

**GODFREY OKOYE UNIVERSITY  
ENUGU, ENUGU STATE, NIGERIA**

[www.gouni.edu.ng](http://www.gouni.edu.ng)



**B.S. ED ECONOMICS**

**The Core Curriculum Minimum Academic  
Standards (CCMAS)**

**September, 2023.**

## **Overview**

The B.Sc. (Economics Education) recognizes the dire need for knowledge and skills of the 21<sup>st</sup> Century, with a focus on the development and utilization of digital economy. Consequently, the programme shares the mission and vision statements of the Faculty of Education that houses other social science programmes in a four-year academic programme, leading to the award of the bachelor of Social Science Education (economics option). The programme equally provides an opportunity by individual Universities to include local needs in their course contents delivery.

## **Philosophy**

The philosophy of Economics Education is derived from the assumption that advocates the acquisition of appropriate skills and knowledge for the development of mental, physical, social and economic abilities and competencies to live in and contribute effectively to the development of society.

## **Objectives**

The following objectives are to be achieved in the programme:

1. an all-round development of the student-teacher in economics education to become a professional;
2. production of qualified graduates who are competent to teach in Nigerian secondary schools and other related educational institutions like Staff Development Centres, Federal and State Teacher Training Centres including Colleges of Education and Polytechnics;
3. development of entrepreneurial skills in students and other recipients of the programme;
4. equipping graduates of Economics Education with relevant skills and knowledge to enable them engage in a life of work in the office or as self-employed; and
5. enabling graduates of Economics Education to acquire leadership skills, knowledge and the right attitude to adequately tackle related challenges in the 21<sup>st</sup> Century Nigeria and beyond.

## **Unique features of the programme**

The unique features of the programme are:

1. better exposure of students to the current changes and opportunities related to their programme in this 21<sup>st</sup> Century, including skills acquisition in online delivery of the curriculum and better training on pedagogic content knowledge;
2. knowledge of relating academic programme to life of work as individuals and as members of the community;
3. opportunity to expose students to the interconnectivity of life as economics education teachers and communicators;
4. leadership role in transforming the knowledge and skills in the programme.

5. it matches the contents of the education curriculum in the top 10 universities in the world.; and
6. development of flexibility in communication skills, team spirit and critical thinking.

### **21st Century skills**

The B.Sc. Economics Education CCMAS is in a position to inculcate in the pre-service economics teachers the following:

1. problem-solving skills;
2. digital skills;
3. leadership and initiative skills in the knowledge of a changing economy and education;
4. development of flexibility in communication skills like sourcing of information, learning and quick adaptation to new knowledge;
5. development of team spirit; and
6. development of critical thinking.

### **Employability skills**

The graduate of B.Sc. Economics Education will be equipped with the ability to:

1. teach Economics at the Senior Secondary School (SSS) level;
2. provide and utilize improvised teaching materials, where necessary, for successful knowledge transfer to the learners;
3. apply the knowledge and skills in individual lives and life at work;
4. facilitate the establishment and utilization of Economics Education studio; and
5. attain different economics education teaching and learning skills, including skills in media literacy and knowledge transfer.

## **Admission and graduation requirements**

### **Admission Requirements**

#### **4 Year Programme**

In addition to acceptable scores in UTME, candidates must have obtained five Senior Secondary School Certificate (SSC) credit passes which must include English Language, Mathematics and Economics or Commerce and two other relevant subjects and not more than 2 sittings.

Candidates can also qualify for admission if they obtain credit level pass in a recognized University Certificate programme.

### **Direct entry requirements**

Candidates must possess, in addition to five credit level passes at Senior Secondary School Certificate (SSC) which must include Mathematics, English Language, Economics or Business Methods, Commerce or Marketing, two of which are at the Advanced Level in any of the following:

1. A pass at merit level in a relevant Diploma Programme;
2. Two (2) passes in relevant subject areas of Advanced Level at HSC (WAEC), IJMB, IUEPB (minimum of 5 points with at least one point from each of the three relevant subjects) and Cambridge.;
3. Passes in relevant areas in the NCE.

### **Graduation Requirements**

To be eligible for the award of B.Sc. (Economics Education), the following conditions must be met:

1. Candidates admitted through the UTME mode shall register for and pass at least 120 units of courses during the 4-year degree programme.
2. A minimum cumulative grade point average of 1.5 must be obtained at the end of the programme;
3. Class of degree shall be based on the Cumulative Grade Point Average (CGPA) earned at the end of the programme;
4. The CGPA shall be used in the determination of the class of degree.

### **Global Course Structure**

#### **100 LEVEL**

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	-
EDU 101	Introduction to Teaching and Education Foundations	2	C	30	-
ECO 101	Principles of Economics I	2	C	30	-
ECO 103	Introductory Mathematics I	2	C	30	-
ECO 102	Principles of Economics II	2	C	30	-
ECO 104	Introductory Mathematics II	2	C	30	-
GOU-EDU 103	Sociology of Education in the South Eastern Nigeria.	2	C	30	0
GOU-ECE 111	Economics of Education	2	C	30	0
GOU-ECE 112	Economic Citizenship	2	C	30	0

GOU-ECE 114	International Economics Education	2	C	30	
GOU-ECE 115	Education Economics and Globalization	2	C	30	
GOU-ECE 116	Development Economics Education	2	C	30	
	TOTAL	26			

### 200 LEVEL

Course Code	Course title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	30	-
EDU 201	Curriculum and Teaching Methods/Strategies	2	C	30	-
EDU 202	Economics Education Methods	2	C	15	45
ECO 201	Introduction to Microeconomics I	2	C	30	-
ECO 203	Introduction to Macroeconomics I	2	C	30	-
ECO 205	Structure of the Nigerian Economy	2	C	30	-
ECO 207	Mathematics for Economists	2	C	30	-
ECO 202	Introduction to Microeconomics II	2	C	30	
ECO 204	Introduction to Macroeconomics II	2	C	30	
ECO 206	Statistics for Economists	2	C	30	-
GOU-EDU 202	Innovative Approaches to Micro- teaching in Enugu Socio-cultural Milieu	2	C	15	45
GOU-EDU 211	Career Guidance for Learners in Enugu Socio-Cultural Environment.	2	C	15	45
GOU-ECE 235	Socio-Economic Institutions in Nigeria	2	C	30	0
	TOTAL	28			

### 300 LEVEL

Course Code	Economics	Units	Status	LH	PH

GST 312	Peace and Conflict Resolution	2	C	30	
ENT 312	Venture Creation	2	C	15	45
EDU 301	Teaching Practice I (6 weeks)	3	C	-	135
EDU 302	Research Methods, Measurements and Statistics	2	C	15	45
EDU 303	Techniques of Teaching Economics	2	C	15	45
ECO 301	Intermediate Microeconomics I	2	C	30	-
ECO 303	Intermediate Macroeconomics I	2	C	30	-
ECO 305	History of Economic Thought	2	C	30	-
ECO 307	Project Evaluation	3	C	30	45
ECO 302	Intermediate Microeconomics II	2	C	30	
ECO 304	Intermediate Macroeconomics II	2	C	30	
ECO 306	Introductory Econometrics	3	C	30	45
ECO 310	Public Sector Economics	2	C	30	-
GOU-EDU 303	Psychology of Education in South East Nigeria	2	C	15	45
GOU-EDU 305	Indigenous Educational Resources for Curriculum Implementation	2	C	15	45
GOU-ECE 311	Labour Economics Education	2	E	30	0
GOU-ECE 353	Monetary Economics Education I	2	C	30	0
GOU-ECE 354	Monetary Economics Education II	2	C	30	0
	TOTAL	39			

#### 400 LEVEL

Course Code	Course title	Units	Status	LH	PH
EDU 400	Project	3	C	-	135
EDU 401	Teaching Practice II (6 weeks)	3	C	-	135
ECO 401	Advanced Microeconomics I	2	C	30	-
ECO 403	Advanced Macroeconomics I	2	C	30	-
ECO 405	Economic Planning	2	C	30	-
ECO 407	Fiscal Policy and Analysis	2	C	30	-

ECO 406	Monetary Theory and Policy	2	C	30	-
GOU-EDU 403	Ethno-Pedagogy and Curriculum of Non-School Environment	2	C	30	0
GOU-ECE 412	Teaching Industrial Relations	2	E	30	0
GOU-ECE 413	Health Economics Education	2	C	30	0
GOU-ECE 416	Comparative Economic Development	2	C	30	0
	TOTAL	24			

## Course Contents and Learning outcomes

### 100 Level

#### GST 111: Communication in English

(2 Units C: LH 15; PH 45)

#### Learning Outcomes

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

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

#### Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading

comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

### **GST 112: Nigerian People and Culture**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

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

#### **Course Contents**

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

#### **EDU 101: Introduction to Teaching and Foundations of Education**

## **(2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, the students should have been able to:

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

### **Course Contents**

Teaching as a profession, Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with particular reference to the evaluation of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviourist, cognitive and sociological perspectives. Child and adolescent development. Historical and current developments in philosophy of education and sociology of education.

## **ECO 101: Principles of Economics I**

**(2 Units C: LH 30)**

### **Learning Outcomes**

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

1. explain the basic concepts in economics including scarcity, choice and scale of preference;
2. explain the basic laws of demand and supply,
3. discuss elasticity of demand and its applications,
4. as well as short and long run production functions; and
5. discuss factors of production and market structure consisting of perfect competitive market and imperfect competitive markets.

### **Course Contents**

An introduction to the nature of economic science and its basic problem of scarcity and choice. The methodology of economics and major areas of specialization. Historical development of ideas from the classicals, neoclassicals. Utilitarian and welfare economists. Major findings in the various areas of specialization and elementary principles of microeconomics.

Partial equilibrium analysis. Demand and Supply laws. Determinants and types in statement and graphical format. The firms and production functions. Market structure.

**ECO 102: Principles of Economics II**

**(2 Units C: LH 30)**

**Learning Outcomes**

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

1. the basic concept of function, index numbers and dependent variables in functions, as well as national income accounting; and
2. Circular flow of income with simple two-sector model, as well as elementary issues on consumption, saving, investment, and, government's revenue, expenditure and roles of domestic money and foreign exchange.

**Course Contents**

Treatment of Functions. Index numbers, variables and functional relationships. Basic concept of national income accounting. The circular flow of income, withdrawals and injections. National Income determination and analysis. Introduction to consumption, savings and investments. Elementary understanding of government activities. Taxation and government expenditure. Money and the banking system. Aggregate supply. Unemployment and inflation. The basic terminology in external economy such as exchange rates, balance of payment and global interdependence.

**ECO 103: Introductory Mathematics I**

**(2 Units C: LH 30)**

**Learning Outcomes**

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

1. discuss the roles of mathematics in social sciences, particularly in Economics and basic mathematics concepts in relation to modern mathematics such as set theory, factors and logarithms; and
2. know the basic concepts in advanced level Mathematics with reference to algebra and trigonometric functions which are useful tools in investigating economic issues.

**Course Contents**

The course begins with mathematical concepts in the social sciences. Gradual focus on Set theory. Factors and exponents. Logarithms. Trigonometry. Different types of equations as well as functions and progressions. Other topics include: Co-ordinate geometry. Trigonometric functions and their inverse. Inequalities. Matrix algebra and differentiation.

**ECO 104: Introductory Mathematics II**

**(2 Units C: LH 30)**

**Learning Outcomes**

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

1. discuss the roles and importance of mathematics in economics;
2. translate economic statements to mathematical formulation and explain mathematical formulation in economic terms; and
3. discuss the roles of matrices and algebra in representation of economic statements and solving simple economic concepts in the range of introductory economics.

### **Course Contents**

The derivatives of trigonometric functions, sequences and series; and expansions. Partial and total derivatives. Maxima and minima. Linear algebra. Matrix algebra. Simultaneous linear equations. Treatment of mathematical relationships and analysis with respect to basic theories of economics. The use of simple algebra and graphical tools in explaining economic statements and concepts.

