

NATIONAL DIPLOMA AND HIGHER NATIONAL DIPLOMA IN CITIZENSHIPS EDUCATION I AND II

Programme: NATIONAL DIPLOMA AND HIGHER NATIONAL DIPLOMA IN CITIZENSHIPS EDUCATION 1 AND II	Course Code: GNS 111	Credit Hours: 2
Courses: HIV/AIDS, Psychoactive Substances Use (Drug Abuse) Citizenship Education, Psychometrics and Anti-Corruption Studies	Pre-Requisite: - None	Theoretical: 2 Hours/Week
Year : ND I Semester: 1		Practical: 0 Hours/Week
Goal: The Course is designed to educate the student on HIV/AIDS, Psychoactive Substances Use (Drug Abuse), Psychometrics Studies, Anticorruption and provisions of the Nigerian Constitution.		
GENERAL OBJECTIVES		
<p>On completion of this course, the Student should be:</p> <ol style="list-style-type: none"> 1.0. Understand the Constitution of Nigeria 2.0. Understand the Federal System of Government of Nigeria. 3.0. Know the Constitutional Rights and Obligations of Nigerian Citizens. 4.0. Understand Psychoactive Substances Use (Drug Abuse) 5.0. Understand HIV and AIDS 6.0. Know the Fundamental Objectives and Directive Principles of State Policy of Nigeria. 7.0. Understand the concept of Psychometrics 8.0. Understand types of Psychometric Tests 9.0. Understand the applications of Psychometric Tests 10.0. Understand what constitutes Corruption and Corrupt Practices 11.0. Understand the effects of Corruption. 12.0 Understand Anti-Corruption, Anti-Money Laundering (AML) and Combating the Financing of Terrorism (CFT). 		

Programme: NATIONAL DIPLOMA IN RAILWAY ENGINEERING TECHNOLOGY						
Course: Courses: HIV/AIDS, Psychoactive Substances Use (Drug Abuse) Citizenship Education, Psychometrics and Anti-Corruption Studies				Course Code: GNS111		CH/CU Hours: 2
Goal: The Course is designed to educate the student on HIV/AIDS, Psychoactive Substances Use (Drug Abuse) and provisions of the Nigerian Constitution.						
General Objective 1.0: Understand the Constitution of Nigeria						
Course Specification: THEORETICAL CONTENT						
	THEORETICAL CONTENTS			PRACTICAL CONTENTS		
WEEK/S	SPECIFIC LEARNING OBJECTIVES	TEACHER'S ACTIVITIES	RESOURCES	SPECIFIC LEARNING OBJECTIVES	TEACHER'S ACTIVITIES	RESOURCES
1-2	1.1. Explain the term "Constitution". 1.2. Distinguish the different types of constitutions 1.3. Highlights some provisions of an international constitution. 1.4. Assess the effectiveness of international constitution 1.5. Recognize the supremacy of the Nigerian constitution to other laws.	Explain the term and different types of constitution. Explain functions of constitutions. Explain the supremacy of the constitution to other laws. Explain the main parts of the Nigerian constitution.	The Constitutions of Nigeria	Draft a constitution for an imagined association.	Assist students to draft the constitution for an imagined association	Constitution

	<p>1.6. Evaluate the main parts of the Nigerian constitution.</p> <p>1.7. Trace the historical development of the Nigerian constitution.</p> <p>1.8. Outline the merits and demerits of each of the Nigerian constitutions.</p> <p>1.9. Explain the concepts of the “rule of law”</p>					
GENERAL OBJECTIVE: 2.0: Understand the Federal System of Government of Nigeria.						
3-5	<p>2.1 Describe a federation.</p> <p>2.2 Distinguish a federation from a confederation.</p> <p>2.3 Outline the basis for federal system in Nigeria.</p> <p>2.4 Examine the evolution, structure and functions of the federal system of Nigeria.</p> <p>2.5 Analyse the relationships among the three tiers of government in Nigeria.</p> <p>2.6 Compare and contrast other federations with Nigeria.</p>	<p>Describe federation and confederation.</p> <p>State the basis for the Nigerian federal system.</p> <p>Outline the evolution of Nigerian Constitutions.</p> <p>Explain the three tiers system government in Nigeria.</p> <p>Explain the revenue allocation system in Nigeria.</p> <p>Outline other federal systems of government.</p>	<p>Constitution</p> <p>Diagram of federal and confederal systems of government,</p>	<p>Draw diagrams of federal and confederal systems of government.</p>	<p>Assist students to draw the diagrams of federal and confederal systems of government.</p>	<p>Costitutions.</p>

