts, Pictures and posters.	Observe types of immunization exercises in our day care centres and hospitals.	Take students on a visit to the health care centres and hospitals, to observe immunization exercises.	Health care centre. Immunization officers and records of vaccines.
	2.3 Enumerate the importance of immunization and the diseases they prevent. e.g. BCG for prevention of tuberculosis, etc.	Guide students to state the importance of immunization and the diseases they prevent.	Charts, Pictures and Posters.			
General Objective 3.0: Know how to provide personal hygiene for children						
	3.1 Explain the importance of personal hygiene.	Explain the important of personal hygiene to the student.	Water, sponge, comb, cotton bud, tooth brush, tooth paste, chewing stick, Ash & Charcoal, etc	Demonstrate adequate care you adopt, while cleaning the different parts of child's body e.g. eyes, ear, nails, mouth, etc.	Guide students to demonstrate different methods of cleaning each part of the body.	Tooth paste, Tooth brush, comb, chewing stick, Ash, charcoal, etc.
	3.2 List materials and methods for cleaning different parts of child's body.	Show students various materials used for cleaning various parts of the body.				
	3.3 State the consequences of not cleaning the child's body properly.	Explain the proper ways of cleaning different parts of child's body. Explain consequences of not cleaning the child's body; e.g. tooth decay, body odour.	Chalkboard and lesson notes. .	-		

3.4 Explain proper toileting habit and consequences of improper toileting such as spread of diseases and infections.	Describe proper toileting habit and the consequences of the improper toileting to the student.	Potty, soap, water, toilet buckets, toilet rolls, disinfectants, etc	Demonstrate how to use toilet and toiletries at different ages (0 – 3) and (3 – 5) years.	Guide the students to demonstrate proper use of the toilets and toiletries.	Water, buckets, soap, etc.
General Objective 4.0: Know the Sources and uses of safe water and water treatment					
4.1 Identify the sources and importance of safe water e.g. well, stream, spring, borehole, pipe borne etc. 4.2 State the various uses of safe water e.g. drinking, washing, cooking, watering plants, etc. 4.3 Explain the various methods of Water treatment. Boiling of water, Distillation, Chlorination, Alum, etc.	Explain safe water. Guide student to state the various sources of safe water. Emphasise to the students the uses of safe water. Guide students to mention various methods of water purification.	Charts, Blackboard, Picture and Lecture note. " "	Guide students to differentiate the various sources of water. Demonstrate various methods of water purification.	Take students to visit available sources of water supply within the neighbourhood e.g. borehole, streams, well, etc. Guide students to demonstrate methods of water purification.	Borehole Well Stream Water, basin, filters, firewood, stove, kerosene, Alum, Chlorine, While cloth, etc.
General Objective 5.0: Know the benefits of exclusive breast feeding					
5.1 Define exclusive breast feeding 5.2 Explain the benefits of exclusive breast feeding 5.3 Explain the appropriate positioning of child for breast feeding.	Guide the students to know the meaning of exclusive breast feeding. Explain the importance of exclusive breast feeding and its benefits to child. Guide student to describe the process of breast feeding and baby positioning.	Chalk board, Notes. Posters, Notes and chalkboard. Notes, Chalkboard.	Demonstrate the appropriate positioning of child for breast feeding.	Guide students to demonstrate proper positioning of child breast feeding.	Breast feeding Mothers.

	5.4 State the advantages and disadvantages of exclusive breast feeding as compared to other substitutes.	Explain the advantages and disadvantages of exclusive breast feeding.	Notes, Chalk board.			
General Objective 6.0: Know the complimentary foods/nutritional foods appropriate for children of age (0 – 5)						
	6.1 Define complementary feeding.	Explain complementary feeding.	Charts, Textbooks.	Prepare a menu of adequate complementary food for - child aged 7 – 9 mths. - Sick child aged 12 – 18 mths.	Guide students to draw up menu charts.	Menu charts.
	6.2 State different complimentary foods e.g. - yam porridge - mashed potato - cocoyam pottage - paps/cereals porridge - mashed plantain - beans porridge, etc.	List different food groups for complementary feeding e.g. - fats and oil - protein - carbohydrates - vitamins - minerals - water.		Prepare a menu of adequate diet for children 3 – 5 years.		
	6.3 Enumerate sources of complementary foods. - onions - salt - fruits - palm oil, butter, shear butter.	List with examples sources of complementary foods: - soya beans - beans, eggs - yam, cocoyam - guinea corn/ maize/sorghum - fish, crayfish, meant.				