**GOU-EDU 103: Sociology of Education in South East Nigeria (2 Units; Compulsory; LH = 30; PH = 0)**

### **Senate-Approved Relevance**

The training of prospective teachers in Sociology of Education in a way that they will acquire the knowledge and skills that would enable them operate most effectively in the Enugu Nigerian cultural environment is a need. The course underscores the importance of determining how public and social institutions and the experience of people in South Eastern Nigeria affect education and its outcomes. This is in line with the mission and vision of Godfrey Okoye University Enugu that focuses on quality training of students in learning and character in order to be productive to their immediate environment. Therefore, graduates of this course will play a crucial role in helping the locals to achieve their economic, health, and political wellbeing.

### **Overview**

This course applies the philosophy and theories of sociology of education to the study of how social and cultural institutions affect education in South Eastern Nigeria. This course on the Sociology of Education will help the students acquire knowledge and skills that will help them to tap the potentials of their natural/cultural environment for the benefit of education.

Furthermore, this course is designed to expose learners to some contemporary sociological thoughts and skills for dealing innovatively with situations in the area of their discipline of study. It is also designed to prepare prospective teachers for their future career in human and societal development. Most importantly, it is designed to instil in the student teachers the desired skills in human relationships.

### **Objectives**

The objectives of this course are to:

1. Explain the concept of Sociology of Education.

2. Expose the philosophical root of sociology of education.
3. Discuss theories of Sociology of Education.
4. Expose the functions of Sociology of Education.
5. Discuss pertinent sociological topics in South-Eastern socio-cultural environment.
6. Evaluate the teaching of societal values in schools.
7. Discuss how South Eastern social institutions affect education and its outcome.
8. Examine the ways education can encourage social integration and cultural innovation.

### **Learning Outcomes**

By the end of this course, the student should be able to:

1. Define Sociology of Education
2. Discuss the ideas of the Founders of Sociology of Education.
3. Discuss two theories of sociology of Education.
4. Explain the importance of Sociology of Education.
5. Discuss three functions of Sociology of Education.
6. Analyze the concept of Sociology of Education in relation to three social institutions in the South East.
7. Explain the importance of teaching societal values in schools.
8. Discuss five ways in which a selected social institution affect education in the South East.

### **Course Content**

Concept of Contemporary Sociology of Education. Philosophical roots of Sociology of Education. The Founders of Sociology of Education. Theories of sociology of education. Importance of Sociology of Education. Functions of Sociology of Education. The Socio-Cultural environment in the South East. Social Institutions in South Eastern Nigeria. The Public School System. Adult and Continuing Education. The Igbo Apprenticeship system. Training in Special Education. Training in Geriatric and Child care. Gender Relations. Race and Ethnicity. Rural and Urban Residence in South-Eastern Nigeria. Teaching societal values in schools. Effect of social institutions on education.

### **Minimum Academic Standards**

1. 3-D Technology
2. Computers (1:3 students)
3. Other NUC-MAS requirement facilities

## **GOU-ECE 111: Economics of Education (2 Units; Compulsory; LH = 30; PH = 0)**

### **Senate-Approved Relevance**

This course is intended for the training of highly skilled and knowledgeable graduates of economics education on micro and macroeconomics which is in agreement Godfrey Okoye University's mission to produce graduate teachers that contribute to quality education, entrepreneurship, economic and political developments. Relevance is seen in being able to equip graduate of economics education from GOUNI with skills in the areas of applications of microeconomics and macroeconomics to national development. This is in agreement with Goal 4 of 2063 Agenda which is concerned with transformed economies targeted at sustainable and inclusive economic growth as well as industrialization, economic diversification and resilience.

### **Overview**

Globalization and 21<sup>st</sup> century require students to develop creative and application skills which the current students of economic education do not possess. In Enugu state, most citizens see education as consumption and not investments which affects the literacy rate and development of skills needed for entrepreneurship programmes and in 21<sup>st</sup> Century industries. It is noteworthy that residents of Enugu State are predominantly rural and agrarian, with a substantial proportion of its working population engaged in farming, trading and services.

The course is therefore, designed to adequately expose graduate of economics education to the elementary economic concepts and their applications to societal progress. The students on the programme are equally trained to know factors affecting national income, and how to develop human capital. The graduate of economics education will be able to have sound knowledge on investment in education and inspire citizens to play active role in education of the society. The objectives of the course, learning outcomes, and contents are provided to address this need.

### **Objectives**

The objectives of the course are to:

1. Explain microeconomics.
2. Discuss applications of microeconomics to national development.
3. Define macroeconomics.
4. Describe application of macroeconomics to the society.
5. Illustrate demand and supply curves.
6. Explain equations of supply and demand.
7. Define equilibrium price.
8. Explain national income.
9. Explain factors affecting national income of a country.
10. Discuss human and physical capital.

### **Learning Outcomes**

On completion of the course, students should be able to:

1. Explain microeconomics.
2. Discuss **five** applications of microeconomics to national development.
3. Define macroeconomics.
4. Describe **two** applications of macroeconomics to the society.
5. Define demand and supply.
6. Differentiate demand and supply schedules.

7. Illustrate demand and supply curves.
8. Explain equations of supply and demand.
9. Explain **five** factors affecting national income of a country.
10. Discuss per capita income and physical capita.

### **Course Content**

Concept of microeconomics. Applications of microeconomics to national development. Concept of macroeconomics. Application of macroeconomics to the society. Concept of demand and supply. Demand and supply schedules. Demand and supply curves. Equations of supply and demand. Equilibrium price. Determination of equilibrium price. National Income. Factors affecting National Income. Per Capita Income. Determination of Per Capita. Income Growth Rate. Human Capita. How to improvement in human and physical Capita. Investment and Consumption in Education. Cost Effectiveness and Efficiency in Education.

### **Minimum Academic Standards**

1. Microteaching Laboratory
2. Computers (1:5 students) and other NUC –MAS requirement facilities.

## **GOU-ECE 112: Economic Citizenship (2 Units; Compulsory; LH = 30; PH = 0)**

### **Senate-Approved Relevance**

This course is intended for the training of highly skilled and knowledgeable graduate economic teachers on economic and political rights of citizens which is in agreement with Godfrey Okoye University's mission to produce graduate teachers that contribute to quality education, entrepreneurship, economic and political developments. Relevance is seen in this course being able to equip graduate economic teachers from GOUNI with skills such as business ethics, citizenship education and voter education towards ensuring that the populace are roundly educated on their fundamental economic and political opportunities and rights as encapsulated in Goal 11 of 2063 Agenda which is aimed at entrenching in the citizens democratic values, practices, universal principles of human rights, justice and the rule of law.

### **Overview**

Currently, students of economic education are not made to learn about citizenship in terms of economic rights – the freedom to hold property, to earn a living and form associations, to operate a business, to invest one's earnings, to trade internationally, and to actively participate in political activities including voter education. It is on records that residents of Enugu State are predominantly rural and agrarian, with a substantial proportion of its working population engaged in farming, trading and services. Culturally, a typical woman in the state is not given the freedom to own landed properties, to operate a business, independently participate in the market economy and political activities.

The course is therefore, designed to adequately expose graduate economic teachers of GOUNI to the economic dimension of citizenship- the choices and limitations an individual has for participating in economic and political lives, firstly as an individual and through trade unions, cooperatives, corporations, and other voluntary associations. The graduate teachers will be able to have sound knowledge about how things are today and inspire citizens to play active role in economic activities and governance of the society. The objectives of the course, learning outcomes, and contents are provided to address this need.

## Objectives

The objectives of the course are to:

1. Describe economic citizenship.
2. Explain individual and the market economy.
3. Identify different ways individuals participate in free market economy.
4. Describe economic rights and economic freedom.
5. Explain the conditions required for citizens to exercise their economic rights.
6. Describe the relationship between economic and political freedom.
7. Explain restraints to economic freedom.
8. Describe economic freedom.
9. Describe how students can contribute to political freedom.
10. Explain the considerations to economic freedom.

## Learning Outcomes

On completion of the course, students should be able to:

1. Describe the term 'economic citizenship'.
2. Discuss individual and the market economy.
3. List and explain **three** different ways individuals participate in free market economy.
4. Describe the term 'economic rights and economic freedom'.
5. Explain **three** conditions necessary for citizens to exercise their economic rights.
6. Describe using illustrations the relationship between economic and political freedom.
7. Explain **two** restraints to economic freedom.
8. Describe the term 'economic freedom'.
9. Describe **two** way students can contribute to political freedom.
10. Explain at least **five** considerations to economic freedom.

## Course Content

Concept of economic citizenship. Free market economy. Individual and the free market economy. Impact of free market economy to national development. The ways individuals participate in free market economy. Economic rights. Concept of economic freedom. Requirements for citizens to exercise their economic rights. Voter education. Political freedom. The relationship between economic and political freedom. Restraints to economic freedom. Factors leading to political freedom. Evaluating economic freedom. Factors affecting economic freedom. The rights to hold property. The right to form associations. Guidelines to operate a business. Concept of international trade.

## Minimum Academic Standards

1. Microteaching Laboratory
2. Computers (1: 5 students) and other NUC –MAS requirement facilities.

**GOU-ECE 114: International Economics Education (2 Units; Compulsory; LH = 30; PH = 0)**

**Senate-Approved Relevance**

This course is intended for the training of highly skilled and knowledgeable graduates of economics education on international economics to imbibe the culture international trade and business which is in agreement with Godfrey Okoye University's mission to produce graduate teachers that contribute to strong personality and epistemological developments. Relevance is seen in the course – International Economics Education – being able to equip graduates of the course with knowledge and skills necessary for ensuring effective applications of theories of international economics to business prosperity and national development. This is in agreement with Goal 19 of 2063 Agenda which emphasizes the need for Africa to be a major partner in global affairs and peaceful co-existence.

**Overview**

In the 21<sup>st</sup> century era, knowledge of theories of international trade and international finance and their applications to business and entrepreneurial development are important. However, the students are taught not how to apply these theories to international and regional trade organizations. Most of the populace especially the working class individuals do not understand the theories and applications of international trade and international finance towards national socio-economic developments. The residents of Enugu State are predominantly rural and agrarian with a substantial proportion of its working population engaged in farming, trading and civil services.

The course is therefore, designed to adequately expose graduate economic teachers of the university to theories and applications of theories of international trade and international finance towards national socio-economic developments. Also, the knowledge of balance of payment, foreign aid and capital flows, International and regional trade organizations will facilitate entrepreneurship development. The objectives of the course, learning outcomes, and contents are provided to address this need.

**Objectives**

The objectives of the course are to:

1. Discuss theories of international trade and international finance.
2. Explain comparative cost advantage.
3. Describe factor proportion theories.
4. Discuss alternative theories.
5. Explain static and dynamic gains from trade.
6. Discuss free trade and protection policies.
7. Describe tariffs and quotas.
8. Explain balance of payment.
9. Discuss foreign aid and capital flows.
10. Describe international and regional trade organizations.

**Learning outcomes**

On completion of the course, students should be able to:

1. Discuss theories of international trade and international finance.
2. Explain comparative cost advantage.
3. Describe **five** (5) factors of proportion theories.
4. Discuss alternative theories.
5. Explain static and dynamic gains from trade.
6. Discuss free trade and protection policies.
7. Describe tariffs and quotas.
8. Explain balance of payment.
9. Describe international and regional trade organizations.

### **Course Content**

Theories of international trade. International finance. Multinational corporations. Concept of comparative cost advantage. Factor proportion theories. Alternative theories. Static gains from trade. Dynamic gains from trade. Concept of free trade. Advantages of free trade. Trade protection policies. Tariffs and quotas. Trade integration. Balance of payment. International trade organizations. Regional trade organizations. Trade as diplomacy. International capital flows. Sovereign debt.

