**BAYERO UNIVERSITY KANO**

**FACULTY OF EDUCATION**

**DEPARTMENT OF SCIENCE AND TECHNOLOGY EDUCATION**

**B. SC. (ED) GEOGRAPHY**

**CCMAS 30% CONTENT**

**100 Level**

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| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Unit** | **Status** | **LH** | **PH** |
| BUK–STE 101 | Foundation of Education II | 2 | C | 30 |  |
| BUK–STE 102 | Basic Computer Science | 3 | C | 30 | 45 |
| BUK–STE 103 | Basic Mathematics I | 2 | E | 30 | - |
| BUK–STE 104 | Basic Mathematics II | 2 | C | 30 | - |
| BUK–STE 105 | Basic Mathematics III | 2 | C | 30 | - |
| BUK-STE 110 | Introduction to Physical Geography II | 2 | C | 30 |  |
| BUK-STE112 | General Biology I | 2 | C | 30 |  |
| BUK-STE 113 | General Biology II | 2 | C | 30 |  |
|  |  | 17 |  |  |  |

**200 Level**

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| **Course Code** | **Course Title** | **Unit** | **Status** | **LH** | **PH** |
| BUK–STE 201 | Basic Educational Statistics | 2 | C | 30 | - |
| BUK–STE 202 | Introduction to Research Method | 2 | C | 30 | - |
| BUK-STE 208 | Field Course | 3 | C |  | 90 |
| BUK-STE 209 | Introduction to Cartography | 3 | C | 15 | 45 |
|  |  | 10 |  |  |  |

**300 Level**

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| **COURSE CODE** | **COURSE TITLE** | **UNIT** | **STATUS** | **LH** | **PH** |
| BUK–STE 301 | Educational Technology | 2 | C | 15 | 45 |
| BUK-STE 308 | Field Course | 2 | C | - | 90 |
|  |  | 4 |  |  |  |

**400 Level**

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| --- | --- | --- | --- | --- | --- |
| **COURSE CODE** | **COURSE TITLE** | **UNIT** | **STATUS** | **LH** | **PH** |
| BUK–STE 401 | Educational Structure, Administration and Planning | 2 | C | 30 | - |
| BUK–STE 402 | Guidance and Counselling in Science Education | 2 | C | 30 | - |
| BUK-STE 403 | ICT in Science and Technology Education | 2 | C | 30 | - |
| BUK-STE 409 | Tropical Geomorphology | 2 | E | 30 |  |
| BUK-STE 410 | Water Resources Evaluation | 2 | E | 30 |  |
| BUK-STE 411 | Tropical Climatology | 2 | E | 30 |  |
| BUK-STE 412 | Population, Resources and Mobility | 2 | E | 30 |  |
| BUK-STE 413 | Rural Land Resources Survey | 2 | E | 30 |  |
| BUK-STE 414 | Agricultural Geography | 2 | E | 30 |  |
| BUK-STE 415 | Rural Geography | 2 | E | 30 |  |
|  |  | 20 |  |  |  |

**BUK-STE 101 Foundation of Education II (2 Credits, Core, LH = 30)**

**Senate-Approved Relevance**

Coursework in foundation of education II is perhaps the most paramount and critical in the teacher education and training. It is in this course that student-teachers are taught the psychology and sociology of learner and learning, the trends of curriculum development and design, and the historical antecedents of education systems from the indigenous system, missionary to the present. Teacher education needs to avail the students with what, when and how of Nigeria education system so as to prepare them on the task of imparting knowledge, skills and improving students attitude and emotions. This is in line with the BUK’s mission of producing high quality human resources required for the promotion of the development of the host community, the nation, Africa and beyond.

**Overview**

This course provides a survey of the psychology, sociology, history and philosophy of education with emphasis on current problems in education, on significant educational innovations, and on the school as a social institution. The course is secondary to EDU 101 Introduction to Teaching and Foundations of Education and lays more emphasis on Intelligence, motivation, Remembering and forgetting, Transfer of learning, Education and Culture, social stratification and education, School as an organization, Educational development since 1950, The development and current structure of the Nigeria curriculum.

Therefore, the course provides an overview of the cultural, sociological, political, curriculum and historical underpinnings of the Nigeria education system as a requisite for teacher training. The importance of the course lies in meeting and providing high-quality education as enshrine in sustainable development goals (SDGs) in the area of education.

**Learning Objectives**

The objectives of the course are to.