GENERAL OBJECTIVE: 3.0: Know the Constitutional Rights and Obligations of Nigerian Citizens.						
6-8	<p>3.1 State the rights and obligations of Nigerias under the constitution.</p> <p>3.2 Examine the significance of rights and obligations in Nigeria.</p> <p>3.3 Assess government’s protection of fundamental rights as contained in the Nigerian Constitution.</p> <p>3.4 Evaluate the responsibilities and duties of Nigerian citizens and the benefits of performing them.</p> <p>3.5 Assess the responsibilities and duties of constituted authorities and government to the people of Nigeria.</p>	<p>Explain the rights and obligations of Nigerias as provided in the constitution</p> <p>Describe constituted authorities and their duties.</p>	<p>Constitution of Nigeria</p> <p>Diagram on rights and obligations of citizens.</p>	<p>Draw Diagrams of rights and obligations of citizens.</p>	<p>Assist students to draw the diagrams</p>	<p>Diagramms charts on constitution rights and obligations.</p>
General Objective: 4.0. : Understand Citizenship						
9-10	<p>4.1 Describe the types of citizenship in Nigeria.</p> <p>4.2 Explain the differences in the mode of acquiring citizenship.</p> <p>4.3 Outline the</p>	<p>Describe citizenship and types provided in the Nigerian constitution.</p> <p>Describe the modes of acquisition of citizenship as provided in the Nigerian</p>	<p>Constitution of Nigeria</p>	<p>Draw charts on how to acquire and lose citizenship</p>	<p>Assist students to draw the charts</p>	<p>Nigerian constitution.</p>

	<p>significance of citizenship.</p> <p>4.4 Analyse the principles and benefits of citizenship.</p> <p>4.5 Evaluate the merits and demerits of each type of citizenship.</p> <p>4.6 Analyse the basis for the acquisition and withdrawal of Nigerian citizenship.</p> <p>4.7 Examine the benefits derivable from Nigerian citizenship.</p>	constitution				
GENERAL OBJECTIVES: 5.0: Understand Psychoactive Substances Use (Drug Abuse)						
11	<p>1.1 Define drugs.</p> <p>1.2 List types of drugs</p> <p>1.3 List the types of drugs under the dangerous drugs Act (DDA).</p> <p>1.4 Explain the following terms:</p> <ul style="list-style-type: none"> - Hard drugs - Drug usage - Drug dependence - Drug abuse/violence - Drug pusher. <p>1.5 State the purposes for drug usage</p> <p>1.6 State the causes of drug abuse by</p>	Explain activities 5.1- 5.8 to students.	<p>Relevant publications</p> <p>Relevant films</p> <p>Projector</p> <p>Federal Ministry of Health drugs policy documents</p> <p>Information Education and Communication materials, i.e. posters, charts, bill-boards, pamphlets, bulletins, etc</p>	<p>Identify types of drugs</p> <p>Describe the signs and symptoms of drug abuse in an individual</p> <p>Establish anti-drug abuse club.</p>	<p>Show different types of drugs</p> <p>Show films</p> <p>Where possible, conduct visits to psychiatric hospitals</p> <p>Organise rallies/public lectures to create awareness during orientation</p> <p>Facilitate establishment of club</p> <p>Organise talks by</p>	<p>Various types of DDA and non-DDA drugs</p> <p>Relevant films.</p>