### **Minimum Academic Standards**

1. Microteaching Laboratory
2. Computers (1:5 students) and other NUC –MAS requirement facilities.

## **GOU-ECE 115: Education Economics and Globalization (2 Units; Compulsory; LH = 30; PH = 0)**

### **Senate- Approved Relevance**

This course is intended for the training of highly skilled and knowledgeable graduate economic teachers on the effects of globalization on the world economy with particular reference to Nigeria which is in agreement Godfrey Okoye University's mission to produce graduate teachers that contribute to quality education, strong personality, economic and entrepreneurial developments. Relevance is seen in this course being able to equip graduate economic teachers with knowledge and skills needed to play active role in international and global economy especially in the areas of trade liberalization for national economic development. This is in line with Sustainable Development Goal 9 of 2063 Agenda which is concerned with continental financial stability as well as Goal 19 of 2063 Agenda which emphasizes the need for Africa to be a major partner in global affairs and peaceful co-existence.

### **Overview**

Recent decades have seen rapid growth of the world economy. This growth has been driven in part by the rise in international trade. The growth in trade is in turn the result of both technological developments and concerted efforts to reduce trade barriers. Some developing countries like have opened their own economies to take full advantage of the opportunities for economic development through trade. Remaining trade barriers in industrial countries are concentrated in the agricultural products and labor-intensive manufactures in which developing countries have a comparative advantage. Further trade liberalization in these areas particularly, by both industrial and developing countries, would help the poorest escape from extreme poverty while also benefiting the industrial countries themselves. It is on records that residents of Enugu State are predominantly rural and agrarian, with a substantial proportion of its working population engaged in farming, trading and services.

The course is therefore, designed to adequately expose graduate economic teachers of GOUNI to knowing the challenges of globalization and exploiting the opportunity engendered by the economic integration and liberation. The graduate teachers will be able to have sound knowledge of international trading in the globalization era and inspire citizens to play active role in economic activities of the communities the find themselves. The objectives of the course, learning outcomes, and contents are provided to address this need.

### **Objectives**

The objectives of the course are to:

1. Discuss globalization.
2. Explain levels of globalization.
3. Discuss challenges of globalization.
4. Enumerate benefits of globalization.
5. Discuss risks of globalization.
6. Describe the concept of economic integration.
7. Discuss advantages of economic integration to Nigerian economy.
8. Discuss disadvantages of economic integration to the Nigerian economy.
9. Discuss trade liberation.
10. Describe how trade liberation impact on economic growth.

### **Learning Outcomes**

On completion of the course, students should be able to:

1. Describe the term globalization.

2. Explain **five** benefits of globalization.
3. Discuss **five** risks of globalization.
4. Describe the term 'economic integration.
5. Discuss **four** levels of economic integration.
6. Describe **four** benefits of economic integration to Nigerian economy.
7. Explain the term 'trade liberation'.
8. Describe the term 'economic freedom'.
9. Discuss **four** ways in which trade liberation affect Nigerian economy.

### **Course Content**

Concept of globalization. Levels of globalization. Effects of globalization on the world economy. Third world countries. Impact of globalization on third world countries. Economic benefits of globalization to Nigeria. Developed countries. The impact of globalization on developed countries. Concept of economic integration. Levels of economic integration. Impact of economic integration to Nigeria. Trade liberation. Impact of trade liberalization to developing countries. Concept of economic growth. International Agencies behind globalization and trade liberation. Economic freedom. Impact of economic freedom to Nigerian economy. Impact of globalization to mankind.

### **Minimum Academic Standards**

1. Microteaching Laboratory
2. Computers (1:5 students) and other NUC –MAS requirement facilities.

**GOU-ECE 116: Development Economics Education (2 Units; Compulsory; LH = 30; PH = 0)**

**Senate-Approved Relevance**

This course is intended for the training of highly skilled and knowledgeable graduates of economic education on development economics in capital formation, saving/capital accumulation and growth; implications for policy in Nigeria which is in agreement Godfrey Okoye University's mission to produce graduate teachers that contribute to quality education, strong personality, economic and entrepreneurial developments. Relevance is seen in the course on development economics being able to equip graduate of economics education with knowledge and skills needed to play active role in international trade, capital formation and business growth in Nigeria. This is in line with Goal 9 of 2063 Agenda which is concerned with functional continental financial and monetary institutions and also Goal 20 of the Agenda which anticipates Africans to take full responsibility in financing her development through functional capital market.

**Overview**

Globalization and COVID-19 have impacted adversely on the economy of the world and changed economic policies and programmes. In developing countries including Nigeria, the economic systems need to be opened to promote exports of raw materials and manufactured goods. Most Nigerian entrepreneurs are not skilled and knowledgeable in foreign trade policies, capital formation, saving/capital accumulation and growth which are necessary for effective survival and development. The residents of Enugu State are predominantly rural and agrarian, with a substantial proportion of its working population engaged in farming, trading and services.

The course is therefore, designed to adequately expose graduate of economics education of GOUNI to knowing open versus closed economy; terms of trade and its relevance to development of entrepreneurial activities, import substitution versus export promotion; the Nigerian experience. The graduates of economics education will be equipped with sound knowledge of theories and policies relating to foreign aid, foreign trade, and how trade policies affect their businesses. The objectives of the course, learning outcomes, and contents are provided to address this need.

**Objectives**

The objectives of the course are to:

1. Discuss open versus closed economy.
2. Explain terms of trade and its relevance to development,
3. Highlight foreign aid.
4. Define foreign exchange.
5. Describe capital formation.
6. Discuss saving/capital accumulation and growth and implications for policy.
7. Explain savings institutional problems.
8. Explain structural rigidities.
9. Discuss the applications of the structural rigidities theories.
10. Discuss the role of IMF and World Bank in Nigerian economy.

**Learning Outcomes**

On completion of the course, students should be able to:

1. Discuss open versus closed economy.
2. Explain terms of trade and its relevance to national development.
3. Describe import substitution versus export promotion; the Nigerian experience.

4. Define foreign exchange.
5. Describe capital formation.
6. Discuss saving/capital accumulation and growth and implications for policy.
7. Explain savings institutional problems.
8. Explain structural rigidities.
9. Discuss the applications of the structural rigidities theories.
10. Discuss six (6) roles of IMF and World Bank in Nigerian economy.

### **Course content**

Concept of development economics. Theories of development economics. Types of development economics. Open economy. Closed economy. Terms of trade. Relevance of terms of trade to national development. Import substitution. Export promotion. Impact of import substitution on Nigerian economy. Advantages of export promotion to the economy of Nigeria. Policies on development economics. Foreign aid. Foreign exchange. Capital formation. Saving/capital accumulation and growth. Implications of Saving/capital accumulation and growth for policy. Savings institutional problems. Structural rigidities. Structural rigidities theories. IMF and World Bank.

### **Minimum Academic Standards**

1. Microteaching Laboratory
2. Computers (1:5 students) and other NUC –MAS requirement facilities.

### **200 Level**

#### **GST 212: Philosophy, Logic And Human Existence**

**(2 Units C: Lh 30)**

#### **Learning Outcomes**

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

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

#### **Course Contents**

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies,

laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character molding.

### **ENT 211: Entrepreneurship and Innovation**

**(2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

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

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity
2. seeking, new value creation, and risk taking;
3. state the characteristics of an entrepreneur;
4. analyses the importance of micro and small businesses in wealth creation, employment,
5. and financial independence;
6. engage in entrepreneurial thinking;
7. identify key elements in innovation;
8. describe stages in enterprise formation, partnership and networking including business 9. planning;
10. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the 11. world; and
12. state the basic principles of e-commerce.

#### **Course Contents**

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,). Theories, Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk taker, Natural and Nurtured, Problem solver and change agent, Innovator and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures). Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

## **EDU 201: Curriculum, Curriculum Delivery and Teaching Methods (2 Units C: LH 30)**

### **Learning Outcomes**

At the end of the course, the students should have been able to:

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

### **Course Contents**

Definition and types of curricula. Curriculum development process. The Nigerian core curricula. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided-discovery, concept, mapping, metacognition, argumentation, project-based learning, competency-based learning, culture-techno-contextual approach (CTCA). Developing the lesson plan note. Assessment of learning. Resources for teaching, improvisation General classroom management. Teaching in a 21<sup>st</sup> Century classroom. Setting up and managing online classes. Attending to students with special needs.

## **EDU 202: Economics Education Methods**

**(2 Units C: LH 15; PH 45)**

### **Learning Outcomes**

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

1. explain the philosophy and aims of teaching economics;
2. state at least five objectives of teaching economics;
3. describe the National Secondary School Economics Curriculum;
4. draw a specific lesson plan in economics; and
5. demonstrate individually the teaching of specific economics concept.

### **Course Contents**

Philosophy, aims and objectives of teaching Economics in schools. A critical view of the National Secondary School Economics Curriculum. Preparation for teaching: teacher's entry behaviour, previous knowledge, performance

objective and lesson plan writing. Instructional materials and facilities for teaching economics. Methods for teaching Economics. Teaching of concepts in Economics. Evaluation of economics lessons. Micro-teaching sessions.

### **ECO 201: Introductions to Microeconomics I**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

1. discuss the division of economics into microeconomics and macroeconomics;
2. discuss the laws of individual and market demand and supply and their elasticities; and
3. explain the basic elements in microeconomics in terms of foundation subject matter of household consumer behaviour using indifference curves, elementary production and costs with isoquant and isocost, treated in graphical form and simple mathematical capsules.

#### **Course Contents**

Introduction to microeconomics. The partial equilibrium analysis with respect to basic microeconomic variables like individual and market demand, individual and market supply. Shapes of the demand and supply curves. Price elasticity of demand. Arc and point elasticity of demand. Income and cross elasticities. Consumer behaviour: Cardinalist, Ordinalist using indifference curves, their graphical and mathematical presentation and Partial derivative. Consumer surplus. Income and substitution effects in consumption. Cobweb analysis. Government price control. The production functions. Introductory theories of production and cost: Short- and Long-run production with laws of diminishing returns or variable proportion, marginal rate of technical substitution, isocost, returns to scale, expansion path and factor substitution. Graphical and mathematical treatments of these.

### **ECO 203: Introduction to Macroeconomics I**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

1. distinguish elements of microeconomics which deal individual households, firms and market from elements of macroeconomics that is concerned with aggregates in terms of nature and scope;
2. discuss economic models, general equilibrium and disequilibrium;
3. explain the goals of macroeconomics; Gross Domestic Product's measurement and components; and
4. explain the basic theories of consumption, savings and investments in economic science as well as their determinants.

#### **Course Contents**

Distinction between Microeconomics and Macroeconomics in the context of partial and general equilibrium. The goals of macroeconomics. Nature and

Scope of Macroeconomics. Concept of National Income Accounting, Gross Domestic Product (GDP) and its components, its calculation and derivatives. Gross National Product, GDP deflator and its uses, cost of living; consumer price index and National Income with its derivatives. Consumption and Savings theories and their determinants. The Multiplier and the relations between APC, APS, MPC, MPS. Also, the theories of investment and its determinants, as well as introduction to government roles within the context of a 3- Sector model.

### **ECO 202: Introduction to Microeconomics II**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

1. identify the basic concepts and the working of market mechanism within the context of theories of demand, supply, consumer behaviour; and production in the short and long run and distribution of incomes to factors of production
2. discuss the structure of markets.

#### **Course Contents**

Recapitulation of the short-run and long-run production periods. The short-run and long-run cost curves. Fixed costs, variable costs, average costs and marginal costs. Cobb Douglass production function. Technical progress and production. Market structure: Axioms and determination of prices and output in perfect markets and imperfect markets, such as perfect competitive market, monopoly and price discrimination, monopolistic competition, oligopoly and different types, duopoly. Pricing of factors of production, such as wages, rent, interest and profit. Elementary price theory and its applications.