1. Explain the concept of intelligence
2. Describe the influence of heredity and environment on intelligence
3. Define the term motivation
4. List and explain theories of motivation
5. Define Memory
6. List and explain stages and agents of socialization;
7. Explain the influence of social stratification on education
8. Discuss equality of educational opportunity.
9. Trace the history of educational development since 1950.
10. Explain the development and current structure of the Nigeria curriculum

**Learning Outcomes**

At the end of this course students should ne able to;

1. Define intelligence
2. Explain the influence of heredity and environment on intelligence
3. Define motivation
4. List and explain five theories of motivation
5. Define Memory
6. List and explain three stages and agents of socialization;
7. Explain the influence of social stratification on education
8. Discuss equality of educational opportunity.
9. Trace the history educational development since from 1950 to date
10. Explain the development and current structure of the Nigeria curriculum

**Course Contents**

Intelligence; definition; influence of heredity and environment; development and use of IQ tests; limitations of testing;' Introduction to motivation and its relation to learning; basic concepts; theories of motivation; educational implications; Remembering and forgetting: stages of memory; recognition; recall; relearning; causes of forgetting; factors affecting retention; implications for teaching; Transfer of learning: importance of transfer; learning sets; learning to learn; teaching for transfer. Education and Culture: Stages and agents of socialization; social stratification and education, equality of educational opportunity; education and social mobility; Social functions of education: The uses of literacy in society; education for democracy; education for leadership selection in education; School as an organization: Definitions and theoretical models; bureaucratization and professionalization of schooling. *Educational development since 1950.* The development and current structure of the Nigeria curriculum. Historical background: Pre-Islamic and pre-Christian curricula; The curriculum of Islamic education; the Christian mission curriculum; Colonial government schools and their changing curriculum; Post-colonial developments. Current Structure:

**BUK-STE 102: Basic Computer Sciences (3 Units C: LH 30; PH 45)**

**Senate-Approved Relevance**

Training of high-quality graduates who are highly skilled and knowledgeable in carrying out basic operations involving computer software and hardware components in agreement with BUK’s mission to address African developmental challenges in producing graduates who are computer literate.

**Overview**

Basic computer sciences lead to acquisition of basic skills in hardware and software components. It will give students basic ideas in information processing and its roles in society. Students will be required to complete lab assignments using the PC’s operating system, and several commonly used applications, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

**Objectives**

The objectives of the course are to:

1. Trace the historical development of computing to the current programmes in the discipline;
2. Distinguish the salient characteristics of the different programmes of the computing discipline;
3. Identify the roles and applications of computers and computing in different areas of human endeavor;
4. Identify and explain the basic components of a computer system;
5. Develop basic literacy on the use of computer systems;
6. Develop competence on the use of common Office productivity applications; and
7. Make purposeful use of the Internet for information gathering, learning and continuous professional development.

**Learning Outcomes**

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

1. Trace the historical development of computing to the current programmes in the discipline;
2. Distinguish the salient characteristics of the different programmes of the computing discipline;
3. Identify the roles and applications of computers and computing in different areas of human endeavor;
4. Identify and explain the basic components of a computer system;
5. Develop basic literacy on the use of computer systems;
6. Develop competence on the use of common Office productivity applications; and
7. Make purposeful use of the Internet for information gathering, learning and continuous professional development.

**Course Contents**

History of computing sciences leading to the different programmes in the discipline. Characteristics of each programme in computing sciences. Hardware, Software; and human resources; Integration and application in business and other segments of society. Information processing and its roles in society; Students will be required to complete lab assignments using the PC’s operating system, and several commonly used applications, such as word processors, spreadsheets, presentations, graphics and other applications. Internet and on-line resources, browsers, and search engines.

**BUK-STE 102: Basic Mathematic I (Algebra and Trigonometry) (2 Units C: LH 30)**

**Senate – Approved Relevance**

Training of high-quality graduates who are highly skilled and knowledgeable in teaching mathematics Senior Secondary Schools and Colleges which is in agreement with BUK’s mission to address African developmental challenges in producing graduates who are sound in Mathematics.

**Overview**

One of the purposes of Mathematics is to enhance a clear understanding of complex systems and ideas. As such it is of the utmost importance that the language of Mathematics be itself precise and mathematical terms and ideas are introduce unambiguously. This precision of language may be achieved by starting with just a few fundamental terms since any ambiguity in the language, terms and ideas shall necessarily introduce misunderstanding of the system.

Therefore, this course is designed to acquaint students with some basic concepts in mathematics that may help in the understanding of mathematics in various fields of scientific endeavors.

