

TRCN

Exam Syllabus

for

Category "D" Teachers

Teachers with Nigeria Certificate in Education (NCE) or 3-Year Diploma in Education Programme approved by TRCN for Colleges of Arabic and Islamic Studies or Christian Theological Colleges.

PLEASE NOTE:

Teachers on a higher category are to study the topics specified not only for their Category but also for Categories below them.

Click on the link below to see the TRCN syllabus for OTHER categories of teachers and also download the **exam past questions** & answers for FREE!

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PQE 001. History of Education

History of Western, traditional and Islamic Education in Nigeria and their impact on present system of Education in Nigeria

Concept and Rationale of History of Education; History of Ancient Greek and Roman Education; African Traditional Education; Islamic Education in Nigeria; Onset of Western Education in Nigeria; Nigerian Education after Independence in 1960; Evolution of primary and Junior Secondary Education in Nigeria.

PQE 002. Philosophy of Education

Philosophical Thought that influenced Educational development and practices around the world and in Nigeria.

Relevance and importance of Philosophy of Education to the student teacher; Schools of Thought in Philosophy; some leading philosophers and their contributions and implications for primary and junior secondary education – Naturalism, Idealism, Realism, Pragmatism, Existentialism, Africanism, etc; Philosophy of Nigerian Education – Evolution and tenets of developmentalism; Goals, Aims and

	Objectives of Nigerian Education; Philosophical examination of the following concepts in relation to primary and junior secondary education in Nigeria – rationality, justice, responsibility, creativity, self-reliance, life-long education, freedom, democracy, equality of educational opportunities, etc.
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PQE 003. Sociology of Education

<p>Sociological foundations of education; influence of sociological factors on Nigerian education and the transformation of society through education. Emerging issues – Gender, Security, Out-of-School, Family</p>	<p>Nature and scope of sociology; concept, types and agencies of socialisation; the child and group dynamics at the primary and junior secondary education levels; concept of population education, and attitudes and beliefs of Nigerians about population education; improvement of quality of life through population and family life education; influence of various social factors on the learning processes at primary and junior secondary levels; social stratification and school achievement; culture, social change and education; concept of social change –education as a change agent in Nigeria; consequences of social change on Nigerian education; the school as a formal organisation; sociological analysis of contemporary issues in primary and junior secondary education e.g. national</p>
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Life, Albinism, Child Trafficking, etc.	consciousness, national integration, religious tolerance, etc.
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**PQE 004. Educational Psychology:
Child, Adolescence & Adult Psychology; Human Learning**

Human Development and Human Learning	<p>Meaning and scope of Educational Psychology; Relevance of Psychology to Teacher Education; Human Reproduction – Principles of human growth and development; Stages and features of human growth and development – physical, social, emotional, intellectual, and moral; Theories of personality development – Sigmund Freud/Psycho-Analytic Theory, Traits Theory, etc; Individual differences; Heredity and environment;</p> <p>Concept of learning; learning theories and their application to classroom situation; Behaviourist, Cognitive, Constructivist theories of learning; transfer of learning; factors affecting learning; motivation; concepts of reward and punishment and their practical application to education; Memory, Rote-Learning and Over-learning; Remembering and forgetting; Effects</p>
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rural and urban settings on learning; managing over-crowding in schools.

PQE 005. Guidance & Counselling: Theory & Practice

Administration and organisation of Guidance services

Concept of Guidance and Counselling (G&C), distinctions and goals; history and development of G&C practices in Nigeria; theories of counselling; ethics of the counselling profession; guidance services in schools; communication skills in guidance; study skills; health counselling – HIV/AIDS, drug abuse, alcoholism, etc; tests in G&C; career education and development; sex education and marriage counselling; organisation and administration of G&C.