### **ECO 204: Introduction to Macroeconomics II**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

1. issues on the aggregate economy in relation to the functions and role of government
2. with its policies;
3. types of inflation and its positive and negative effects;
4. types of unemployment and the Philips curve; and
5. external sector activities, particularly the international trade and role of exchange rate in payment system.

#### **Course Contents**

Introduction to government, government spending, taxes, transfers, subsidy and output. Government sector multipliers. Multiplier for model with income taxes. Money and its functions, the banking system and functions. Income and Trade policy measures. Curve. The External sector: International

trade, exchange rate regimes, international reserves and balance of payments.

### **ECO 205: Structure of the Nigerian Economy**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

1. discuss the Nigerian economy in pre- and post-colonial era and up to the present time, with regards to economic growth and development; and
2. identify the number of economic sectors and broad contributions of each to the Nigerian economy over time, as well as the changes that have taking place since independence, with future prospects.

#### **Course Contents**

Introduction to development in the pre-colonial and post-colonial periods with regard to development of economic and social structure of the Nigerian economy. The modern nature and structure of the Nigerian economy:

Primary Sector: Agriculture; Mining and other extractive industries.

Secondary Sector: Small, medium and large-scale manufacturing and allied enterprises with their Associations such like MAN. The Tertiary Sector or Services: Banking, Insurance, Commerce, Shipping, Entertainment and Sports and their Associations like NACCIMA. The functions and roles of agriculture, industry and service sectors in Nigerian economic development. Growth of income, employment, wages and prices in Nigeria since independence.

### **ECO 206: Statistics for Economist**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

1. collect, analyse, utilise and present numerical data to make inferences as well as reach decisions both under certainty and uncertainty in economics, business, management and socio-political conditions; and
2. know both descriptive and inferential statistics using representative of a population and specified probability error.

#### **Course Contents**

Descriptive statistics: frequency distribution, measures of central tendency, measures of dispersion and shapes of frequency distribution. Probability and

Probability distributions: probability of single and multiple events, discrete probability distribution and binomial distribution, Poisson distribution, normal distribution and continuous probability distribution. Statistical inferences from sampling, sampling distribution of the mean, estimation using the normal distribution and t distribution; confidence intervals.

Statistical inference of Hypothesis testing: Testing hypotheses: about population mean and proportion; for differences between two means or proportions.; Goodness of fit, Analysis of variance, Chi Square test and Nonparametric testing.

## **ECO 207: Mathematics for Economists**

**(2 Units C: LH 30)**

### **Learning Outcomes**

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

1. convert economic statements into mathematical formulation; and
2. solve and interpret mathematical models.

### **Course Contents**

This course proceeds with derivatives of trigonometric functions; sequences and series; expansions, and Taylor's theory. It covers Mathematical analysis of basic theories of economics as well as partial and total derivatives, differentials and difference equations. It also covers applications of partial derivatives, maxima and minima; the Lagrange multiplier to theories of consumer behaviour and production functions. Linear algebra; Matrix algebra and Inverse matrix. Other topics include application of Simultaneous equations to macroeconomic issues in consumption and investments. Introduction to linear programming, game theory and in-put output analysis.

## **GOU-EDU 202: Innovative Approaches to Micro-teaching in Enugu Socio-cultural Milieu (2 Units; Compulsory; LH = 15; PH = 45)**

### **Senate-Approved Relevance**

Proper preparation of professional teachers with adequate and useful knowledge, skills methods, values and initiative is important in Enugu socio-cultural environment. Godfrey Okoye University is found in this socio-cultural milieu. This course is meant to help student teachers acquire the right method; techniques and confidence which will enable them teach their students effectively. This is in line with the epistemic dialogue that Godfrey Okoye University is anchored on. This is also in line with the entrepreneurial mindset of Godfrey Okoye University, Enugu and Nigeria's Sustainable Development Goals on sustainable and inclusive education for all for the year 2063.

### **Overview**

Poor performance of students in almost all standardized examinations in both primary and secondary schools calls for the need for the development of this course. Recently there is an outcry from the public about this falling standard of education and it is believed that if student teachers acquire confidence and effective methods of teaching it will improve their efficiency in imparting knowledge. This creates the need for proper attention on the teaching methods acquired by student teachers.

This course is designed to enable the student teachers acquire the required confidence in teaching methods and techniques to help learners develop their educational potentials and desired learning outcomes. It will give the student teachers the opportunity to effectively teach their students in school and offer extra classes to the community. The course will expose the student teachers to peer teaching and self-appraisal that will lead them to become effective professional teachers.

### **Objectives**

The objectives of this course are to:

1. Justify the relationship between innovative approaches and microteaching.
2. Explain the concept of micro-teaching.

3. Discuss the concept of teaching.
4. Describe the process of students teaching in a micro-teaching laboratory.
5. Outline the role of instructional methods and instructional materials in micro-teaching
6. Identify how to write a lesson plan/note.
7. Recognize the different skills in micro-teaching.
8. Analyze supervisory skills and their usefulness in teaching and learning.
9. Draw a micro-teaching practicum.
10. Apply innovative approaches to extra lessons.

### **Learning Outcomes**

By the end of this course, the student should be able to:

1. Explain innovative approaches to micro-teaching.
2. Give the meaning of peer teaching.
3. Explain the concept of micro-teaching.
4. Discuss micro-teaching and its relevance to teacher education.
5. Describe three importance of micro-teaching.
6. Select five teaching skills involved in teaching objectives.
7. Draw out micro-teaching practicum.
8. Describe five teaching methods.

### **Course Content**

Definition of innovative approaches. Concept of learning. Concept of teaching. Meaning of teaching practice. Explanation of the concept of micro-teaching. Micro-teaching procedure. Explanation of micro-teaching and its relevance to teacher education. Importance of micro-teaching to student teacher education. Teaching skills involved in teaching objectives. Teaching methods relevant to teachers' education. Instructional material lesson plan/lesson note. Classroom control. Classroom management. Offense and punishment. Micro-teaching supervisory skills. Micro-teaching practicum-laboratory. Activities and teaching as a profession in Nigeria.

### **Minimum Academic Standards**

1. Micro-teaching Laboratory
2. Video tape
3. Projectors
4. Computers (1:1 student)
5. Other NUC-MAS requirement facilities

## **GOU-EDU 211: Career Guidance for Learners in Enugu Socio- Cultural Environment (2 Units; Compulsory; LH = 15; PH = 45)**

### **Senate -Approved Relevance**

Sufficient training of professional career guidance teachers with deep knowledge, skills and positive attitudes is a need in this local environment; Enugu State, where Godfrey Okoye University is situated. This course is meant to help prospective teachers to reach out to those living on the margins, and help them attain their full career potentials or fulfilment in life. Therefore, apart from teaching in formal classroom setting, student teachers who acquire skills and knowledge in this course can easily become home career guidance and own their career guidance centres eventually. This is in consonant with the entrepreneurial mindset of Godfrey Okoye University.

### **Overview**

The intellectual climate from which guidance emerged as an important activity in education is based on the continuous poor performance of students in examinations in both primary and secondary education, social ills, and lack of employment opportunities. More so, the inability of the education sector to attain to the career guidance needs of those living on the margins in Enugu socio-cultural environment. This calls for the need of the design of this course. Many a time, parents have no time to oversee the academic assignments of their children. This creates the need for proper career guidance in the educational needs of their wards.

This course is designed to enable the prospective teachers to acquire the needed knowledge and skills that will help them to develop their educational potentials, and acquire the desired learning outcomes in guidance and counselling with special emphasis on career guidance to their students and to those living on the margins in Enugu socio-cultural environment. It will give the prospective teachers the opportunity to reach out to many young people on the margins who have no opportunity for proper career guidance. In addition, it will expose the student teachers on the need to own and manage their own guidance and counselling centres and become employers of labour.

### **Objectives**

The objectives of this course are to:

1. Explain the concept of career guidance.
2. Discuss different careers in Enugu socio-cultural environment.
3. Justify different methods of counselling.
4. Outline the role of different methods of counselling.
6. Explain the concept “living on the margins.”
5. Describe how counselling leads people to be self-reliant.
7. Identify the need for innovation in counselling that will lead to student teachers being self-reliant.

### **Learning Outcomes**

By the end of this course, the student should be able to:

1. Define career guidance.
2. Identify at least four career opportunities in Enugu socio-cultural environment.
3. Discuss the relationship between guidance and counselling.
4. Justify the concept of counselling.
5. Discuss at least two methods of counselling

6. Draw out the relationship between marginalization and counselling.
7. State the need for career guidance and counselling in schools.
8. Organize group career guidance and counselling in at least five schools.

### **Course Content**

Meaning and Definition of Guidance. Meaning and Definition of Counselling. Meaning of Guidance and Counselling. Relationship between Guidance and Counselling. History of the Introduction of Guidance and Counselling in Schools. Philosophical roots of Guidance and Counselling. Rational for counselling in schools. Careers in Enugu Socio- Cultural environment. Scope of counselling. Methods of Counselling. Various guidance services rendered in schools. . Various counselling services rendered in schools. Marginalization and counselling. Types of guidance. Types of counselling. Approaches to guidance. Approaches to counselling.

### **Minimum Academic Standards**

1. Guidance and Counselling Laboratory.
2. Videos.
3. Other NUC – MAS requirement facilities.

### **300-Level**

#### **GST 312 : Peace and Conflict Resolution**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

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

#### **Course Contents**

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; Zango Kartaf, Chieftaincy and Land disputes. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and other.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council

(International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b). Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

**ENT 312: Venture Creation (2 Units C; LH 15; PH 45)**

**Learning Outcomes**

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

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

**Course Contents**

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, small business investment organizations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching).

Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoT), Blockchain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

### **EDU 301 Teaching Practice 1**

**(3 Units C: PH 135)**

#### **Learning Outcomes**

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

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

#### **Course Contents**

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

### **EDU 302: Educational Measurements, Tests, Research Methods and Statistics (3 Units C: LH 45)**

#### **Learning Outcomes**

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

1. measure and assess learning outcomes and use the results in decision making and
2. Judgments;
3. identify the different domains of learning; develop and use appropriate instruments for
4. measuring each;
5. identify the different kinds of data that can be yielded in different contexts and the
6. appropriate statistical tool for analysing each type of data;
7. explain the meaning, aim, types, role and processes of research in educational settings;
8. acquire communication skills and skills in reporting of research;

9. carry out hypothesis testing, and employ the knowledge of critical values and error in
10. interpretation of results and making of inferences;
11. gain skills in the use of IBM-SPSS and other relevant packages in the analysis of data; and
12. judge and address ethical issues in research.

### **Course Contents**

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with focus on descriptive and experimental research. The research processes. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS. in educational data analysis. Reporting educational research.

### **EDU 303: Techniques of Teaching Economics (2 Units C: LH 15; PH 45)**

#### **Learning Outcomes**

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

1. adopt different techniques in teaching economics in School;
2. apply various practical teaching techniques for economics in school;
3. increase in knowledge awareness and understanding of economics in school and 4. Society;
5. provide better feedback on the teaching capability in economics;
6. a better guidance on quality curriculum contents and teaching techniques of
7. economics for a better understanding; and
8. increase in students' the knowledge of different approaches to economics knowledge.

#### **Course Contents**

Purpose of adopting various economics methods. Importance of adopting various economics methods. Discussion techniques for teaching economics. Demonstration techniques. Questioning techniques for teaching economics. Adopted practical techniques for teaching economics at both junior and senior secondary school levels. Team approach for teaching economics. Obstacles to adopting correct teaching techniques. Improvised materials for teaching economics at both junior and senior secondary school levels. Practical sessions for different technics of teaching economics.

### **ECO 301: Intermediate Microeconomic Theory I**

**(2 Units C: LH 30)**

### **Learning Outcomes**

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

1. apply some level of mathematics to solving optimization problems in consumer behaviour and production using Lagrangian analysis;
2. know the optimising behaviour of households in the consumption decision and the optimisation decision making by firms in their production processes given available factor inputs; and
3. make inferences from theorems and appreciate the simplicity of economic models viz-
4. a-viz the complexity of the true world situation going through the course.