	<p>young people.</p> <p>1.7 List the immediate and long-term effects of drug abuse on the following:</p> <ul style="list-style-type: none"> - Individual - Family - Community - Country <p>1.8 Explain the drug policy of Nigeria.</p>				<p>NDLEA</p> <p>Procure appropriate IEC materials for demonstration.</p>	
GENERAL OBJECTIVE: 6.0 Understand HIV and AIDS						
12-13	<p>6.1 Define the following:</p> <ul style="list-style-type: none"> - STIs - HIV - AIDS <p>6.2 Outline the history of HIV and AIDS</p> <p>6.3 Differentiate HIV from AIDS</p> <p>6.4 Describe signs and symptoms of AIDS</p> <p>6.5 Explain the following terms:</p> <ul style="list-style-type: none"> - Infection/infectivity - Risk factor - Family life and HIV/AIDS education - Mode of transmission of infection/ways it 	<p>Define STIs, HIV and AIDS.</p> <p>Explain STIs with examples</p> <p>Narrate the history of HIV and AIDS in Nigeria</p> <p>Explain the difference between HIV and AIDS</p> <p>Explain the terms listed in 6.5</p> <p>Explain the effects of AIDS</p> <p>Describe the roles of government, NGOs, international organisations etc.</p>	<p>Films, TV set, VCR, VCD players, posters, journals, charts.</p>	<p>View films on:</p> <ul style="list-style-type: none"> - Modes of transmission of HIV/AIDS. - People at risk of contracting HIV/AIDS - Signs and symptoms of AIDS - Screening of HIV/AIDS patients <p>View Information Education and Communication materials that demonstrate preventive measures for HIV/AIDS.</p>	<p>Show relevant films on HIV/AIDS</p> <p>Procure Appropriate Information Education Communication materials for demonstration.</p> <p>Invite experts to give talks</p> <p>Organise rallies and lectures during orientation.</p> <p>Facilitate establishment of anti-AIDS club</p>	<p>Films, TV set, VCR, VCD players, posters, journals, charts</p>

	<p>cannot be transmitted.</p> <ul style="list-style-type: none"> - Wellness state/health - Abstinence - Prevention of disease - Denial, stigma and discrimination - Treatment of disease - People living with HIV/AIDS - Epidemic/pandemic - People affected by AIDS (PABA) - Faithfulness - Causative factor - Carriers - Window period - HIV counseling and testing - Diagnosis - Orphans and vulnerable children (OVC) <p>6.6 State the effects of AIDS on the :</p> <ul style="list-style-type: none"> - Individual e.g., learner, teacher and others - Family - Institution - Community - Country <p>6.7 Analyse decision making skills on sexuality issues such as:</p> <ul style="list-style-type: none"> - Sexual values 			<p>Establish anti-AIDS club.</p>		
--	---	--	--	----------------------------------	--	--

	<ul style="list-style-type: none"> - Goal-getting - Friendship and peer pressure - Setting limits on relationships - Risks of pre, extra-marital, and unprotected sex - Communication skills - Finding information and help <p>6.8 Explain how to relate with people living with HIV/AIDS and people affected by HIV/AIDS</p> <p>6.9 State the role of Government, NGOs, international organizations, faith-based organizations, community-based support groups and other agencies in the prevention and control of HIV and AIDS</p>					
GENERAL OBJECTIVE: 7.0 Know the Fundamental Objectives and Directive Principles of State Policy of Nigeria.						

14-15	<p>7.1 State the fundamental obligations of government as provided in the constitution.</p> <p>7.2 Explain the general provisions of the Fundamental Objectives and Directive Principles of State Policy of Nigeria.</p> <p>7.3 Explain the political, economic, social and educational policies of Nigeria.</p> <p>7.4 Explain the Directive Principles and Policies of the media, national ethics and duties of the citizen.</p> <p>7.5 Assess the conformity, observation of the Fundamental Objectives and Directive Principles of State Policy by government and people of Nigeria</p>	<p>Explain the Fundamental Objectives and Directive Principles of State Policy of Nigeria.</p> <p>Examine the conformity with the objectives by all tiers and arms of government and people of Nigeria.</p>	Constitution of Nigeria.	<p>Debate the conformity, observance and application of the Fundamental Objectives and Directive Principles of State Policy by any tier or arm of government.</p> <p>Recommend improvement on the provisions, conformity, observance and application of the Directive Principles of State Policy.</p>	Provide guidance for the debate.	Constitution of Nigeria.
-------	---	---	--------------------------	---	----------------------------------	--------------------------

TEACHING STAFF FOR THE DRUG ABUSE AND HIV/AIDS COMPONENTS OF THE GENERAL STUDIES CURRICULUM

1. To get the best delivery, qualified medical doctors should teach these component.
2. Pharmacist would be suitable to teach the drug abuse component.

3. Staff with degrees in Nursing, Health Education or Clinical Psychology may be deployed when doctors or pharmacists are not available.
4. The drug abuse component may be taught by lecturers with degrees in Biology, Microbiology, or Parasitology.
5. The HIV/AIDS component may be taught by lecturers with degrees in Virology, Microbiology, Biology or Parasitology.
6. Where medical doctors are not available, and other professionals have to be engaged to teach, these should be given adequate training to enhance their capacity for effective delivery.