**Learning Outcomes**

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

1. Define Set, Subset, Union, Intersection, Complements and use of Venn diagrams;
2. Solve quadratic equations;
3. Solve trigonometric functions;
4. Identify various types of numbers; and
5. Solve some problems using Binomial theorem.

**Course Contents**

Elementary set theory, subsets, union, intersection, complements. Venn diagrams. Real numbers; integers, rational and irrational numbers. Mathematical induction. Real sequences Education

And serie. Theory of quadratic equations. Binomial theorem. Complex numbers; algebra of complex numbers; the Argand diagram. De-Moivre’s theorem, nth roots of unity. Circular measure, trigonometric functions of angles of any magnitude. Addition and factor formulae.

**BUK-STE 103: Basic Mathematics II (Calculus) (2 Units C: LH 30)**

**Senate - Approved Relevance**

Training of high-quality graduates who are highly skilled and knowledgeable in teaching mathematics in Senior Secondary Schools and Colleges which is in agreement with BUK’s mission to educate students in the principle tenets of Mathematics Education through structured inquiry and opportunities for individualized experiential learning.

Overview of the Course

The importance of differential equation in human activities in this world cannot be over emphasized. Derivatives and integrations are very important concepts that find applications in natural and applied sciences, Engineering, Medicine and host of others to solve real world problems.

The course is designed to acquaint students with basic tools that can be used to address mathematical challenges arising from Sciences, Engineering and Technology.

Objectives

**Learning Outcomes**

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

1. Apply types of rules in Differentiation and Integration.
2. Solve problems involving Functions of a real variable, graphs, limits and continuity; and
3. Apply definite integrals in areas and volumes.
4. Use Function of a real variable.
5. Use Integration as an inverse of differentiation

**Course Contents**

Function of a real variable, graphs, limits and idea of continuity. The derivative, as limit of rate of change.Techniques of differentiation.Extreme curve sketching.Integration as an inverse of differentiation.Methods of integration.Definite integrals.Application to areas, volumes.

**BUK-STE 104: Basic Mathematics III (Vectors, Geometry and Dynamics) (2 Units C: LH 30) Pre-requisite – BUK-STE 102**

**Relevance**

Training of high-quality graduates who are highly skilled and knowledgeable in teaching mathematics Senior Secondary Schools and Colleges which is in agreement with BUK’s mission to educate students in the principle tenets of Mathematics Education through structured inquiry and opportunities for individualized experiential learning

Overview of the Course

Mathematics is the body of knowledge centered on concepts such as quantity, structure space and change and also the academic disciplines that study them. Today Mathematics is used throughout the world in many fields, including natural sciences, engineering medicine and the social sciences. Reflecting a growing interest in Mathematics Education at all levels, many in the Mathematics community have turned their attention to the Mathematical preparation of precollege teachers. This can only be achieved if students have been prepared to handle such.

In this course, students will be acquainted with basic ideas and knowledge of modern Mathematics that prepares them to solve many real world problems.

**Learning Outcomes**

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

1. Solve some Vectors in addition and multiplication.
2. Calculate Force and Momentum; and
3. Solve Differentiation and Integration of vectors.
4. Solve multiplication of vectors
5. Calculate Differentiation and integration of vectors with respect to a scalar variable

**Course Contents**

Geometric representation of vectors in 1-3 dimensions, components, direction cosines. Addition, Scalar, multiplication of vectors, linear independence.Scalar and vector products of two vectors.Differentiation and integration of vectors with respect to a scalar variable.Two-dimensional co-ordinate geometry.Straight lines, circles, parabola, ellipse, hyperbola.Tangents, normals.Kinematics of a particle.Components of velocity and acceleration of a particle moving in a plane. Force, momentum, laws of motion under gravity, projectiles and resisted vertical motion. Elastic string and simple pendulum.Impulse, impact of two smooth spheres and a sphere on a smooth surface.

## BUK-STE 110: Introduction to Physical Geography II (2 Units C: H 30)

**Senate-Approved Relevance**

Coursework in physical geography II is perhaps the most paramount and critical in the area of geography. It is in this course that student-teachers are taught internal and external processes of landforms development, erosion, weathering and host of others. This is in line with the BUK’s mission of producing high quality human resources required for the promotion of the development of the host community, the nation, Africa and beyond.

**Overview**

Physical geography focuses on the character of, and processes shaping, the land-surface of the Earth and its envelope, emphasizes the spatial variations that occur and the temporal changes necessary to understand the contemporary environments of the Earth. Its purpose is to understand how the Earth’s physical environment is the basis for, and is affected by, human activity.  Knowledge of the environment help in keeping it safe and is in line with sustainable development goals (SDGs) on climate and life on land.