PROGRAMME:	**NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILD CARE MANAGEMENT**
COURSE:	**Strategies for Teaching in the early years**
CODE:	**ECM 222**
DURATION:	**3Hrs Lecture: 4 hrs Practical: 4Credit unit**
GOAL:	This course is intended to enable the student acquire skills and strategies for teaching in early years (0 – 5 years).

GENERAL OBJECTIVES:

On completion of this course the student should be able to:-

1.0   Know the various strategies of teaching 0 – 5 yr old.

2.0   Understand the meaning of Expressive Arts.

3.0   Appreciate the use of learning materials and resources for teaching in early years.

PROGRAMME: NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILD CARE MANAGEMENT						
COURSE: Strategies for Teaching in the early years		COURSE CODE: ECM 222		CONTACT HOURS:		CREDIT UNIT
GOAL: This course is intended to enable the student acquire skills and strategies for teaching in early years (0 – 5 years).						
COURSE SPECIFICATION: Theoretical Contents:				Practical Contents:		
	General Objective: Know the various strategies of teaching 0 – 5 yr old.			General Objective:		
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	1.1 State the various strategies of teaching children 0 – 5 years.	Guide student to list the strategies of teaching e.g. Story Telling, Songs, Dramatization, Dancing, Rhymes, Reading, etc.	Picture books Story books Musical Instruments Radio cassettes Etc.	Illustrate the various teaching strategies/method of teaching.	Demonstrate each strategy	Student
	1.2 Explain the various strategies listed in 1.1 above.	Guide the students to discuss the various strategies as listed in 1.1 above.	Charts Pictures Chalk board Lesson notes.			

General Objective 2.0: Understand the meaning of Expressive Arts.						
2.1 Define Expressive Arts 2.2 Explain the aspects of Expressive Arts.	Explain the meaning of Expressive Arts. Explain: - Creative Arts - Music, - Drama.	Books, Lesson notes.		Demonstrate the various aspects of Expressive Arts e.g. - listening to music - watching a drama.	Organise students to - act drama - sing and dance - draw and colour.	Student.
General Objective 3.0: Appreciate the use of learning materials and resources for teaching in early years.						

3.1 Enumerate learning materials in Early childhood management.
   e.g. building block
      Counters,
      Flash cards,
      Jig – saw Puzzles. e.t.c
.
3.2 Use learning materials e.g.
- building blocks
- counters
- flash cards
- Jig – saw puzzle e.t.c.
-
	Guide student to list the learning materials in Early child care as listed in 3.1.
	
	Guide students on use of other learning materials.
		- Counters
		- Flash cards
		- Building blocks etc.
		
		- Learning materials
		
		- Textbooks
				Demonstrate the use of other learning materials.	Guide student to use the children in the day care centre to practicalise the use of learning materials.	- Counters
						- Flash cards
						- Building blocks.
						Etc.

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILD CARE MANAGEMENT**

COURSE: **Child Rights and Responsibilities**

CODE: **ECM 223**

DURATION: **2Hrs Lecture: 2 hrs Practical: 2Credit unit**

GOAL: This course is designed to provide the students with knowledge of Child Rights and Responsibilities.

GENERAL OBJECTIVES:

On completion of this course the students should be able to:-

1.0   Know child Rights to survival and development

2.0   Know the protection and participation rights of the child.

3.0   Know the harmful practices affecting children.

4.0   Know the responsibilities of the child.

PROGRAMME: NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILD CARE MANAGEMENT						
COURSE: Child Rights and Responsibilities		**COURSE CODE: GNS 223**		**CONTACT HOURS:**		**CREDIT UNIT**
GOAL: The course is designed to provide students with knowledge on child Rights and Responsibilities.						
COURSE SPECIFICATION: Theoretical Contents:				**Practical Contents:**		
	General Objective: 1.0 Know child rights to survival and development			**General Objective:**		
WEEK	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**
	1.1 Explain issues fundamental to child survival such as mortality, life expectancy, nutritional factors, HIV/AIDS, access & quality of health Services etc.	Guide students to list factors that lead to Infant mortality e.g. Diseases, Poverty, lack of Immunization, etc.	Child Right Act (2004) CEDAN document Books, pamphlets, charts, posters on the right of the child.			
	1.2 Enumerate the developmental right of the child. i.e. adequate care, nutrition, stimulation in early childcare, quality education etc.	Guide students to give examples of situations that threaten the development of children.	"	Demonstrate the different Rights of the child that is infringed upon.	Guide students to conduct an interview with a children parliament and produce a report.	Out of School children. Children parliament.
	General Objective 2.0: Know the Protection and Participation Rights of the child					
	2.1 Explain issues on child protection.: Protection from abuse, negligence, violence and exploration.	Guide student to narrate experiences they have heard or seen about female Genital Mutilation, abandoned babies, child abuse etc.	Newspaper cuttings on stories of child abuse, charts, and posters on child abuse and protection.	Identify major reasons for child abuse, abandonment etc.	Take students to major streets, motor parks to see children begging, hawking etc. Also guide students to a rehabilitation centre (Child welfare centre) to share experience	