Assessment:

Type of Assessment	Purpose and Nature of Assessment	Weighting (%)
Examination	Final examination (written) to assess knowledge and understanding	60
Test	At least Two (2) progress tests for feedback.	20
Practical	At least Five (5) works to be assessed by the teacher	20
Total		100

PSYCHOMETRIC STUDIES GNS 111 MODULE

NATIONAL DIPLOMA COURSE

COURSE TITLE: INTRODUCTION TO PSYCHOMETRICS STUDIES	COURSE CODE: GNS 111	CONTACT HOURS: 2	CREDIT UNIT: 2
GOAL: Introduction to Psychometric Studies is designed to provide students with knowledge and skills on measurement of human behaviors			
SEMESTER; SHOULD BE TAKEN IN FIRST SEMESTER		THEORETICAL: 1 HOUR/WEEK	
		PRACTICAL CONTENT: 1 HOUR/WEEK	
<p>General Objectives:</p> <p>On completion of this course, the students should be able to:</p> <ul style="list-style-type: none">1.0 Understand the concept of Psychometrics2.0 Understand types of Psychometric Tests3.0 Understand the applications of Psychometric Tests			

COURSE: INTRODUCTION TO PSYCHOMETRIC STUDIES						
COURSE CODE:			CONTACT HOURS: 2			
GOAL: Introduction to Psychometric Studies is designed to provide students with knowledge and skills on measurement of human behaviors						
COURSE SPECIFICATION: THEORETICAL CONTENT				COURSE SPECIFICATION: PRACTICAL CONTENT		
<i>Week</i>	<i>Specific Learning Outcome</i>	<i>Teacher's Activities</i>	<i>Learning Resources</i>	<i>Specific Learning Objective</i>	<i>Teacher's Activities</i>	<i>Evaluation</i>
	GENERAL OBJECTIVE: Understand the Concept of Psychometrics					
	1.1 Define psychometrics 1.2 Describe basic concepts in psychometrics: - Test - Testing - Measurement - Evaluation - Assessment - Validity - Reliability - Norm - Standardization 1.3 Trace the historical development of psychometrics 1.4 Explain the theories of Psychometrics: - Nature/Nurture theory - Classical Test theory, etc.	<ul style="list-style-type: none"> Explain the term psychometrics according to National Council on Measurement in education (NCME): - Psychological - Sociological and - Occupational perspectives Explain the historical development of psychometric studies from 	<ul style="list-style-type: none"> Library textbooks psychological Journals Internet , APA Dictionary of psychology etc. 	Observe people carrying out different tasks in vocational related settings.	<ul style="list-style-type: none"> Organize visit to vocation related centres 	<ul style="list-style-type: none"> What is psychometrics? Explain the basic concepts in psychometrics Trace the historical development of Psychometrics. Explain the theories of psychometric

	<p>1.5 Explain the uses of Psychometric tools for:</p> <ul style="list-style-type: none"> - Selection - Placement - Diagnosis & - Referral. etc 	<ul style="list-style-type: none"> - Victoria stream - German stream and - 20th Century. • Explain the following theories <ul style="list-style-type: none"> - the big picture theory. - the Nature Vs Nurture theories of individual differences - Classical Test Theory (Reliability and validity) <p>Explain the uses of Psychometric tools:</p> <ul style="list-style-type: none"> - Selection - Placement - Diagnosis and - Referral. etc. 	<ul style="list-style-type: none"> • Library, textbooks, psychological Journals, internet etc. 		<ul style="list-style-type: none"> • Guide students to observe the activities carried out by different people on different vocations 	<p>s</p> <ul style="list-style-type: none"> • Explain the theories of psychometrics • In which areas are psychometric tools applied?
--	---	---	---	--	---	--