**Learning Objectives**

At the end of the course the students are to.

1. Describe internal structure and surface form of the earth
2. Explain Landform processes; mountain building, folding, faulting, volcanicity
3. Describe denudation and its agents.
4. Describe soil structure and texture
5. Explain world zonal vegetation types

**Learning Outcomes**

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

1. List and explain the three types of rocks.
2. List and explain four landform processes.
3. Clearly explain denudation and its agents.
4. Describe soil structure and texture
5. List and explain four world zonal vegetation types

**Course Contents**

Geological background to landforms: internal structure and surface form of the earth, rock types (igneous, metamorphic, and sedimentary). Landform processes: mountain building, folding, faulting, volcanicity (intrusive and extrusive); denudation (Weathering Physical and Chemical), fluvial and wind erosion and deposition, mass movement by soil creep, landslides, mudflow), soil characteristics (components, texture, structure colour, pH, profile); factors of soil formation and development (climate, vegetation, parent materials, relief and time). Elements of weather, their distribution and controlling factors (including air masses), insulation and atmospheric temperature, atmospheric pressure and winds, atmospheric moisture and precipitation. Factors influencing plant growth; world zonal vegetation types (including tropical rain forest, savannah and desert), introduction to soil and vegetation conservation afforestation. Field and laboratory work may form parts of the course

**BUK-STE 112: General Biology I (2 Units C: LH 30)**

**Senate-Approved Relevance**

Basic Biology I is a foundational course in Biology approached on the basis of levels that deal with fundamental units of life, structure and function in living organisms. It provides basis of understanding the different branches of Biology, subdivided for convenience of study, while harnessing their interrelationships through basic principles. The foundations of Basic Biology I are built through the introduction of the complementary concepts and fundamentals of Cell structure and organisation, functions of cellular organelles, characteristics and classification of living things. the relationships between chromosomes and genes with their importance, General reproduction, interrelationships of organisms in form of competitions, parasitism, predation, symbiosis, commensalisms, mutualism or saprophytism. Students are introduced to the concepts of Heredity and evolution with emphasis on Darwinism and Lamarkism, Mendelian laws, and key genetic concepts. The course provides an overview of elements of ecology and types of habitats which will help in advancing students’ understanding of the interactions that determine the distribution and abundance of organisms. The course is relevant as it exposes students to various aspects of Biology which provides them with the basic understanding of life and interactions.

**Overview**

This course provides the foundation of biological concepts with emphasis on preparing new students to acquire basic knowledge for high quality scientists that are knowledgeable. It prepares students to apply the knowledge acquired in the development of new skills. This is in line with BUK’s objective and mission to produce students that can apply their scientific knowledge at different capacities. Relevance is recognized in the ability of graduates from Science Education (BUK) to process biological knowledge which encompasses the great body of information that has been on this earth since thousands of years ago, the new findings scientists are discovering today, and the endless possibilities this knowledge can ultimately benefit mankind in the future. The importance of BUK- STE 112 primarily dwells in understanding life processes with learning opportunities in both the classroom and the companion laboratory compenent BUK- STE 114.

**Learning Objectives**

The objectives of the course are to.

1. Describe the cell structures and organisations.
2. Describe the functions of cellular organelles.
3. Itemise the characteristics of living organisms and state their general reproduction.
4. Trace the interrelationship that exists between organisms.
5. Describe the concept of heredity and evolution.
6. State the habitat types and their characteristics.

**Learning Outcomes**

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

1. explain cells structures and organizations;

2. summarize functions of cellular organelles;

3. characterize living organisms and state their general reproduction;

4. describe the interrelationship that exists between organisms;

5. discuss the concept of heredity and evolution; and

6. enumerate habitat types and their characteristics.

**Course Contents**

Cell structure and organization, functions of cellular organelles. Characteristics and classification of living things. Chromosomes, genes; their relationships and importance. General reproduction, interrelationships of organisms (competitions, parasitism, predation, symbiosis, commensalisms, mutualism, saprophytism). Heredity and evolution (introduction to Darwinism and Lamarkism, Mendelian laws, explanation of key genetic terms). Elements of ecology and types of habitat.

**BUK-STE 113: General Biology II (2 Units C: LH 30)**

**Senate-Approved Relevance**

Basic Biology II is a course designed with the aim of exposing students to the living world and the ways its many species function, evolve, and interact. It is aligned to the vision of grooming undergraduate students with an introduction to biology experience that equips them with capable skills to describe and apply biological concepts. The course is relevant as it helps students to understand themselves and their environment. BUK- STE 113 offers learning opportunities in both the classroom and the companion laboratory component BUK- STE 115.