				with the Officers.	
	2.2 Describe ways of allowing Children to participate on issues concerning them.	Guide students to discuss ways a child can be denied participation.	Lecture notes Charts, Posters.	Demonstrate the different strategies of children's participations in their own affairs.	Guide students to demonstrate strategies on children participation e.g. Debates, Group discussions, Self-expressions, Story telling, etc.	Children
General Objective 3.0: Know the harmful practices affecting children					
	3.1 Explain various practice that are harmful to children school. Exploitation of children, abandonment, lack of provision for basic needs, etc.	Guide students to discuss some harmful traditional practices such as tribal marks FGM, food taboos, forceful in their community, etc.				
	3.2 List the signs and symptoms of abuse.	Explain the signs to look for on an abused child and the character manifestations.	Pictures Books Child Right Act Posters	Identify signs and symptoms of child abuse.	Guide students to illustrate symptoms of child abuse.	Children.
General Objective 4.0: Understand the responsibilities of the child					
	4.1 Explain the responsibility of the child to parents, community and society at large.	Guide students to write out the responsibilities of the child. Such as obedience to parents, respect for elders, help out in chores, obey rules and regulations, etc.	Blackboard Charts Lesson notes.	Demonstrate different roles of a child in the family and community.	Guide students to dramatise the different roles of the child in the family and society.	Children
	4.2 Create a child friendly environment with opportunities for the child to enjoy his/her rights.	Guide students to list the requirement for child friendly environment, and ways they can allow the child to enjoy his rights within the class environment.		Illustrate the environment that can allow the child to enjoy his right within the classroom environment.	Guide student to illustrate a good learning environment for a child.	Friendly school environment.

- CEDAW = Convention on the Elimination of Discrimination Against Women

- FGM = Female Genital Mutilation   *CF   = Child Friendly

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILD CARE MANAGEMENT**

COURSE: **Administration of Schools for Early Childhood**

CODE: **ECM 224**

DURATION: **2Hrs Lecture: Practical: 3 hrs   Credit unit: 4**

GOAL: This course is designed to provide the learner with Basic Administrative skills for Early Child Care Centres.

GENERAL OBJECTIVES:

On completion of this course the students should be able to:-

 1.0   Know the different types of Early Child Care Centres.

2.0   Know the roles of various Administrative Personnel in an Early Childhood Centre.

3.0   Know what to do at the beginning of a new school year.

PROGRAMME: NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING/EARLY CHILDHOOD CARE AND MANAGEMENT

COURSE: Administration of Schools for Early Childhood			COURSE CODE: ECM 224		CONTACT HOURS: 2hrs		4 CREDIT UNIT	

GOAL: This course is designed to provide the learner with Basic Administrative Skills for Early Child Care Centres.

COURSE SPECIFICATION: Theoretical Contents:				Practical Contents:		
	General Objective: 1.0 Know the different types of Early Child Care Centres			**General Objective:**		
WEEK	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**
	1.1 Describe the different types of Early Child Care Centres. 1.2 Explain the advantages and disadvantages of each type of centre.	Explain to students: - Government/Public - Faith based - Private - Work place centres. Guide students to list the advantages and disadvantages of each type of centre.	Lesson notes. "	Distinguish among the various child care centres visited.	Take a tour to the various types of child chare centres.	
	General Objective 2.0: Know the Roles of various Administrative Personnel in an Early Childhood Centre					
	2.1 Enumerate the various Administrative Personnel in an Early Child Care Centre.	Guide students to list the various Administrative Personnel: - Supervisor - Secretary - Volunteers - Store Keeper - Cook/dietician/nutrition specialist - Other Support staff (cleaners, nurses, drivers, security guards, etc.)	Organogram Chart, Lesson Notes.			

WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	2.2 Explain the roles of each administrative personnel listed above. 2.3 Explain the various records kept in a day care centres.	Explain the roles of each personnel listed above. Guide students to explain: - Assessment record - Personnel data record - Attendance record - Inventory record - Health records.	Text books Different records.	Exhibit record keeping skills, management skills such as: - Assessment records, - Personal records, - Attendance records, - Inventory records, - Health records.	Guide students to keep the various records required in a day care centre.	
	General Objective 3.0: Know what to do at the beginning of a new school years					
	3.1 Identify additional requirements of the school. **3.2** Develop procedures to facilitate routine opening of school tasks. **3.3** Identify tasks necessary to begin a school year.	Explain to students the requirements a school should meet before resumption. Guide students to develop procedures that can facilitate routine operation of schools tasks. Guide students to list tasks necessary to start a new school year.	Text books			

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILD CARE MANAGEMENT**

COURSE: **SAFETY MEASURES IN EARLY CHILDHOOD MANAGEMENT**

CODE: **ECM 225**

DURATION: **Lecture: 2Hrs   Practical: 3 hrs   Credit unit: 4**

GOAL: This course is designed to provide the student with the skills for maintaining safety in Early Childcare Management.

GENERAL OBJECTIVES:

On completion of this course the students should:

 1.0   Understand the components of a safe environment (indoors and outdoors)

2.0   Know the Maintenance of health in a Childhood Centre.

3.0   Know different types of accidents and their prevention.

PROGRAMME: NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT TEACHING IN EARLY CHILDHOOD CARE AND MANAGEMENT

COURSE: SAFETY MEASURES IN EARLY CHILDHOOD MANAGEMENT		COURSE CODE: ECM 225	CONTACT HOURS: 2 Hrs.		4 CREDIT UNIT

GOAL: This course is designed to provide the student with the skills for maintaining Safety in Early Childcare Management

COURSE SPECIFICATION: Theoretical Contents:				Practical Contents:		
	General Objective: 1.0 Understand the components of a safe environment (indoors and outdoors)			General Objective:		
WEEK	Specific Learning Objective	Teachers Activities	Learning Resources	Specific Learning Objective	Teachers Activities	Learning Resources
	1.1 Identify the components of a safe environment.	Guide the student to list the components of a safe environment.	Lesson notes Chalkboard	Illustrate and give examples of a safe environment	Take student out to differentiate a safe environment from unsafe environment.	
	1.2 Describe a first aid box importance.	Explain a first aid box and the importance of a First Aid Box with the student.	Textbooks Lesson notes	Display a First Aid Box and demonstrate its uses. Apply First aid to specific situations.	Guide student to demonstrate how to take care of an emergency.	
	1.3 Describe First aid techniques in different situations.	Guide student to apply various techniques used in emergencies in giving a first aid assistance.	"	Illustrate how to use First aid box materials in different techniques mentioned in 1.3 objectives.	Guide student to use first aid box materials in different First aid techniques.	
	General Objective 2.0: Know the Maintenance of health in a Childhood Centre					
	2.1 State the goals for a health plan, in a childhood centre. E.g. - First Aid, - Accident management, - Disaster plan, - Transportation of children.	Guide students to state the goals for a health plan, in a childhood centres in 2.1.	Chalkboard Lesson notes			

	2.2 Explain ways to implement health goals in 2.1	Guide student to implement the stated goals in 2.1 above.	"			
General Objective 3.0: Know different types of accidents and their prevention					
	3.1 Describe how to deal with emergencies.	Explain emergency accident cases and how to deal with them.	Chalkboard Lesson notes.	Demonstrate a situation that needs emergency attention in and outside the classroom.	Guide student to demonstrate how to take care of an emergency inside and outside the classroom.	Dramatize an emergency situation.
	3.2 Describe types of accidents.	Explain an accident situation and the various types of accidents.	Textbooks	Illustrate and give examples of types of accidents.	Expose students to different types of accident.	Field Trip
	3.3 Enumerate accident preventive measures.	Guide students to list accident and preventive measures.	"	Illustrate accident preventive measures.	Guide students to demonstrate accident preventive measures.	Charts, Posters, Video tapes.

PROGRAMME: **NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILD CARE MANAGEMENT**

COURSE: **Introduction to Numerical Value**

CODE: **MTH 210**

DURATION: **Lecture: 2 Hours   Practical: 1 Hour   Credit Unit: 2**

GOAL: This course is designed to introduce the student to numerical values in Mathematics.