### **Course Contents**

Advanced topics in consumer demand theory: Separable and additive utility functions; homogeneous and homothetic utility functions. Slutsky and Hicks substitution effects of changes in prices and incomes. The theory of Revealed Preference in consumption and the demand for characteristics. Composite commodities, consumer's surplus. The theory of the firm: the Production functions (Homogeneous, CES and Leontief), production curves and shapes; Elasticity of substitution; optimising behaviour, input demand functions. The cost functions in the short and long run. Constrained Revenue maximisation and Profit maximisation.

## **ECO 303: Intermediate Macroeconomic Theory I**

**(2 Units C: LH 30)**

### **Learning Outcomes**

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

1. present National Income multipliers for 4-Sector model;
2. know the theories of consumption and investments under certainty and uncertainty;
3. explain the economic fundamentals relating to public sector economics and finance;
4. and
5. proffer solutions to some public sector problems, with their understanding of
6. government policies.

### **Course Contents**

The course begins with the concepts and multipliers of national income components in an open economy or 4-Sector model using the Keynesian model. Theories of Consumption (KIH, RIH, PIH & LCH); Investments: Types, Assumptions, Physical theories like accelerator, MEI and MEC, Tobin Q and Financial theories like Shapiro's profit theory, Jorgensen's investment theory). The **IS – LM** analytical framework within the context of equilibrium in the goods sector and the monetary sector. The multiplier effects of monetary and fiscal policies in an ISLM framework.

## **ECO 302: Intermediate Microeconomics II**

**(2 Units; C) (LH 30)**

### **Learning Outcomes**

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

1. identify and distinguish between and among different market structures in industrial 2. Settings;
3. state the behaviour, conduct and performance of businesses under different market
4. Structures; and
5. discuss how consumers, businesses and government combine available resources to
6. produce output at optimal levels.

### **Course Contents**

Market structure and optimisation exercises: Perfect competition – demand function, supply function, commodity market equilibrium, factor market equilibrium; the existence and uniqueness of equilibrium with issue of stability. Imperfect competition – Monopoly and price discrimination, Monopsony and Monopolistic competition; Duopoly, Oligopoly (collusive and non-collusive; leadership) and Bilateral Monopoly. Issues of revenue, output and profit maximisation in each market. Limiting pricing or entry preventing pricing theories. Exchange theory, offer curves, and contract curves. General Equilibrium theory.

## **ECO 304: Intermediate Macroeconomics II**

**(2 Units C: LH 30)**

### **Learning Outcomes**

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

1. discuss some policy issues on international economy; and
2. undertake some analysis of government policies with respect to economic growth, treatment of monetary and fiscal policies in closed and open economy (capital mobility, exchange rate regimes and environment) within the framework of the New Classical and Keynesian macroeconomic and development as well as international trade and balance of payment adjustments.

### **Course Contents**

Theories of economic growth: The Classical/Neo-Classical growth models (H-D model, Nicholas Kaldor, Pasinetti, Joan Robinson & Solow models), the Marxian theory of growth model, Keynesian growth model; the Endogenous growth model (Arrow, Romer, Lucas, and others.) The government economic policies including fiscal and monetary theories and policies. Also, theories and problems of unemployment and inflation. The international economy involving trade, exchange rates and balance of payments theories (Portfolio Balance, Keynesian theory, Monetary approach, Purchasing Power Parity and

others.) and policy measures for Balance of Payments adjustments.  
Introduction to Business Cycles.

### **ECO 305: History of Economic Thought**

**(2 Units C: LH 30)**

#### **Learning Outcomes**

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

1. distinguish the roles of Classical Economists in separating Economics subject matter from Political Economy stand-alone discipline; and
2. discuss the forerunners economics disciplines like the position of Physiocrats and Mercantilists as well as the position of such schools of thought like utilitarianism, German Romanticism, the Historical School and Institutionalists as well as Keynesian, NeoKeynesian, New Classicals and other new schools of economic thoughts.

#### **Course Contents**

Topics to cover include the Physiocrats, Mercantilism, classical economics, neo-classical school of thought, as well as evolution and contemporary development of Marxian School of Economic thought, the Marginalist, positive and welfare schools of economic thought, institutional economics, Keynesian School of Economic thought, the Monetarists and the Rational Expectation School (RATEX). The Supply Side economics. Contemporary state of development in economics and future prospects are examined within the context of development theories relevant to emerging and developing economies around the world.

### **ECO 306: Introductory Econometrics**

**(3 Units C: LH 30; PH 45)**

#### **Learning Outcomes**

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

1. explain the various concepts used in Econometrics;
2. derive simple ordinary least squares estimates and the statistical relationship of data set like the goodness-of-fit, the t-statistics and making inferences from results of simple/multiple regression and interpret estimated models; and
3. carry out data formatting, data mining, data processing and interpretation.

#### **Course Contents**

Beginning with extensions of the two-variable linear model. The course should cover introduction to matrix algebra and algebra of econometrics. The General linear model and generalized least square procedure, violations of linear model assumptions and the correction of serial correlation (autocorrelation) of the errors, intercorrelation (Multicollinearity) of the variables, stochastic regressions and errors in variables are also discussed. Other topics are identification of problems, meaning, detection and correction of simultaneous models and estimations, K-class estimators and the choice of estimators. Students will be engaged in practical assignments

and familiarity with software computer applications for econometrics such as E-views, Stata and SPSS, among others.

**ECO 307: Project Evaluation**

**(3 Units C: LH 30; PH 45)**

**Learning Outcomes**

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

1. know the fundamental of cost analysis;
2. define financial terminology and concepts;
3. conceptualize, prepare and execute/assess projects for small and medium scale
4. Enterprises;
5. carry out cash flow analysis, risks and uncertainty assessment, cost-benefit analysis, and other standard analytical techniques for evaluating investment proposals in the natural resource industries; and
6. judge and select the right projects alternatives.

**Course Contents**

Definition and classification of projects and project evaluation are introduced. Topics are location and size of projects, calculation of investments required for a project, and evaluation of projects. Other topics are appraisal of projects from commercial and social view points and cash flow analysis. Project and the overall view of development programme data requirements. Evaluation of proposed investments via Payback method, Return on investment (ROI), Total life cycle ratio or present value method, Saving/Investment ratio or Benefit/Cost ratio; Net Present Value (NPV) and Internal rate of return (IRR) students are to carry out practical project evaluation of identified businesses.

**ECO 308: Public Sector Economics**

**(2 Units C: LH 30)**

**Learning Outcomes**

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

1. discuss the roles of governments under various fiscal systems of free, mixed and
2. centrally planned economics;
3. explain the Allocation, Distribution and Stabilization functions of the government
4. given the fiscal instruments at its disposal; and
5. explain the background theories of public sector economics as a guide to higher level
6. economics on role of government in economic growth and development.

**Course Contents**

The concept and scope of the public sector is examined. The importance and goals of public policy. Roles of government under different economic

systems: capitalism, socialism and mixed economic system. Theories of public policy: Ernest Engel law, Pigou and Dalton theory, Musgrave and Musgrave theory; Keynesian theory, Wagner's theory; Peacock and Wiseman theory; Luzano theory and others. Public sector Revenue and Expenditure instruments. Public sector policy and market/State failure. Quantitative skills for public policy: exploration of applications of game theory to public policy analysis. Public debt issues. Institutions, structure and public policy.

**GOU-ECE 235: Socio-Economic Institutions in Nigeria (2 Units; Compulsory; LH = 30; PH = 0)**

**Senate-Approved Relevance**

This course is intended for the training of highly skilled and knowledgeable graduate economic teachers on institutions established for socio-economic developments in agreement with Godfrey Okoye University's mission to produce graduate teachers that contribute to quality entrepreneurship education, strong personality and economic developments especially in Enugu State which residents are predominantly rural, agrarian, traders with a substantial proportion of un-banked and un-insured population. Relevance is seen in the course - socio-economic institutions - being able to equip graduate economic teachers from GOUNI with skills necessary to ensuring that the populace is roundly educated on the significance of socio-economic institutions such as banks, insurance companies and investment houses to advancing their economic and social lives as enshrined in Goal 9 of 2063 Agenda which is concerned with functional continental financial and monetary institutions and also Goal 20 of the Agenda which anticipates Africans to take full responsibility in financing her development through functional capital market.

**Overview**

The residents of Enugu State are predominantly rural and agrarian with a substantial proportion of its working population engaged in farming, trading and services. Most of the populace who are economically active and poor are excluded from financial services provided by conventional banks, micro-finance banks, insurance companies and investment houses. It is more worrisome to note that the Federal Government through the Central Bank of Nigeria is promoting and implementing cashless policy in the country which implies that the un-banked individuals are totally being excluded from economic activities of the country.

The course is therefore, designed to adequately expose graduate economic teachers of GOUNI to various socio-economic institutions in Nigeria, the activities of the institutions and their significance to national socio-economic developments. The importance of the course lies in the awareness to develop sustainable saving and investment culture in appropriate institutions and in achieving sustainable development goals (SDGs) of poverty reduction, hunger, sustainable communities. The objectives of the course, learning outcomes, and contents are provided to address this need.

**Objectives**

The objectives of the course are to:

1. Understand the concept of bank.
2. Identify different types of banks.
3. Explain the functions of Central Bank of Nigeria.
4. Describe the functions of Commercial Banks.
5. Explain the role of micro finance bank to national development.

6. Explain the impact of Federal Mortgage banks to the society.
7. Explain the concept of investment houses.
8. List different types of investment houses.
9. Explain the roles of investment house to the society.
10. The impact to insurance companies to the society.

### **Learning outcomes**

On completion of the course, students should be able to:

1. Describe the term 'bank'.
2. List different types of banks.
3. Explain **five** functions of Central Bank of Nigeria.
4. List and explain the **five** functions of commercial banks.
5. Give **five** distinctive activities of micro finance banks.
6. Distinguish between Federal Mortgage bank and Merchant banks.
7. Describe the term insurance.
8. State **five** functions of insurance companies.
9. Describe the term 'investment house'.
10. Explain **five** ways investment houses can facilitate economic development.

### **Course Content**

Concept of banks. Central Bank of Nigeria. The Act establishing Central Bank. Functions of Central Bank. Commercial Banks. Functions of Commercial Banks to National Development. Merchant Banks. Functions of Merchant Banks in Nigeria. Microfinance Banks. Background to formation of Microfinance Bank. Functions of Microfinance Banks. Federal Mortgage Banks. The role of Federal Mortgage Banks to national development. Investment Houses. The distinctive features of investment houses. The roles investment houses play in economic development. The concept of insurance companies. The impact of the insurance companies on the society.

### **Minimum Academic Standards**

1. Microteaching Laboratory
2. Computers (1:5 students) and other NUC –MAS requirement facilities.

## **GOU-EDU 303: Psychology of Education in South-East Nigeria (2 Units; Compulsory; LH = 15; PH = 45)**

### **Senate-Approved Relevance**

Adequate preparation of professional teachers with useful knowledge, skills, values, initiatives and understanding and application of human knowledge to the principles of teaching and learning is important in Enugu, Nigeria, where Godfrey Okoye University, is located. This course is meant to help student educators to acquire the right techniques which is important for understanding the learner, his/her socio-economic environment and which will enable the student educators to teach their students effectively. This is in line with the epistemic dialogue that Godfrey Okoye University is anchored on. Therefore, during the course of teaching and learning, the student educators who acquired skills and knowledge in this course can easily find out individual differences among the students and guide the students to put in their best thereby preventing students in their studies dropping out of school.