**Overview**

General Biology II is a segment from the natural sciences concerned with the study of life and living organisms. It is vast and composed of aspects from various disciplines that study unifying concepts which govern the basic characteristics, identification and classification of viruses, bacteria and fungi. It covers a generalized survey of the plant and animal kingdom based mainly in the study or similarities and differences in the external features, general physiology and ecological adaptation of plant and animal forms. This is in line with BUK’s objective and mission to produce students that can apply their scientific knowledge at different capacities. Relevance is recognized in the ability of graduates from Science Education (BUK) to have a broader understanding of biology and living organisms in the biosphere developed through hand-on, multi-modal engages learning opportunities in both the classroom and laboratory experiences.

**Objectives**

The objectives of the course are to:

1. describe the characteristics, methods of identification and classification of viruses, bacteria and fungi;
2. differentiate between the unique characteristics of plant and animal kingdoms;
3. explain the ecological adaptations in the plant and animal kingdoms;
4. describe nutrition, respiration, excretion and reproduction in plants and animals
5. compare the growth and development in plants and animals.

**Learning Outcomes**

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

1. List the characteristics, methods of identification and classification of viruses, bacteria and fungi;

2. state the unique characteristics of plant and animal kingdoms;

3. describe ecological adaptations in the plant and animal kingdoms;

4. explain nutrition, respiration, excretion and reproduction in plants and animals; and

5. describe growth and development in plants and animals.

**Course Contents**

Basic characteristics, identification and classification of viruses, bacteria and fungi.

A generalized survey of the plant and animal kingdoms based mainly on the study of similarities and differences in the external features. Ecological adaptations. Briefs on physiology to include nutrition, respiration, circulatory systems, excretion, reproduction, growth and development.

**BUK-STE 201 Basic Educational Statistics (2 Credits, Core, LH = 30)**

**Senate-Approved Relevance**

Production of high-quality, qualified and professional teachers requires expertise in educational statistics which is concern with analysis of data for diagnosis of learning and educational problems, students’ promotion and evaluation of success or otherwise of an instruction or entire educational program. This is in line with the BUK’s mission of producing high quality human resources required for the promotion of the development of the host community, the nation, Africa and beyond.

**Overview**

Educational statistics is designed to acquaint students with statical knowledge of data analysis and results interpretation. The students will be exposed to the rudiment of descriptive and inferential statistics for data summary and drawing statistical inferences. The importance of the course lies in meeting and providing high-quality education as enshrine in sustainable development goals (SDGs) in the area of education.

**Learning Objectives**

The students are expected to be able to:

1. Understand the concept of Educational Statistics
2. Identify types of data and scales of measurement.
3. Describe the various methods of organising and summarising data.
4. Calculate mean, median and mode of a given set of distributions
5. Understand and use measures of dispersion or variability.
6. Describe the methods of estimating relationship between two sets of a given distributions
7. Develop and test hypotheses using appropriate statistics.

**Learning Outcomes**

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

1. Define educational statistics
2. List and explain three types of data
3. Describe the methods of organising and summarising data
4. Calculate mean, median and mode of a given set of distributions
5. Calculate deviation and standard deviation of a given set of distributions
6. Compute relationship between two set of scores
7. Develop three null hypotheses and test them using appropriate statistics.

**Course Contents**

Introduction to Educational Statistics, Descriptive statistics, frequency distribution, measures of central tendency, measures of variability, percentiles, standard scores, norms. Inferential statistics; rationale for statistical inference, selection of appropriate statistical tests; parametric tests, t-tests, ANOVA, Pearson Product Moment Correlation. Non-parametric tests, chi-square, Spearman Rank-order Correlation.

**BUK-STE 202 Introduction to Research Methods in Education (2 Credits, Core, LH = 30)**

**Senate-Approved Relevance**

Production of high-quality, qualified and professional teachers requires expertise in conducting educational research and providing solutions on problems in the area teaching, learning and educational management. This course research methods in education was design in line with the BUK’s mission of producing high quality human resources required for the promotion of the development of the host community, the nation, Africa and beyond. The course was meant to train student-teachers with the requisite knowledge of identifying educational problem, developing appropriate design in search for the cause/effect of the problem, conducting the study and recommending the ways out of the problem for educational development.