GENERAL OBJECTIVE 2.0 : Understand Types of Psychometric Tests						
<p>2.1 List different types of Psychometric tests</p> <ul style="list-style-type: none"> - Cognitive test - Personality test - Psychomotor test - Physical ability test - Interest Inventory <p>2.2 List the characteristics of a psychometric test:</p> <ul style="list-style-type: none"> - Objectivity - Standardization -Uniformity in administration - Norm - Reliability and - Validity <p>2.3 State similarities of Psychometric tests in 2.1 above</p> <p>2.4 State differences of Psychometric tests in 2.1 above</p>	<ul style="list-style-type: none"> • Describe the different types of psychometric tests • Explain the characteristics of a psychometric Test. • Explain the similarities of the different psychometric tests • Explain the differences among the different types of psychometric tests. 	<ul style="list-style-type: none"> • psychological test, inventories, Scales, Textbooks, Journals, internet etc. • Test books journals. Internet etc 				<ul style="list-style-type: none"> • Explain the different types of psychometric tests • Explain the characteristics of a psychometric test. • Compare and contrast different types of psychometric tests.
GENERAL OBJECTIVE 3.0 : Understand the Applications of Psychometric Tests						

	<p>3.1 Describe settings for application of psychometric tests.</p> <ul style="list-style-type: none"> - Schools - Workplaces and vocational centres - Correctional Centres - Rehabilitation Centres <p>3.2 Describe the processes of administering a Psychometric test.</p> <ol style="list-style-type: none"> i. Identification of need for testing ii. Identification of appropriate test iii. Study and master the test manual iv. Identification of the beneficiary of the test v. Administration of the test. <p>3.3 Explain methods of scoring analysing and interpreting a Psychometric test.</p> <ul style="list-style-type: none"> - Scoring of responses e.g Scaling method Right or Wrong answer - Analysing the data using descriptive statistics - Interpreting results 	<ul style="list-style-type: none"> • Explain how psychometric tests are applied in each of the settings • Explain how to identify a need for a test • Explain theoretical bases for the use of each test • Explain content of test manuals. Describe the recipients of a test. • Explain how to administer a test • Explain methods of scoring, analyzing and interpreting a test score 	<ul style="list-style-type: none"> • Textbooks, Journals internet resources • Samples of psychological test manuals, textbooks, Journals internet resources etc. • Textbooks Journals internet resources case studies 	<ul style="list-style-type: none"> • Take a visit to the different centers and observe their activities • Administer a test on individual or group basis. 	<ul style="list-style-type: none"> • Guide the students to observe the activities in <ul style="list-style-type: none"> • School • Workplace • Correctional Centres • Rehabilitation centres • Guide students on how to administer a test 	<ul style="list-style-type: none"> • Explain the different settings for application of psychometric test. • Write a report on the trip to various centers visited. • Explain the procedures in administering psychometric tests. • Explain the method of scoring, analyzing and interpreting psychometric tests.
--	---	---	--	---	--	--

HIGHER NATIONAL DIPLOMA COURSE IN:

COURSE TITLE: ADVANCED PSYCHOMETRIC STUDIES	COURSE CODE: GNS 106	CONTACT HOURS: 2	CREDIT UNIT: 2
GOAL: The goal of this course is to acquaint students with knowledge of various descriptive and inferential statistics for the operation of Psychometric Tests.			
SEMESTER	THEORETICAL: 1 HOUR/WEEK		
	PRACTICAL CONTENT:		
<p>General Objectives:</p> <p>On completion of this module, the student/cadet should be able to:</p> <ul style="list-style-type: none">1.0 Understand the basic concepts in Psychometric Statistics2.0 Understand the application of Descriptive and Inferential statistics in Psychometric Text3.0 Understand computer applications of Statistics in Psychometric Tests			

COURSE: ADVANCED PSYCHOMETRIC STUDIES		COURSE CODE: GNS		CONTACT HOURS: 2 CREDIT UNIT 2		
GOAL: The goal of this course is to acquaint students with knowledge of various descriptive and inferential statistics for the operation of psychometric tests.						
COURSE SPECIFICATION: THEORETICAL CONTENT				COURSE SPECIFICATION: PRACTICAL CONTENT		
<i>Week</i>	<i>Specific Learning Objectives</i>	<i>Teacher's Activities</i>	<i>Learning Resources</i>	<i>Specific Learning Objective</i>	<i>Teacher's Activities</i>	<i>Evaluation</i>
	GENERAL OBJECTIVE: Understand the Basic Concepts in Psychometric Statistics					
	1.1 Define basic statistical Concepts such as: <ul style="list-style-type: none"> - Variables - Population - Standardization sample - Parameter - Data - Measurements, etc. 1.2 Describe the following Statistical Classifications: <ul style="list-style-type: none"> -Types of Statistics Descriptive and Inferential Parametric and Non-parametric. - Types of Data (Qualitative and Quantitative) - Types of Measurement (discrete and continuous) - Levels/Scales of measurement (nominal, 	<ul style="list-style-type: none"> • Explain the concepts listed in 1.1 using examples for each • Define various Statistical Classifications • Differentiate the various Statistical Classifications 	<ul style="list-style-type: none"> • Textbooks Journals Internet resource • Textbooks Journals Internet resource • Textbooks Journals 			<ul style="list-style-type: none"> • Define the basic concepts of psychometric statistics. • Differentiate the various statistical classifications using suitable examples.