PQE 006. The Teaching Profession

Provisions of the TRCN Act CAP T3 and TRCN mandates, programmes,

Concept of profession; teaching as a profession; professionalization of teaching in Nigeria; ethics of the teaching profession; teacher professional organisations; status of the teacher worldwide as provided by UNESCO/ILO; role of TRCN; Improving

<p>successes, challenges and way forward</p> <p>Roles of subject and professional associations in the development of the teaching profession.</p>	<p>attraction of teaching to candidates for tertiary education.</p> <p>TRCN Act, programmes and activities.</p>
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PQE 007. Teacher Education

<p>Teacher education issues and strategies for improvement;</p> <p>Trends in Teacher Education</p>	<p>Concepts, aims and objectives of primary and junior school teacher education; roles of the teacher in the school and as a member of a population group in Nigeria;</p>
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PQE 008. Classroom Management & School Organisation

<p>Effective management of</p>	<p>Concept of classroom management and organisation - class organisation, classroom leadership, classroom</p>
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<p>classrooms and schools; Management of learner and school records.</p>	<p>arrangement, class control, class discipline, etc; concept and essence of school public relations; factors influencing school-public relations; staff-management relations; student-staff relations; parent-staff relations; school environment; school programme; school performance; school tone.</p>
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PQE 009. Educational Technology/Information and Communication Technology in Education

<p>Appreciation, design, process, application and effects of techniques in the teaching/learning situation. Integration of ICT in teaching and learning process. Other new technologies.</p>	<p>Concept and history of educational technology; Place of educational technology in communication and the teaching learning process; concept and process of communication; concept of systems approach to instruction; multi-media – concept, characteristics and use; Computer Assisted Teaching; principles and practice of design, production, improvisation, use, maintenance, storage and retrieval of educational media; community resources in education.</p> <p>Definition and meaning of computer, data and information; brief historical development of the computer; classification of the computer – by size,</p>
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	<p>purpose, capability; basic computer hard and software; devices, systems and application software.</p> <p>Computer operations – booting, windows, keyboard, mouse, etc; word processing; electronic spreadsheets (MS Excel); application of computer in education.</p> <p>Application of ICT in the teaching learning process – use of computer, knowledge of computer hard and software and their application to teaching and learning.</p> <p>Use of the internet – browsing, searching, mailing, social media, etc.</p>
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PQE 010. Subject Methodology

<p>Principles and Theories of teaching specific subject matter areas.</p> <p>Current trends in subject methodology.</p> <p>Improvisation;</p>	<p>Principles and methods of teaching primary and junior secondary education. Objectives and categories of objectives in the teaching-learning process – instructional objectives, behavioural objectives, expressive objectives, etc; formulating behavioural objectives; principles underlying the choice of teaching methods at primary and junior secondary levels; types of instructional methods, techniques and approaches in teaching – teacher-centred methods, student-</p>
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<p>Open and Distance Learning (ODL)</p>	<p>centred methods, group instructional methods, individual instructional methods, conventional/traditional methods, innovative methods and new strategies like computer assisted instruction, etc; Distinction based on degree of teacher and student activity.</p>
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PQE 011. Theory and Practice of Child-Friendly Schools (CFS)

<p>Creating enabling environment for teaching and learning in Nigeria.</p>	<p>Concept, principles and models of CFS – definition of CFS, Key generic principles of CFS based on the Convention on the Rights of the Child, child-centredness democratic participation, inclusiveness; quality as holistic and multi-dimensional; characteristics of CFS – Principle 1 (child rights and inclusive education), Principle 2 (effective teaching and learning environments), Principle 3 (safe supportive and protective learning environments), Principle 4 (healthy and health-seeking learning environments), Principle 5 (gender sensitive learning environments), Principle 6 (democratic participation and partnership building); Policies in Nigeria that promote CFS; Child friendly school standards and</p>
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indicators for teacher education; teacher preparation for CFS – child centred interactive methodologies based on constructivist principles and activity based learner centred approach; facilities and resources required for CFS; Assessment of teaching in a CFS; Technology on a CFS learning and teaching; strategies for mainstreaming CFS concepts and principles in Nigeria.