**Overview**

Research methods in education is designed to acquaint students with the knowledge of identifying educational problem, investigating the problem and providing solutions to the identified problem. The students will be exposed to the concept and types of educational research, sources of educational problems, techniques of literature review, research design, types of data collection instruments, validity and reliability of data collection instruments, and writing research proposal. The importance of the course lies in meeting and providing high-quality education as enshrine in sustainable development goals (SDGs) in the area of education.

**Learning Objectives**

The learning objectives of the course are for the students to:

1. Explain the concept of educational research
2. Describe the different types of educational research
3. Identify a research problem
4. Formulate research hypotheses
5. Develop a research proposal

**Learning Outcomes**

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

1. Define educational research
2. Differentiate between three types of research
3. Identify a research problem in their area of specialization
4. Develop a research proposal
5. Formulate three testable null hypotheses
6. Write a research proposal

**Course Contents**

Topics include: Nature and purpose of research; Categories of research activities; descriptive, historical, experimental; Writing a research proposal; selecting a topic; contents and organization of the proposal; Literature review; its role; methods of citing literature; Research bias; political, religious and social bias in research; objectivity; cross- cultural applications; Ethical issues in research; subjects' understanding and co-operation with the researcher; confidentiality and publication; misinterpretation and misuse of research findings; Hypotheses and research questions; nature and use of hypotheses and research findings; Sampling procedures; rational and procedures; advantages and disadvantages of sampling procedures; Data collection techniques; questionnaires, interviews, observations, case studies, tests, government statistics, documentary analysis; Research validity and reliability’ Writing the research report; Review of the role of research in education.

**BUK-STE 208 205: Field Course (3 Credits, Core, PH = 135)**

**Senate-Approved Relevance**

Production of high-quality, qualified and professional geography teachers requires linking theoretical knowledge to was is obtainable in the immediate environment. Field concern is concern with supporting classroom learning with practical and concrete experiences on land surface. This is in line with the BUK’s mission of producing high quality human resources required for the promotion of the development of the host community, the nation, Africa and beyond.

**Overview**

Field course is an important geographic activity and was designed to give students an opportunity to observe geographical and geological forms and processes, the man and environment interactions, and the social and economic patterns as well the urban geography. The importance of the course lies in meeting and providing high-quality education as contain in sustainable development goals (SDGs).

**Learning Objectives**

The learning objectives of this course are for the students to be:

1. Identify the characteristics of their local and surrounding environment;
2. Observe landforms structure and composition
3. Describe the geographic features, social and economic patterns of human activities.
4. Explain the relationship between man and environment
5. Observe the settlement pattern and structure

**Learning Outcomes**

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

1. Observe and report physical features in the surrounding environment;
2. Link classroom learning with practical experiences on the field
3. Write a report on social and economic patterns of human activities.
4. Explain the relationship between man and environment
5. Observe the settlement pattern and structure

**Course Contents**

Detailed study of the geographical and geological forms and processes, the man and environment interactions, and the social and economic patterns as well the urban geography. Their knowledge of cartography, remote sensing, GIS are all brought to bear in interpreting their environment.

**BUK-STE 209: Introduction to Cartography (2 unit, Core, LH 30)**

**Senate-Approved Relevance**

Production of high-quality, qualified and professional geography teachers requires expertise in the study and practice of making maps. This practice is in line with the BUK’s mission of producing high quality human resources required for the promotion of the development of the host community, the nation, Africa and beyond.

**Overview**

Introduction to cartography is design to help geography students gain an understanding of the basic elements of cartographic design and l learn about different types of maps and their applications. The importance of the course lies in meeting and providing high-quality education as contain in sustainable development goals (SDGs).

**Learning Objectives**

In this course students will

1. Explain the basic elements of cartographic design.
2. Learn about different types of maps and their applications.
3. Draw different types of maps
4. Extract coordinates of a map.
5. Use different techniques in drawing map

**Learning Outcomes**

At the end of the course students should be able to

1. Design a map using cartographical techniques
2. List and explain three different types of maps and their application
3. Draw different types of maps
4. Extract coordinates of a map.
5. Use different techniques in drawing map

**Course Contents**

The course examines the use of symbols in cartographic design, graphical and other techniques to represent geographical phenomena on maps: isopleths, chloropleth and dot maps, line, polygraphs and pie graphs; proportional circles, spheres and cubes; pictorial and other techniques. The suitability of different statistical techniques in the analysis of space and time, as they relate to climatic, relief, population, settlement and other geographic variables were also taught. Laboratory work forms the whole of this course.