	<p>ordinal, interval and ratio)</p> <p>1.3 Describe key psychometric tools such as:</p> <ul style="list-style-type: none"> - Interview - Questionnaire - Work sample - Case history - Observation 	<ul style="list-style-type: none"> • Explain key psychometric tools as listed in 1.3 	<p>Internet resource</p>			<ul style="list-style-type: none"> • What are the key psychometric tools?.
<p>GENERAL OBJECTIVE: 2.0 Understand the Application of Descriptive and Inferential Statistics in Psychometric Tests</p>						
	<p>2.1 Explain the application of measures of central tendency</p> <ul style="list-style-type: none"> - Mean - Mode - Median <p>2.2 Relate the measure of Central tendency to Psychometric Test</p> <p>2.3 Explain measures of variability and their psychometric relevance</p> <ul style="list-style-type: none"> - Standard deviation - Variance etc <p>2.4 Explain Transformed Scores and their psychometric relevance</p> <ul style="list-style-type: none"> - Standard Score (Z-Score) - T – Score - Percentile rank. <p>2.5 Explain inferential statistics as it relates to psychometrics</p> <ul style="list-style-type: none"> - Correlation analysis 	<ul style="list-style-type: none"> • Discuss the applications of central tendency, variability, transform scores and inferential statistics in psychometric tests. 	<ul style="list-style-type: none"> • Textbooks • Journals • Internet resource 		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Give examples of descriptive and inferential statistical tools that can be used in psychometric tests.

	<ul style="list-style-type: none"> - Regression analysis - T- Test 					
GENERAL OBJECTIVE: 3.0 Understand the Computer Applications of Statistics in Psychometric Tests.						
	<p>3.1 Define statistical package for social sciences (SPSS)</p> <p>3.2 Describe the use of SPSS as it relates to psychometrics</p> <p>3.3 Appreciate the use of SPSS Software.</p>	<ul style="list-style-type: none"> • Explain statistical package for social sciences (SPSS) and its uses 	<ul style="list-style-type: none"> • Computer laboratory , textbooks, Journals and Internet resource 	Demonstrate data entry and analysis covering reliability, validity, norms and other relevant analysis	<ul style="list-style-type: none"> • Guide the students on response scoring ,data entry, analysis and interpretation 	<ul style="list-style-type: none"> • What is SPSS and its use in psychometric testing..

Programme: Citizenship Education Module	Course Code:	Credit Hours:
Course: Anti Corruption Studies	Pre-Requisite:	Theoretical: Hours/week 2hrs
Semester:		Practical: Hours/week

Course Main Aim/ Goal: The course is designed to educate the students on Anti –Corruption, Psychoactive substances use (Drug Abuse) and Provisions of the Nigerian Constitution

GENERAL OBJECTIVES
<p>1.0 Understand what constitutes Corruption and Corrupt Practices</p> <p>2.0 Understand the effects of Corruption.</p> <p>3.0 Understand Anti-Corruption, Anti-Money Laundering (AML) and Combating the Financing of Terrorism (CFT).</p>

PROGRAMMES		
COURSE: Understand what constitutes Corruption and Corrupt Practices	Course Code::	CH/CU Hour:
Goal:		
General Objective:		