GENERAL OBJECTIVES:

On completion of this course the students should be able to:-

1.0   Understand Ratio, Proportion, Variation, Coverage, Percentages and their Applications

2.0   Understand Formulae and Summary Sign.

3.0   Understand the Concept of Simple and Compound Interests, annuity, Present Value and Discount Concepts..

PROGRAMME: NATIONAL INNOVATION DIPLOMA IN PROFESSIONAL DEVELOPMENT IN EARLY CHILDHOOD CARE MANAGEMENT					
COURSE: Introduction to Numerical Value		COURSE CODE: MTH 210		LECTURE 2 HOURS	PRACTICAL 1HR: 2 Credit Unit
GOAL: This course is designed to introduce the student to numerical values in Mathematics.					
COURSE SPECIFICATION: THEORETICAL			**PRATICAL**		
	General Objective: 1.0 Understand Ratio, Proportion, Variation, Coverage, Percentages and their Applications				
WEEK	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**	**Specific Learning Objective**	**Teachers Activities**	**Learning Resources**
	1.1 Define ratio of numbers.	Guide student to define the ratio of numbers with examples	Chalk board Lesson notes.	Illustrate the ratio of number using a card board paper with a guide and rectangle.	Guide student to illustrate the ratio using cardboard paper of shape of cycle and rectangle.	Cardboard paper. Scissors Maker Etc.
	1.2 Reconstruct a vulgar fraction to decimal point.	Guide student to know how to change a vulgar fraction to decimal point	Chalk board Lesson notes.			
	1.3 Perform additions, subtractions, multiplication and division of fractions.	Explain with adequate examples of additions subtractions multiplication and division of fraction.	Chalk board Lesson notes.	Demonstrate fractions, using additions subtraction multiplication and division.	Guide student to know what a fraction is using addition subtraction multiplication and division.	Card board paper counters etc.
	1.4 Define direct and inverse proportions.	Guide student to define direct and inverse proportion.	Chalk board Lesson notes.			
	1.5 Define percentages, Change fraction to percentages. Change decimal fraction to percentages.	Guide student to change fraction to percentages. Decimal to fraction to percentages.				

	General Objective: 2.0 Understand Formulae and Summation Signs					
	2.1 Define formulae List examples of formulae.	Explain the term formulae and give an examples of formulae.	Chalk board Lesson notes			
	2.2 Define the summation sign (sigma)	Guide student to list the summation (sign) sigma	Chalk board Lesson notes			
	General Objective: 3.0 Understand the Concept of Simple and Compound Interests, Annuity, Present Value and Discount Concepts.					
	3.1 Define simple and compound interest.	Explain to the student what simple interest is. Give examples appropriately.	Chalk board Lesson notes	Illustrate simple interest.	Guide student to demonstrate a simple interest.	Sample money, Item to buy. etc.
	3.2 Compute annuity with simple interest.	Guide student to compute annuity with simple interest.	Chalk board Lesson notes.			
	3.3 Compute the monetary worth of things with discount concept.	Guide student to compute the monetary worth of things with discount concept.		Demonstrate the monetary worth of things with discount concept.	Guide student to demonstrate monetary worth of things with discount concept.	

LIST OF EQUIPMENT

Library and its Accessories
Computer   -   2
Films Strips
Cassette Players   -   2
Radio   -   2
Television   -   2
Video Players/Cassettes   -   1
Projector   -   1

LIST OF BOOKS

1.   Dictionary
2.   World books Child Craft Vol. 1 to 15
3.   Understand and stimulate your child's development – bright child by Dr. R. Woolfso
4.   Understand and stimulate your child's development –by Dr. R. Woolfso
5.   Understand and stimulate your child development – bright toddler by Dr. R. Woolso
6.   Nigeria International Institute of Education – Child development and Curriculum by C. Ayoluw
7.   Learning Values by Suman Nandass
8.   Learning to teach by scholastic professional books.
9.   Early years training and management. Staff training activities in Classroom: a teacher education guide by UNESCO
10.   The super teacher by Morenike Adeyinka
11.   Administration of Schools for young children by Phillis Click.
12.   How to be an effective teacher. The first days of school by Harry and rosemary Wong.
13.   Teacher Education resource pack by UNESCO
14.   The teacher's toolkit by Paul Ginnis.

List of Participants

S/No.	Name	Address
2.	Mrs. Mildred E. Otu-Bassey	NERDC, Sheda,P. O. Box 6, Kwali
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