**BUK-STE 301 Educational Technology (2 Credits, Core, LH = 15, PH=45)**

**Senate-Approved Relevance**

Production of high-quality, qualified and professional teachers requires expertise in selecting appropriate and systemic use of techniques, strategies, processes, procedures and instructional materials that enhance teacher instructional delivery an students learning. This course was designed to educate student-teachers on the appropriate and systematic use of hardware, software, processes and procedures in order to enhance teaching and learning, and achieve learning outcomes. This is line with the BUK’s mission of producing high quality human resources in the area of teaching required for the promotion of the educational development. The course was meant to educate student-teachers the knowledge of careful and systematic, preparation, planning and implementation of an instruction.

**Overview**

Educational Technology as a course was designed to acquaint students with the knowledge of educational aims and objectives, developing scheme of work, lesson planning and lesson notes, selecting and using appreciate instructional materials and teaching as communication. The importance of the course lies in meeting and providing high-quality education as enshrine in sustainable development goals (SDGs) in the area of education.

**Learning Objectives**

The learning objectives of the course are for the students to.

1. Explainthe concept of educational technology
2. Describe educational objectives as cornerstone of educational technology
3. Explain the different types of instructional materials for classroom teaching
4. List and explain the factors that affect selection and use of instructional materials
5. Explain the concept of teaching as communication
6. Discuss the purpose of educational field trip.

**Learning Outcomes**

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

1. Define educational technology
2. List and explain the three domains of educational objectives
3. Differentiate between projected and non-projected instructional media.
4. List and explain five factors that affect selection and use of instructional materials
5. Explain the concept of teaching as communication
6. Discuss the purpose of educational field trip.

**Course Contents**

This course will introduce students to the concept of Educational Technology and will continue with the familiarization of students with different types of Audio- Visual materials, their operations and uses. Educational technology: teaching as communication; educational objectives. Varieties of education media; Non-projected visuals for classroom teaching; audio media for class teaching; still-projected and motion projected media. Field trips; their purpose and organization; sources of A-V materials. Practical for audio, still, and motion projected media.

**BUK-STE 308: Field Course (2 Units C: PH 90)**

**Senate-Approved Relevance**

Production of high-quality, qualified and professional geography teachers requires linking theoretical knowledge to was is obtainable in the immediate environment. Field concern is concern with supporting classroom learning with practical and concrete experiences on land surface. This is in line with the BUK’s mission of producing high quality human resources required for the promotion of the development of the host community, the nation, Africa and beyond.

**Overview**

Field course is designed to give students an opportunity to observe geographical and geological forms and processes and illustrate the application of theories, concepts and techniques of geographical analysis. The importance of the course lies in meeting and providing high-quality education as contain in sustainable development goals (SDGs).

**Learning Objectives**

The course learning objectives are for the students to.

1. Explain fieldwork as an important geographic activity.
2. Identify geographical features.
3. Conduct hands-on field exercises; and
4. Examine the relationships between and among features.
5. Identify the interaction between natural and artificial environment

**Learning Outcomes**

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

1. Explain fieldwork as an important geographic activity
2. Identify five geographical features.
3. Conduct hands-on field exercises; and
4. Examine the relationships between and among the geographical features observed.
5. Identify the interaction between natural and artificial environment

**Course Contents**

Eight to ten days intensive field studies designed to illustrate the application of theories, concepts and techniques of geographical analysis. Examples of field study activities include rural land use studies, urban studies, vegetation and soil studies, landform studies and market surveys. It is expected that the students should travel outside the State where the University is located so they can be exposed to different geographic features.

**BUK-STE 401** **Educational Structure, Administration and Planning (2 Credits, Core, LH = 30)**

**Senate-Approved Relevance**

Educational Structure, Administration and Planning coincides with the BUK’s mission of producing high-quality graduates and the need to move forward the frontiers of human knowledge by providing excellent undergraduate and high-quality human resources. The course is meant to produce high-quality professional teachers who are managers of educational instructions. It is meant to educate student-teachers on structure of education as an organisation, processes and procedures for effective planning and administration of human and material resources in educational institutions.

**Overview**

Educational structure, administration and planning as a course was designed to acquaint students with the knowledge of educational structure, educational planning and educational administration. The course helps in producing high-quality educational managers. This is in line with provision of high-quality education as enshrine in sustainable development goals (SDGs).

**Learning Objectives**

The objectives of the course are to.