PQE 012. Curriculum Studies

Curriculum development and implementation

Meaning and scope of curriculum; basic curriculum concepts; the curriculum as a teaching plan; types of curriculum; typology based on design – broad fields/integrated curriculum, core curriculum, single subject/discrete subject curriculum; typology based on official recognition – official or formal curriculum, informal or hidden curriculum; typology based on teacher-learner perspectives – teacher centred curriculum, student centre curriculum; history of primary and junior secondary school curriculum in Nigeria; curriculum development centres in Nigeria such as NERDC, NCCE, NUC, etc.

PQE 013. Measurement and Evaluation

Test construction, administration, analysis & interpretation

Meaning and scope of measurement and evaluation; function of measurement and evaluation for teachers; demographic data collection and analysis; uses of tests; common dimensions for classifying tests; teacher made tests, standardized tests, validation of evaluation instruments; census and vital registration in primary and junior secondary education; continuous assessment – meaning, scope, principles, prospects and problems; construction, use and interpretation of norm-referenced tests and criterion-reference tests; examination ethics; assessment of non-cognitive domains – observation techniques, checklists and rating scale, self-reporting techniques (interview, questionnaires, inventory), sociometric techniques, projective techniques.

PQE 014. Educational Management

Management of educational

Concept and types of organisation; concept of educational management/educational administration;

<p>programmes, institutions, personnel and other resources. Quality Assurance concepts, processes and types.</p>	<p>general principles of administration; resource management; population and related data for educational management; the control of schools; discipline; programme of schools; financing; leadership and leadership styles; education laws and regulations; concept and purposes of school supervision; quality assurance concept, processes and types (whole school evaluation, accreditation evaluation and special evaluation) internal supervision; qualities of a good supervisor; traditional and modern supervisory method; challenges and problems of quality assurance processes.</p>
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PQE 015. Special Education

<p>Strategies for enhancement of education of persons with special needs.</p>	<p>Historical development of Special Education in Nigeria; National Policy on Education and Special Education; types of exceptionalities; causes, characteristics, identification and intervention strategies and procedures; attitudes and beliefs; philosophy of education for exceptional children; general problems associated with each type of exceptionality and symptoms; inclusive education – implementation, interdisciplinary collaboration, creating and managing</p>
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inclusive classroom, methodology in inclusive education.

PQE 016. Education of Special Target Groups/Adult Education

Strategies for education special target groups

Rationale, objectives and principles of adults, women, migrants, etc; strategies of non-formal education; principles and strategies of Distance Education (DE);

Distance Learning System (DLS); Open and Distance Learning (ODL); Issues, problems, strategies and prospects of the education of women, nomads and migrant fishermen, and other sub-groups.

Nature and scope of adult education; problems and prospects of adult education in Nigeria; characteristics of the adult learner; methods and materials for teaching adults learners; adult education and human resources development in Nigeria; adult education and national development; types of adult education organisations; cross-cultural comparison of adult education programmes.

PQE 017. Comparative Education

Comparing Nigerian education system with the education systems in other countries and drawing from the best practices

Factors that influence the character and nature of educational systems of countries. Patterns of educational thought as reflected in some systems. Traditional educational issues and contemporary problems in education affecting technological and other aspects of development.

Analysis of the Structure of education and schooling processes in selected foreign countries, e.g. one country each selected from Africa, Asia, Europe and America.

A comparison of the Nigerian Education system with the selected countries.

Outline of the best practices and strengths of the foreign education systems that Nigeria needs to emulate.