Course Specification: THEORETICAL CONTENT						PRACTICAL
WEEK	Specific Learning Outcomes	Teachers Activities	Resources	Specific Learning Outcomes	Teachers Activities	Evaluations
1-6	<p>1.1. Define the term Corruption according to;</p> <ul style="list-style-type: none"> i. World Bank ii. IMF iii. Transparency International (TI) iv. ICPC Act (2000) v. United Nations Convention Against Corruption (UNCAC) (2003) <p>1.2. Describe the classifications of Corruption e.g</p> <ul style="list-style-type: none"> i. Grand Corruption ii. Petty Corruption and iii. Political Corruption <p>1.3. Explain Corrupt Practices/Forms of Corruption</p> <p>1.4. Explain Fraud according to Advance Fee Fraud</p>	<p>1.1.Explain the term Corruption according to;</p> <ul style="list-style-type: none"> i).World Bank ii).IMF iii).Transparency International (TI) iv).ICPC Act (2000) v).United Nations Convention Against Corruption (UNCAC) (2003) <p>1.2. Explain the classifications of corruption e.g</p> <ul style="list-style-type: none"> i. Grand Corruption ii. Petty Corruption and iii. Political Corruption e.t.c <p>1.3.Describe Corrupt Practices/Forms of Corruption</p> <p>1.4 Describe Fraud according to Advance Fee Fraud</p>	<ul style="list-style-type: none"> i). Anti-Corruption agencies publications ii).Televisions/Radio programmes of various Anti-Corruption agencies websites of: -World Bank -IMF EFCC:www.efccnigeria.org ICPC:www.icpc.gov.ng www.icpcacademy.gov.ng NFIU:www.nfiu.gov.ng 	<ul style="list-style-type: none"> • Take a visit to Anti-Corruption Agencies (ACAs) to Observe the activities carried out at the ACAs 	<ul style="list-style-type: none"> • Guide the students to observe the activities carried out at the ACAs 	<ul style="list-style-type: none"> • Explain the term Corruption, its classifications and forms of corrupt practices.

	<p>Act (2006) eg: i).Romance scam ii).Employment Scam iii).Contract Scam iv).Lottery Scam v).E-mail Compromise</p> <p>1.5. Explain the causes of Corruption: e.g i. Greed ii. Peer Pressure iii. Social Media Influence iv. Poor Reward System. v. Robert Kitgaard's formular:Corruption = Monopoly Power + Discretion – Accountability (C=M+D-A)</p> <p>1.6. Explain Integrity in research eg. i. Plagiarism ii. Theft of Intellectual Property etc.</p>	<p>Act (2006) eg: i).Romance Scam ii).Employment Scam iii).Contract Scam iv).Lottery Scam</p> <p>1.5 Explain the courses of Corruption</p> <p>1.6 Discuss Integrity in research eg. i) Plagiarism ii) Theft of intellectual property etc.</p>	<p>1.5 Robert Kitgaard's formular:Corruption = Monopoly Power + Discretion – Accountability (C=M+D-A) www.questia.com>library>controlling corruption</p>			
--	---	---	--	--	--	--

WEEK	Specific Learning Outcomes	Teachers Activities	Resources	Specific Learning Outcomes	Teachers Activities	Evaluations
2.0: Understand the effects of Corruption						
2-4	<p>2.1 Explain the effects of Corruption in the society e.g.</p> <ul style="list-style-type: none"> i. Unemployment ii. Poor Infrastructure iii. Crime & Violence iv. Inadequate healthcare v. Negative National Image vi. Impedes National Development etc. <p>2.2 Identify the attitudinal effects of Corruption e.g.</p> <ul style="list-style-type: none"> (i) Nonchalant attitude to (work, assigned task, studies etc). (ii) Unproductiveness (iii) Lack of ethical and moral values iv).Lack of commitment to civic duties v). Lack of respect to the Rule of Law etc. 	<p>2.1 Explain the effects of Corruption in the society in relation to:</p> <ul style="list-style-type: none"> (i) Unemployment (ii) Poor Infrastructure (iii) Crime & Violence (iv) Inadequate healthcare (v) Negative National Image vi).Impedes National Development etc. <p>2.2 Explain attitudinal effects of Corruption e.g.</p> <ul style="list-style-type: none"> (i) Nonchalant attitude (ii) Unproductiveness (iii) Lack of ethical and moral values (iv).Lack of commitment to civic duties v). Lack of respect to the Rule of Law etc. 	<p>-Pictures -video clips -internet Publications by Anti-Corruption Agencies (ACAs) and others.</p> <p>Ditto</p> <p>Ditto</p> <p>Ditto</p>	<p>Identify the effects of Corruption in the society</p> <p>Ditto</p> <p>Ditto</p> <p>Ditto</p>	<p>Demonstrate the effects of Corruption in the society</p> <p>Ditto</p> <p>Ditto</p> <p>Ditto</p>	<p>Explain the effects of Corruption in the society</p> <p>Ditto</p> <p>Ditto</p> <p>Ditto</p>