### **Overview**

The concept of student dropout in educational system has aroused interest of many professional academics and the public in general. Students may drop out of schools with or without the consent of the school either to another school or to sit at home. Some of the reasons for dropout from school are poor academic performance, lack of sufficient individualized attention and conflict between school and household duties. If student educators acquire the psychological skills that will make them understand the individual differences and needs of their students' they will teach more effectively, and dropout from schools will reduce or curbed entirely. This creates the need for proper attention on the application of principles and techniques of psychology to the solution of problem in the classroom.

This course is designed to enable the student educators acquire skills to understand human behaviour in relation to teaching and learning and the environment in which education takes place. It will give the student teachers the opportunity to understand the learner, apply the learning theories of motivation and memory processing in effective teaching and learning. It will expose the student educators to the need for home teaching and manage their own learning centres and become employees of labour.

### **Objectives**

The objectives of this course are to:

1. Define Psychology of Education.
2. Justify the need for psychology of teaching and learning.
3. Discuss various theories of learning and their implications for the classroom teacher.
4. Examine the concept of dropout.
5. Identify the development patterns that influences the learners' behaviour.
6. Describe the theories of motivation and their application to the classroom.
7. Explain memory processing, encoding and retrieval process.
8. Analyze forgetting and remembering
9. Discuss the transfer of learning and its implications for the classroom.
10. Apply psychology of teaching and learning to home studies.

### **Learning Outcomes**

By the end of this course, the student should be able to:

1. Define psychology of teaching and learning.

2. Discuss theories of learning and their implications to the classroom teacher.
3. Describe the relevance of motivation to classroom learning.
4. Select at least five adequate learning experiences and materials for school and home learners.
5. Draw out the relationship between learning and individual differences and fashioning appropriate techniques for solving the problems resulting from such differences.
6. Demonstrate how learning process can be effectively guided and preserved.
7. Distinguish developmental characteristics of the learners and fashion a way of solving certain problems resulting from such characteristics.
8. Discuss professionalism in relation to the study.

### **Course Content**

Meaning of psychology. Meaning of educational psychology. Critical analysis of developmental patterns. Characteristics of individuals. Theories of learning. Implication learning theories to the classroom teacher. Concept of dropout from school. Theories of motivation. Motivational problems encountered in the classroom. How to solve the motivational problems. Issues of dropout from school. Enugu experience. Memory processing. Forgetting. Remembering. Classroom management. Need for home study. Professionalism in home school teaching. Learning establishment of a study centre. Students' attitudes. Students' aptitudes. Students' interest.

### **Minimum Academic Standards**

1. Projectors.
2. Other NUC-MAS requirement facilities.

**GOU-EDU 305: Indigenous Educational Resources for Curriculum Implementation (2 Units; Compulsory; LH = 15; PH = 45)**

**Senate-Approved Relevance**

This course is designed for the training of highly skilled and knowledgeable education graduate teacher on local educational resource for teaching and learning in Enugu, Nigeria which aligns properly with the mission and vision of Godfrey Okoye University, Enugu to produce graduate teachers that could contribute maximally to high quality education entrepreneurship, and sustainable socio-economic human development. This is also in agreement with Nigeria SDG for equitable, inclusive and sustainable education.

**Overview**

Presently students of education are not made to learn about skills for production of instructional materials from local resources like palm trees and other forest trees and soil for teaching and learning various school subjects. In terms of impacting the knowledge, these skills would enable graduate teachers to utilize the local environmental resources to produce instructional materials for schools here and outside Enugu.

The course therefore is designed to adequately expose graduate education teachers of Godfrey Okoye University to look inward in the production of various educational instructional materials from local resources for Enugu and Nigerian schools.

**Objectives**

The objectives of the course are to:

1. Define the concept curriculum.
2. Discuss problems encountered in defining curriculum.
3. Explain the aim and scope of curriculum.
4. Describe the different programs in education curriculum.
5. Define resources in education curriculum.
6. Outline the different types of resources in education curriculum.
7. Describe improvisation of instructional materials in education curriculum.
8. Describe the various local educational resources for teaching and learning in Enugu.
9. Discuss the merits and demerits of utilizing local educational resource in production of instructional materials.
10. Describe the main qualities of a good instructional material.

**Learning Outcomes**

By the end of this course, the student should be able to:

1. Define the concept curriculum in three different ways.
2. Explain at least five problems encountered in defining education curriculum.
3. Describe at least five aims and scope of education curriculum.
4. Describe the three main programs of education curriculum.
5. Explain at least five local educational resources in education curriculum.
6. Differentiate at least five local educational resources in education curriculum.

7. Describe the meaning of improvisation of instructional materials in teaching and learning.
8. Explain at least five local educational resources for producing teaching and learning materials.
9. Describe at least five merits and demerits of using local educational resource in production of instructional materials.
10. Describe at least five qualities of good instructional materials.

### **Course Content**

Definition of terms. An overview of the course. Aim of the course. Objective and Contents. Learning experiences. Scope of the course. Education and curriculum. Curriculum programmes. Programme of studies. Program of guidance. Program of activity. Resources in education curriculum. Human and material resource from plant, soil etc. Meaning of instructional materials. Improvisation of instructional materials. Qualities of good instructional material: durable, clarity cost etc. Advantages of local educational resources.

### **Minimum Academic Standard**

- a) Micro teaching laboratory.
- b) Computers ( 1:5 students).
- c) Other NUC – MAS requirement facilities.

## **GOU-ECE 311: Labour Economics Education (2 Units; Elective; LH = 30; PH = 0)**

### **Senate-Approved Relevance**

This course is intended for the training of highly skilled and knowledgeable graduate economic teachers on labour economics to imbibe the culture of good work ethics which is in agreement with Godfrey Okoye University's mission to produce graduate teachers that contribute to strong personality and epistemological developments. Relevance is seen in this course being able to equip graduate economic teachers from GOUNI with knowledge and skills necessary for ensuring effective applications of theories of labour force and labour market theories to national development. This is in agreement with Goal 11 of 2063 Agenda which is concerned with the entrenchment of democratic values, practices, universal principles of human rights, justice and the rule law in work places and society.

### **Overview**

The residents of Enugu State are predominantly rural and agrarian with a substantial proportion of its working population engaged in farming, trading and civil services. Most of the populace especially the working class individuals do not understand the theories and applications of labour force and labour markets towards national socio-economic developments.

The course is therefore, designed to adequately expose graduate economic teachers to theories and applications of labour force and labour markets towards national socio-economic developments. Also, the knowledge of labour economics and being able to carry-out situational analysis of unemployment, industrial and occupational distribution of labour force; determination of the size and composition of labour force at formal and informal sector are crucial for national development. The objectives of the course, learning outcomes, and contents are provided to address this need.

### **Objectives**

The objectives of the course are to:

1. Explain theories of labour and leisure.
2. Define labour force.
3. Expose labour market theories.
4. Evaluate the size and composition of labour force.
5. Define unemployment.
6. Illustrate industrial and occupational distribution of labour force.
7. Describe the informal sector and modern sector.
8. Explain economics of wage determination.
9. State the nature of labour problems in developing nations.
10. Explain manpower development.

### **Learning outcomes**

On completion of the course, students should be able to:

1. Explain the theory of labour.
2. Define labour force.
3. Explain labour market theory.
4. Define unemployment.
5. Explain economics of wage determination.
6. State the nature of labour problems in developing nations.
7. Highlight **three** features of the Nigerian labour market.

8. Explain manpower development.

**Course Content**

Theories of labour. Theories of leisure. Concept of labour force. Labour market theories. Determination of size of labour force. Composition of labour force. Concepts of unemployment. Industrial distribution of labour force. Occupational distribution of labour force. The informal sector of the economy. Economics of wage determination. Nature of labour problems in developing nations. Determination of the size and composition of labour force. Formal and informal sectors of the economy. Features of the Nigerian labour market. Manpower development. Theories of wage determination.

**Minimum Academic Standards**

1. Microteaching Laboratory
2. Computers (1:5 students) and other NUC –MAS requirement facilities.

## **GOU-ECE 353: Monetary Economics Education 1 (2 Units; Compulsory; LH = 30; PH = 0)**

### **Senate-Approved Relevance**

This course is intended for the training of highly skilled and knowledgeable graduate of economic education on the framework for monetary analysis, evolution and functions of money, the exchange economy and monetary theories, money and capital markets in Nigeria which is in agreement Godfrey Okoye University's mission to produce graduate teachers that contribute to quality education, strong personality, economic and entrepreneurial developments. Relevance is monetary economics being able to equip graduate of economics education from GOUNI with knowledge and skills needed to play active role in monetary policies, money and capital market operations in Nigeria. This is in line with Goal 9 of 2063 Agenda which is concerned with functional continental financial and monetary institutions and also Goal 20 of the Agenda which anticipates Africans to take full responsibility in financing her development through functional capital market.

### **Overview**

Most Nigerians lack the knowledge of monetary analysis, functions of money; monetary theories and their impacts on personal wellbeing and financial solvency. Poor knowledge of inflation and liquidity theory as well as demand and supply of financial assets leads to poor entrepreneurial development. Also, inability to develop skills on investments in money and capital markets yields poor saving culture among citizens. The residents of Enugu State are predominantly rural and agrarian, with a substantial proportion of its working population engaged in farming, trading and services.

The course is therefore, designed to adequately expose students of economics education of GOUNI to knowing the framework for monetary analysis, monetary theories, supply and demand and supply of financial assets and money and capital market. The graduates of economics education will be equipped with sound knowledge of monetary markets and their roles in national and international markets. The objectives of the course, learning outcomes, and contents are provided to address this need.

### **Objectives**

The objectives of the course are to:

1. Discuss the framework for monetary analysis.
2. Differentiate between money and wealth.
3. Highlight the functions of money.
4. Give classification of money.
5. Describe monetary theories.
6. Discuss inflation and liquidity theory.
7. Describe commercial bank policies and principles of portfolio management theories.
8. Discuss international monetary system.
9. Explain money and capital market.
10. Discuss monetary policy.

### **Learning Outcomes**

On completion of the course, students should be able to:

1. Discuss framework for monetary analysis.

2. Differentiate in **two** ways between money and wealth.
3. Describe the evolution of money.
4. Explain **five** (5) functions of money. .
5. Discuss the inflation and liquidity theory.
6. Describe commercial bank policies and principles of portfolio management theories.
7. Discuss international monetary system.
8. Explain **three** (3) differences between money and capital markets.
9. Define monetary policy.

### **Course Content**

Concept of Money. Framework for monetary analysis. Money and wealth. Evolution and functions of money. Classification of money. Monetary theories. Quantity theory of money. Concept of classical dichotomy. The exchange economy Inflation. Liquidity theory. Demand and supply of financial assets. Comparison between banks and other financial institutions. Monetary policy. Commercial bank policies. Principles of portfolio management theories. Balance sheets of banking institutions. International monetary system. Money market. Capital market. Monetary policy.

### **Minimum Academic Standards**

1. Microteaching Laboratory
2. Computers (1:5 students) and other NUC –MAS requirement facilities.

## **GOU-ECE 354: Monetary Economics Education II (2 Units; Compulsory; LH = 30; PH = 0)**

### **Senate-Approved Relevance**

This course is intended for the training of highly skilled and knowledgeable graduate of economics education on the contributions of financial institutions towards growth of the national economy and investment finances planning and control in Nigeria which is in agreement Godfrey Okoye University's mission to produce graduate teachers that contribute to quality education, strong personality, economic and entrepreneurial developments. Relevance is seen in monetary economics being able to equip graduate of economics education with knowledge and skills needed to become a successful entrepreneur using the services of financial institutions in Nigeria. This is in line with Goal 9 of 2063 Agenda which is concerned with functional continental financial and monetary institutions and also Goal 20 of the Agenda which anticipates Africans to take full responsibility in financing her development through functional capital market.

### **Overview**

Most economics education graduates in Nigeria, particularly those in tertiary institutions in Enugu State do not have adequate knowledge of operations of various financial institutions and portfolio analysis and management. Inadequate knowledge of operations of insurance company, profitability, investment finances, planning and control lead to failure in business development.