PQE 018. Educational Statistics

Statistical foundations for

Basic statistics – collection, presenting and displaying data; statistical description of data - measures of

educational research and measurements.	central tendency, spread, dispersion or variability; statistical inferences including estimating population values, testing hypothesis, correlation, etc.
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PQE 019. Educational Research Methods

Identification of educational problems, research design, data gathering, processing, analyzing, interpreting, inferences and reporting.	Nature and meaning of research; types of research; typologies based pure research and action or applied research; typology based on form such as historical research, descriptive survey, experimental research; typology based on kind of evidence and analysis used such as qualitative research, quantitative research, eclectic or triangular research or multiple perspectives research; the research process; choice of research topic; review of related literature; research methodology; methods of data collection – quantitative and qualitative techniques, validity and reliability; methods of organizing and analyzing data – qualitative and quantitative techniques; references and citations.
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PQE 020. English Language & Communication Skills

<p>Use of effective communication skills and fluency in English language teaching and learning situations and day-to-day interaction.</p>	<p>Meaning and scope of communication; elements of communication; channels of communication; problems facing learners of English in Nigeria; Introduction to language skills and their relationship; Listening – types of listening, listening defects, strategies for efficient listening, etc; Speech – oral drills, mechanical, meaningful communication drills, dialogue and interference, etc; Study Skills – how to study, organisation of personal study, rules of spelling, etc. Grammar: verb (tenses); agreement (concord); auxiliary and models; questions, statements and commands; Vocabulary: synonyms; antonyms; homonyms; homophones; registers; semantic mapping; Reading: relationship between reading and writing e.g. summarizing a bridge; Writing: paragraphing/structure and development; linking paragraphs for unity and coherence; punctuation. Identification and usage of phrases and clauses; sentence types; sentence patterns; voice (active and passive). Writing (planning, drafting, editing, logical sequencing of ideas, etc); Vocabulary (vocabulary development – connotative and denotative, idiomatic expressions, figures of speech and proverbs, registers. Speech: Narrative, descriptive, argumentative, conversational, dialogue, reported speech, interference; etc.</p>
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PQE 021. Use of the Library

**Effective use of the library for academic and educational research purposes;
The concept and use of virtual library**

Objectives and functions of the library; types of library; types of library materials; organizational structure of the library; bibliography, cataloguing and classification; management of the library; basic library automation; virtual and e-library.

PQE 022. Basic Mathematics

Application of basic mathematics in teaching and learning and day-to-day living

Binary numbers, conversion from base 2 to base 10 and vice versa; sets definition, notation and diagrams; basic operations on fractional and whole numbers; Fractions, decimals, and approximations; indices and surds; graphs; change of subject of formulae. Expansion and factorization of simple algebraic expressions; simple algebraic equations and methods of solutions; simple word problems; ratios,

	<p>percentages, simple and compound interests; variations (direct and inverse).</p> <p>Units of measurement for money, length, mass, weight, area, volumes; calculations of areas and volumes of 2 and 3 dimensional shapes e.g. triangle, square, rectangles, cylinder.</p> <p>Properties and classification of 2 and 3 dimensional shapes; types of angles, horizontal, vertical, parallel and perpendicular lines; representation of data – pictogram, bar and pie charts. Frequency distribution – histogram and cumulative frequency distribution; mode, median and mean; range, mean deviation, and standard deviation; simple probability and application.</p>
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PQE 023. Micro Teaching Theory

<p>Principles and practices of functional micro teaching; Peer teaching</p>	<p>Concept and process of micro teaching; relevance of micro teaching to teacher education; Set induction; Stimulus variation; planned repetition; reinforcement; non-verbal communication; questioning; closure; evaluation; merits and demerits of micro teaching.</p>
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RECOMMENDATION

The above topics are where your TRCN exam questions for this year will be asked from, especially under *ICT, English Language, Use of Library, Mathematics, and Educational Statistics/Research.*

You are advised to read according to this syllabus and also **study past questions** to be well-prepared for your exam.

Speaking of which,

Would you like to download the complete **TRCN past questions & answers** FREE OF CHARGE right now?

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