	<p>2.3 Identify the benefits of corrupt free society</p> <p>2.4 State the consequences of Corrupt Practices</p>	<p>2.3 State the benefits of corrupt free society</p> <p>2.4 Explain the consequences of Corrupt Practices</p>				
3.0 Understand Anti-Corruption, Anti-Money Laundering (AML) and Combating the Financing of Terrorism (CFT).						
3-6	<p>3.1 Describe Anti-corruption in relation to United Nations Convention Against Corruption (UNCAC)</p> <p>3.2 Describe Anti-Corruption Mechanisms:</p> <ul style="list-style-type: none"> a. Integrity b. Accountability c. Transparency d. Whistle blowing 	<p>3.1 Explain Anti-corruption with emphasis on:</p> <ul style="list-style-type: none"> i. United Nations Convention Against Corruption (UNCAC) <p>3.2 Explain Anti-Corruption Mechanisms;</p> <ul style="list-style-type: none"> - Integrity - Accountability - Transparency - Whistle blowing 	<p>Nigeria Police Act</p> <p>CCB Act</p> <p>ICPC Act</p> <p>EFCC Act</p> <p>NFIU Act</p> <p>Money Laundering charts from the internet</p>			

	<p>3.3 List institutional frameworks against corruption in Nigeria :</p> <p>i).The Nigeria Police ii).Code of Conduct Bureau (CCB) iii).ICPC iv) EFCC v).NFIU</p> <p>3.4 Explain the mandate and functions of the Anti-Corruption Agencies listed in 3.3 above.</p> <p>3.5 Explain the challenges of Anti-Corruption in Nigeria such as:</p> <p>i).Inadequate funding of ACAs ii).Lack of ownership of the fight against corruption by the citizens iii). Slow Judicial processes iv). Public perception on corruption etc.</p>	<p>3.3 Explain institutional frameworks against corruption in Nigeria:</p> <p>i).The Nigeria Police ii).Code of Conduct Bureau (CCB) iii).ICPC iv) EFCC v).NFIU</p> <p>3.4 Describe the mandate and functions of the Anti-Corruption Agencies listed in 3.3 above.</p> <p>3.5 Explain the challenges of Anti-Corruption in Nigeria such as:</p> <p>i). Inadequate funding of ACAs ii).Lack of ownership of the fight against corruption by the citizens iii). Slow Judicial processes iv). Public perception on corruption etc.</p>		<ul style="list-style-type: none"> • Identify institutions responsible for the fight against corruption in Nigeria • Identify institutions responsible for the fight against corruption in Nigeria 	<ul style="list-style-type: none"> • Guide students to Identify institutions responsible in the fight against corruption in Nigeria • Guide students to Identify institutions responsible in the fight against corruption in Nigeria 	<ul style="list-style-type: none"> • Explain the relevant roles of Anti Corruption agencies in the fight against Corruption • Explain the relevant roles of Anti Corruption agencies in the fight against Corruption
--	--	--	--	--	--	--

	<p>3.6 Define Money Laundering and Terrorism Financing</p> <p>3.7 Identify the stages of Money Laundering: i). Placement ie.(depositing of stolen funds into the financial system) ii).Layering ie. (complex web of transaction to disguise the sources of funds) iii).Integration ie.(investment of stolen funds into legitimate businesses)</p>	<p>3.6 Explain Money Laundering and Terrorism Financing</p> <p>3.7 Describe the stages of Money Laundering: i). Placement ie.(depositing of stolen funds into the financial system) ii).Layering ie. (complex web of transaction to disguise the sources of funds) iii).Integration ie.(investment of stolen funds into legitimate businesses)</p>		<ul style="list-style-type: none"> • Identify the activities of Money Laundering in a given video clip and pictures from the internet • Identify the activities of Money Laundering in a given video clip and pictures from the internet 	<ul style="list-style-type: none"> • Guide students to Identify the activities of money laundering in a given video clip and pictures from the internet • Guide students to Identify the activities of money laundering in a given video clip and pictures from the internet 	<ul style="list-style-type: none"> • Explain Money Laundering • Explain Money Laundering
--	--	---	--	--	--	--