This course is the continuation of GOU-ECE 353, which exposed the framework for monetary analysis, monetary theories, supply and demand and supply of financial assets and money and capital market. This second part focuses on the operations of and services provided by various financial institutions including hire-purchase houses towards personal and national developments. The graduates of economics education will be equipped with sound knowledge of finance management and decision making in insurance industry, portfolio analysis and management as well as investment finances planning and control. The objectives of the course, learning outcomes, and contents are provided to address this need.

### **Objectives**

The objectives of the course are to:

1. Describe financial institutions.
2. Explain forms of financial institutions.
3. Analyze the operations of various financial institutions.
4. Discuss the operations of hire-purchase houses.
5. Discuss financial management and decision making in insurance industry.
6. Describe portfolio analysis and management. .
7. Analyze and interpret insurance company accounts.
8. Discuss measures of liquidity and profitability.
9. Describe capital structure analysis of insurance companies.
10. Explain the effects of inflation on premium.

### **Learning Outcomes**

On completion of the course, students should be able to:

1. Define the term financial institutions.
2. Explain **three** forms of financial institutions.
3. Discuss **five** roles of financial institutions towards growth of the national economy.
4. Analyze the operations of various financial institutions.
5. Describe the effects of hire-purchase on the value of money.
6. Discuss financial management and decision making in insurance industry.
7. Describe portfolio analysis and management.
8. Describe capital structure analysis of insurance companies.
9. Explain **three** effects of inflation on premiums
10. Discuss **four** effects of inflation on profits.

### **Course Content**

The meaning of financial institutions. Forms of financial institutions. Role of financial institutions. Analysis of operations various financial institutions. Operations of hire-purchase houses (finance houses). Effects of hire-purchase on the value of money. Finance management and decision making in insurance industry. Portfolio analysis and management. Insurance company profitability. Analysis and interpretation of insurance company accounts. Measures of liquidity of insurance companies. Measures of profitability in insurance companies. Capital structure analysis of insurance companies. Effect of inflation on premiums. Effects of inflation on profits. Analysis of investment finances planning and control. Inter-company comparisons of financial institutions. The role of financial institutions to national development.

### **Minimum Academic Standards**

1. Microteaching Laboratory
2. Computers (1:5 students) and other NUC –MAS requirement facilities.

### **400-Level**

**EDU 401: Teaching Practice II**

**(3 Units C: PH 135)**

### **Learning Outcomes**

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

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

### **Course Contents**

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their

pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied in the subject area should be taught them through micro-teaching before students embark on the exercise.

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

**Learning Outcomes**

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

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

**Course Contents**

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

**ECO 401: Advanced Microeconomics 1 (2 Units C: LH 30)**

**Learning Outcomes**

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

1. discuss confidently, issues in behavioural/optimization construct in consumer behaviour, investments, production and pricing/distribution under different market or cost structures, maximisation and minimisation framework;
2. explain the issues of equilibrium in single and multimarket situations, multiperiod consumption, investment theory of the firm and the role of time; and
3. know welfare economics issues within the context of efficiency or inefficiency in
4. resource use under perfect and imperfect competitive situations; and optimality conditions.

### **Course Contents**

Fundamental quantitative relationships, Recapitulation on partial/general equilibrium conditions. Consumer surplus, Slutsky and Hicks income/substitution effects. Consumer behaviour under uncertainty. Dynamic analysis and value theory production functions. Constrained profit maximisation, cost minimisation and profit functions. Duality in production; production under uncertainty. Factor market equilibrium; the existence and uniqueness of equilibrium as well as the stability of equilibrium. Topics are determination of wages, rent, interest and profit; optimisation in theories of consumption and production. It also includes the notion of economic efficiency; Efficiency and equity.

**ECO 403: Advanced Macroeconomics I**

**(2 Units C: LH 30)**

### **Learning Outcomes**

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

1. present a complete open economy model multiplier i.e. including the household,
2. business unit, the government and the open economy;
3. discuss in details, the theories of consumption and investments and relevant to emerging
4. and developing economies; and
5. mention the relevance of the IS-LM framework to macroeconomic policies; the
6. appropriate macroeconomic theories and policies on consumption and investment for emerging and developing economies desirous of sustainable growth and development.

### **Course Contents**

This course studies basic model of income determination and extension from a simple closed economy to a four-sector economy with the derivation of the multipliers. Detailed theories of consumption (KIH, RIH, PIH & LCH) and investment (Accelerator theories, MEC, MEI, Profit Theory, Profit & Residual, Cash Flow and others.), (including under conditions of uncertainty) of the classicals, Neo-Classical, Keynesian and Post-Keynesian economists; and the relevance of the theories to emerging and developing countries. The advanced treatment of the IS-LM framework within the context of government monetary and fiscal policies and in relation to output, employment and inflation.

**ECO 405: Economic Planning**

**(2 Units C: LH 30)**

### **Learning Outcomes**

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

1. prepare short medium- and long-term plans with feedback mechanism for an
2. economy;

3. discuss planning processes and policy formation given natural endowments including
4. human resources; and
5. compare national planning across economic blocs and relevance to economic
6. development.

### **Course Contents**

The origins of planning and technical planning types include Input-Output model and planning performance discussed. Rationale for planning. Objectives and policy formation. Component of Economic Planning: Objectives, Planning authority, Democratic character, comprehensiveness, Rational allocation of resources, Feasible policies and targets; and the Political economy. Types of planning by nature are: Planning by inducement; Planning by Directions; Physical and Financial Planning; Centralised and Decentralised planning; and Structural and Functional Planning. Other topics covered include Planning machinery; the planning process; Planning decision models and Planning data. Plan implementation. Development planning in Nigeria and Africa – Agenda 2063. Issues in Development and Underdevelopment.

### **ECO 406: Monetary Theory and Policy**

**(2 Units C: LH 30)**

### **Learning Outcomes**

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

1. explain the theoretical foundation for monetary policy formulation; and
2. discuss the nature and functions of money, its use as credit instrument and the policy measures that control its usage, circulation and transmission mechanism to achieve the stated objectives of economic growth, employment of resources, stable prices and balance of payment equilibrium.

### **Course Contents**

Recapitulation of the theories of demand for and supply of money; and, interest rates. Theories of money and economic growth: McKinnon and Shaw, Gurley and Shaw, Polak and Boisselneut. Definition, Objectives and Trade offs in monetary goals. Targets of monetary policy. Indicators of monetary policy. Lags in monetary policy. Types and nature, Outcomes of monetary policy: Positive, negative & neutral. Factors considered in monetary policy formulation, Constraints to monetary policy efficacy. **Issues in Economic Policies:** Monetary Policy; Fiscal policy; Exchange rate; income policy; Effectiveness of Monetary & Fiscal Policy. **Monetary Management in Nigeria:** Monetary Policy Framework; Monetary Targeting; Inflation Targeting; Multiple Targeting. **International Financial Institutions & International Liquidity:** International Institutions: World Bank Group; IMF; African Development Bank Group

## **ECO 407: Fiscal Policy and Analysis**

**(2 Units C: LH 30)**

### **Learning Outcomes**

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

1. issues on government sources of revenue, particularly various types/relevance of taxes and objects/structure of expenditure;
2. issues on fiscal relationship between and among the federating units of the economy
3. (Fiscal federalism);
4. issues relating to national debts and its consequences for debt management and
5. national development; and
6. global debt issues, debt forgiveness and economic dependence and
7. development.

### **Course Contents**

Topics will include government revenues sources, particularly taxes, distinction between the taxation of income and taxation of capital; Personal Income Tax. Other topics are the law and practice of income tax relating to individuals, exemptions, settlements, trusts, and estates. Company Tax – the principles and scope of company tax as well as small company provisions including definitions, computation and exemptions. Government expenditure: debt issues including Ricardian Equivalence; and fiscal responsibility. The course covers the Nigerian system of income tax administration; structure and procedures, returns, assessments, appeal, postponement, collection; with reference to all necessary legislation. The role of the public sector and economic development is examined as well as analysis of selected public policies; special attention will be paid to the public service in Nigeria.

## **GOU-EDU 403: Ethno-Pedagogy and Curriculum of Non-School Environment (2 Units; Compulsory; LH = 30; PH = 0)**

### **Senate-Approved Relevance**

Adequate formation of professional teachers with sustainable knowledge, skills, values, and positive attitudes is a need in the local environment of Enugu where Godfrey Okoye University is located. This course is meant to help student teachers to reach out to every learner in their homes and help them to achieve their educational needs. This is in line with the epistemic dialogue that Godfrey Okoye University is anchored on. Therefore, apart from teaching in the formal classroom setting, students who acquire skills and knowledge in this course can easily become home teachers and own their own study centres. This is also in line with the entrepreneurial mind-set of Godfrey Okoye University Enugu, Nigeria.

### **Overview**

Continuous poor performance of students in formal school setting in almost every standardised examination in both primary and secondary education calls the need for the development of this course. In recent times, parents are always busy with work. Many a time, they find it difficult to look at the academic work of their wards. This creates the need for proper attention on the educational needs of their children.

This course is designed to enable the student teachers acquire the required knowledge and skills to help learners to develop their educational potentials and desired learning outcomes. It will give the student teachers the opportunity to manage home lessons. More so, it will expose the student learners on the need to own and manage their own learning centres and become employers of labour.

### **Objectives**

The objectives of this course are to:

1. Justify the relationship between ethno-pedagogy and curriculum.
2. Explain the concept of non-school environment.
3. Discuss curriculum as a process for transferring knowledge into application.
4. Analyse the relevance of curriculum based on the national policy on education.
5. Explain selection of objectives and learning experiences in curriculum.
6. Outline the role of instructional methods and materials in curriculum.
7. Explain evaluation processes in curriculum.
8. Identify the need for curriculum innovation in Enugu.
9. Apply ethno-pedagogy at home schools.

### **Learning Outcomes**

By the end of this course, the student should be able to:

1. Define ethno-pedagogy.
2. Give the meaning of curriculum.
3. Discuss the relevance of curriculum based on the national policy on education.
4. Draw out the relationship between curriculum and instruction based on the three domains of learning.
5. Select adequate learning experiences and materials for home school learners.
6. Identify at least five scaffolding activities for home school teaching and learning.
7. Explain curriculum innovation in the subject area.
8. Name three instruments used in evaluating learners' performance in home school teaching and learning.
9. Discuss professionalism in relation to home school teaching and learning.
10. Identify five ways of public relations regarding home school teaching and learning.
11. Suggest three methods of establishing study centres.

### **Course Content**

Concept of ethno-pedagogy. Meaning of curriculum. Concept of non-school environment. Critical analysis of curriculum in terms of their relevance and national goals. Relationship between curriculum and instruction in terms of objectives specification. Selection of learning experiences. Learning materials. Methods and media of instruction. Scaffolding activities. Evaluation. Curriculum innovation in a subject matter area with particular reference to Enugu experience. Professionalism in home school teaching and learning. Public relations in home school teaching and learning. Establishment of study centres. Application of ethno-pedagogy at home schools.

**Minimum Academic Standards**

1. Microteaching Laboratory.
2. Computers (1 computer per student).
3. Other NUC-MAS requirement facilities.

## **GOU-ECE 412: Teaching Industrial Relations (2 Units; Elective; LH = 30; PH = 0)**

### **Senate-Approved Relevance**

This course is intended for the training of highly skilled and knowledgeable graduate economic teachers on industrial relation to enhance productivity in workplaces which is in agreement with Godfrey Okoye University's mission to produce graduate teachers that contribute to quality entrepreneurship education, strong personality and economic developments especially in Enugu State which residents are predominantly rural, agrarian, traders and civil servants with a handful of them working in available industries. Relevance is seen in this course being able to equip graduate economic teachers from GOUNI with skills to adapt to changing economic, technological, business environment and public policy as well as their implications for industrial relations, improvement in productivity, development of capable institutions, and transformative and participatory leadership as encapsulated Goal 12 of the 2063 Agenda. This is also in agreement with Goal 11 of 2063 Agenda which is concerned with the entrenchment of democratic values, practices, universal principles of human rights, justice and the rule law in work places and society.

### **Overview**

The residents of Enugu State are predominantly rural and agrarian with a substantial proportion of its working population engaged in farming, trading and civil services. Most of the populace especially the working class individuals do not understand the concept, scope and objectives of industrial relations and their impact on productivity. There are reports of incessant industrial unrest in the state which adversely affect productivity, industrial growth and employment creation in the state.

The course is therefore, designed to adequately expose graduate economic teachers to principles and practice of industrial relations and the impact of healthy industrial relation to productivity. The importance of the course lies in the acquisition of knowledge, skills necessary for engendering sustainable healthy industrial relation for improved productivity, reduction of unemployment and improvement in workers' wellbeing. The objectives of the course, learning outcomes, and contents are provided to address this need.

### **Objectives**

The objectives of the course are to:

1. Define industrial relations.
2. Explain the impact industrial relation on productivity.
3. Describe what constitutes positive industrial relations.
4. Define collective bargaining.
5. Identify the parties to collective bargaining.
6. Explain the circumstances that led to the establishment of National Industrial Court of Nigeria.
7. Describe the term productivity.
8. State the impact of economic and technological changes to productivity.
9. Teach industrial relations effectively.
10. Deploy innovative methodology in teaching industrial relations.

### **Learning outcomes**

On completion of the course, students should be able to:

1. Define industrial relations.

2. State **two** objectives of industrial relations.
3. Explain **three** ways industrial relation impact on productivity.
4. State **two** features of positive industrial relations.
5. Define collective bargaining.
6. Highlight three processes to collective bargaining.
7. Identify **two** major parties to collective bargaining.
8. Explain the term National Industrial Court of Nigeria.
9. State **three** ways economic and technological changes impact on productivity.
10. State **two** innovate methodologies used in teaching industrial relations.

### **Course Outlines**

Concept of industrial relation. Objectives of industrial relations. The impact industrial relation on productivity. Healthy industrial relations. Features of healthy industrial relations. Collective bargaining. The processes to collective bargaining. The parties to collective bargaining. National Industrial Court of Nigeria. Origin of National Industrial Court. National Industrial Court of Nigeria Act. The role of National Industrial Court of Nigeria to industrial harmony. Trade Unions. The origin of trade unions in Nigeria. Activities of trade unions in an organization. Impact of trade Unions to (a) Members (b) Organization and (c) Society. Concept of Productivity. Impact of economic and technological changes to productivity.

### **Minimum Academic Standards**

1. Microteaching Laboratory
2. Computers (1:5 students) and other NUC –MAS requirement facilities.

## **GOU-ECE 413: Health Economics Education (2 Units; Compulsory; LH = 30; PH = 0)** **Senate-Approved Relevance**

This course is intended for the training of highly skilled and knowledgeable graduate economic teachers on healthcare economics with particular reference to the policy developments and the challenges of the sector in Nigeria which is in agreement Godfrey Okoye University's mission to produce graduate teachers that contribute to quality education, strong personality, economic and entrepreneurial developments. Relevance is seen in problems and policies of development of healthcare economics being able to equip graduate economic teachers from GOUNI with knowledge and skills needed to play active role in the transfer of knowledge in health care development and delivery in Nigeria. This responds to Goal 3 of 2063 Agenda which is concerned with functional health system and well-nourished citizens.

### **Overview**

Healthcare delivery in Nigeria is very poor. Greater percentage of the citizens do not receive appropriate healthcare, some due to lack of knowledge or finance to go to hospital and therefore resort to patronizing quacks while others take to traditional herbal medicine. Some citizens resort to self-medication while others substitute nurses, laboratory scientists for doctors. These healthcare issues led to reforms in healthcare delivery in Nigeria which have engendered new policies and delivery of the healthcare system in Nigeria. The introduction of National Health insurance Scheme in Nigeria was designed to enable citizens, particularly the civil servant and other interested persons access quality healthcare services, reduce intake of fake drugs and drug abuse and reduce patronage of herbal medicine dealers. The residents of Enugu State are predominantly rural and agrarian, with a substantial proportion of its working population engaged in farming, trading and services.

The course is therefore, designed to adequately expose students of economics education to knowing the application of economic models of supply and demand to the health care sector, healthcare reforms in Nigeria and benefits of National Health Insurance Scheme. The graduates of economics education will be equipped to communicate the knowledge of the rights of consumers in the health care market, fake and adulterated drugs and their impact to healthy living as well as the danger of substitution of nurses, laboratory scientists or technicians for doctors. The objectives of the course, learning outcomes, and contents are provided to address this need.

### **Objectives**

The objectives of the course are to:

1. Define the concept of healthcare.
2. Discuss applications of economic models of supply and demand to healthcare sector.
3. Explain problems of uncertainty to international asymmetry and issues of market failure.
4. Discuss health insurance.
5. Describe the problems of health insurance.
6. Explain pricing of health care.
7. Discuss rights of consumers in the health care market. .
8. Explain the influence of medical societies in healthcare delivery.
9. Discuss the roles of nurses, doctors and other medical personnel in healthcare delivery.
10. Describe the role of technology on health care.

### **Learning Outcomes**

On completion of the course, students should be able to:

1. Define the concept of healthcare
2. Discuss **two** applications of supply and demand to healthcare sector.
3. Discuss the term 'health insurance'.
4. Describe **four** problems of health insurance
5. Explain pricing of health care.
6. Discuss **three** rights of consumers in the health care market.
7. Explain the influence of medical societies in healthcare delivery.
8. Discuss **two** roles each of nurses, doctors and laboratory scientist in healthcare delivery.
9. Describe the role of technology on health care.

### **Course Content**

Concept of economics of healthcare. Application of supply and demand to healthcare sector. Issues to healthcare delivery in Nigeria. Health insurance. Problems of health insurance scheme. Reforms in healthcare delivery. Pricing of healthcare. Need and rights of consumers in the healthcare market. Government as suppliers and demanders in the healthcare. Non-profit organizations (NGOs) as suppliers and demanders in healthcare. Influence of medical societies on healthcare delivery. Substitution of nurses, and others for doctors. History of hospitals. Hospitals as physicians' workshop. Influence of technology on healthcare costs. Effect of inflation on healthcare. Problems of fake drugs and quack providers.

### **Minimum Academic Standards**

1. Microteaching Laboratory
2. Computers (1:5 students) and other NUC –MAS requirement facilities.

**GOU-ECE 416: Comparative Economic Development (2 Units; Compulsory; LH = 30; PH = 0)**

**Senate-Approved Relevance**

This course is intended for the training of highly skilled and knowledgeable graduates of economics education on comparative economic system and features of under-development of African countries which is in agreement Godfrey Okoye University's mission to produce graduate teachers that contribute to quality education, strong personality, economic and entrepreneurial developments. Relevance is seen in comparative economic system being able to equip the graduates of economics education with knowledge and skills needed to become a successful entrepreneur and educator in Nigeria. This is response to Goal 19 of 2063 Agenda which seeks to ensure that Africa becomes a major partner in global affairs and peaceful co-existence.

**Overview**

Nigeria operates a mixed economy. It is categorized as one of the under developed nations in the world. Many graduates of economics education in Nigeria do not have adequate knowledge of operations of the economy. Inadequate knowledge of economic systems and features of mixed economy adversely affects business success and development. The residents of Enugu State are predominantly rural and agrarian, with a substantial proportion of its working population engaged in farming, trading and services.

The course is, therefore, designed to adequately expose students of economics education of the university to the knowledge of the features of mixed and underdeveloped economy towards personal and national developments. The graduates of economics education will be equipped with sound knowledge of economic system especially the centrally directed, mixed and underdeveloped economy like that of Nigeria. The objectives of the course, learning outcomes, and contents are provided to address this need.

**Objectives**

The objectives of the course are to:

1. Discuss economic system.
2. Explain economic system-communalism.
3. Analyze of economic feudalism.
4. Discuss capitalism.
5. Describe socialism.
6. Explain communism.
7. Discuss centrally directed economies.
8. Describe mixed economy.
9. Discuss features of under-development in African countries.

**Learning Outcomes**

On completion of the course, students should be able to:

1. Discuss economic system.
2. Explain economic system-communalism.
3. Analyze of economic feudalism.
4. Discuss features of capitalism.
5. Describe features socialism.

6. Explain features communism.
7. Differentiate between communism and socialism.
8. Differentiate between capitalism and socialism.
9. Describe mixed economy.
10. Discuss **five** features of under-development in African countries.

### **Course Content**

Concept of economic system. Concept of communism. Classical analysis of economic system-communalism. Classical analysis of slavery. Classical analysis of feudalism. Classical analysis of capitalism. Classical analysis of socialism. Classical analysis of communism. Classical analysis of centrally directed economies. The concept of a mixed economy. Systems in transition and the convergence hypothesis. Comparative financial systems. Features of under-development in African countries. Capitalism and institutions. Fiscal decentralization and bureaucratic incentives imperfect market. Infrastructure development.

### **Minimum Academic Standards**

1. Microteaching Laboratory
2. Computers (1:5 students) and other NUC – MAS requirement facilities.

### **Minimum Academic Standards**

#### **Staffing**

##### **Academic Staff**

The NUC guidelines on staff/student ratio of 1:30 for Education departments shall apply. Every academic staff should possess Ph.D degree. However, the proportion of academic staff with Ph.D degree at any time should not be less than 70%. With a minimum load of 18 Units per semester for students and a minimum of six full-time equivalent of staff in each programme, staff should have a maximum of 15 contact hours per week for lectures, tutorials, practical and supervision of projects.

For the employment/promotion of staff, the following criteria are suggested:

##### **Administrative Support Staff**

The services of the administrative support staff are indispensable in the proper administration of departments and faculty offices. Consequently, the recruitment of qualified and competent senior staff who are computer literate becomes essential.

##### **Technical Support Personnel**

The services of technical support staff, which are indispensable in the proper running of laboratories and workshop/studios are required. It is important to recruit very competent senior technical staff to maintain teaching and research equipment. They are also to undergo regular training to keep them abreast of developments in equipment operation and maintenance.

## **Requirements for Practical/Studio**

An Econometric Laboratory equipped with desktop computers and electronic white board is required for analysing econometric models. Minimum of 25 computers will be required for a class of 40 to 50 students. The required software includes SPSS, Microfit, Stata, SAS and Shazam, among others.

## **Library**

Both the e-library and physical library are important resources and life wire of any programme. As a result, current basic text books, reference materials like books, journals periodicals and other relevant textual and non-textual materials should be readily available in the library. Virtual library is also important.

Universities should leverage on available technology to put in place rich databases and other electronic/digital library and information resources. In addition, well-stock of current hardcopies of reference and other textual materials should be provided centrally at the faculty level. A well-sourced network digital library should serve the entire university community. Availability of wireless facilities (Wi-Fi) with adequate bandwidth should enhance access to the electronic resources.

In any case, there should be internet ready workstations available in the library for at least 25% of the total student enrolled in each academic programme. In all cases, the funding of the library should be in line with NUC guidelines.

## **Classroom, laboratories, workshops and offices**

Presently, the NUC recommends the following physical space requirement:

<b>Item</b>		<b>m<sup>2</sup></b>
Professor's Office	-	18.50
Head of Department's Office	-	18.50
Tutorial Teaching Staff's Office	-	13.50
Other Teaching Staff Space	-	7.00
Technical Staff Space	-	7.00
Secretarial Space	-	7.00
Science Staff Research Laboratory	-	16.50
Education Staff Research Laboratory	-	14.50
Seminar Space/per student	-	1.85
Laboratory Space	-	7.50