1. Explain the concept of educational administration and planning.
2. Explain the principles of organization
3. Explain the various forms of records within an organization
4. Discuss the purpose and characteristics of educational planning
5. Explain the organizational structure of national education system
6. Describe the structure of federal and state ministry of education

**Learning Outcomes**

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

1. Define educational administration and planning
2. Explain at least four principles of organization
3. Explain the six different forms of records within an organization
4. Discuss the three purpose and characteristics of educational planning
5. Explain the organizational structure of national education system
6. Describe the structure of federal and state ministry of education

**Course Contents**

Educational administration; meaning and emergence; principles of organization and administration; communication in organizations; organizing schools for effective management; school records and procedure; time-table management; the nature and scope of educational planning definitions and characteristics of education planning; emergence of educational planning in world and Nigerian perspectives; reasons for the growth of interest in planning, objectives of education planning in Nigeria; constraints on educational planning in Nigeria. Organizational structure of the national education system and the operation of administrative policy relationships. The evaluation of the national education system, organization of Nigerian education, the federal ministry of education, the state ministry of education and related agencies such as NUC, NTI, JAMB, etc.

**BUK-STE 402 Guidance and Counseling in Science Education (2 Credits, Core, LH = 30)**

**Senate-Approved Relevance**

Production of high-quality, qualified and professional teachers requires expertise in the field of educational guidance and counselling. The student-teachers need to be educated on educational guidance, vocational guidance, personal guidance and counselling practices. This is in line with the BUK’s mission of producing high quality human resources required for the promotion of the development of the host community, the nation, Africa and beyond.

**Overview**

Guidance and counselling in science education is meant to acquaint students with expertise educational, vocational and persono-social guidance and counselling practices. The students will be exposed to the rudiment of principles, scope and practice of guidance and counseling, role of guidance and counseling in learning and teaching, vocational guidance, counselling theories, guidance services in Nigerian primary and secondary schools; the role of the school counselor in the Nigerian educational system.The importance of the course lies in meeting and providing high-quality education as enshrine in sustainable development goals (SDGs) in the area of education.

**Learning Objectives**

The learning objectives are for the students to.

1. Define the concept of guidance and counselling
2. Explain the principles and practice of guidance and counselling
3. Describe types of guidance and counselling
4. Discuss the counselling theories
5. Describe factors affecting guidance and counselling practice in Nigeria

**Learning Outcomes**

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

1. Define the concept of guidance and counselling
2. Explain three principles and practice of guidance and counselling
3. Describe the three types of guidance and counselling
4. Discuss at least three counselling theories
5. Describe factors affecting guidance and counselling practice in Nigeria

**Course Contents**

Introduction to the principles, scope and practice of guidance and counseling; role of guidance and counseling in learning and teaching; vocational guidance and prominent career theories; guidance services in Nigerian primary and secondary schools; the role of the school counselor in the Ni

**BUK-STE 403 ICT in Science and Technology Education (2 Credits, Core, LH = 30)**

**Senate-Approved Relevance**

The 21st century student-teachers needs to be acquainted with knowledge, skills and competencies of using Information and Communication Technology in research, teaching and learning. The National Policy on Education (2013) has stressed the need to employ educational technology to improve the quality of education. ICT in Science and Technology Education will expose the student-teachers on how ICT can be used to improve **students engagement, performance and retention.** This is in line with the BUK’s mission of producing high quality human resources required for the promotion of the development of the host community, the nation, Africa and beyond

**Overview**

ICT in science and Technology Education as a course was designed to acquaint students with the knowledge of ICT and its application in teaching and learning of science and technology subjects, computer and its components, internet and other technological tools and resources that are being used in education. This is in line with provision of high-quality education as enshrine in sustainable development goals (SDGs).

**Learning Objectives**

The objectives of the course are for the students to.

1. Explain the meaning of Information and Communication Technology (ICT).
2. List and explain areas of application of ICT in Science and Technology Teaching
3. Examine computer application in learning.
4. Explain ICT Policy in education
5. Describe synchronous and asynchronous packaging of instruction.
6. Outline basic programming languages and stages
7. Identify factors influencing the use of ICT in teaching and learning
8. Outline the problems, prospects and challenges of application of ICT in Science and Technology education in developing world.

**Learning Outcomes**

At the end of this course students should be able to;

1. Clearly define and explain the meaning of Information and Communication Technology (ICT).
2. List and explain three broad areas of application of ICT in teaching Science and Technology.
3. Explain ICT Policy in education
4. Describe synchronous and asynchronous packaging of instruction.
5. Outline six programming languages
6. Identify five factors influencing the use of ICT in teaching and learning
7. Outline the five problems, prospects and challenges of application of ICT in science and Technology education in developing world.

**Course Contents**

Concept of ICT, Categories of ICT, ICT in Science and Technology Education, Areas of Application of ICT in Science and Technology Education, Factors influencing the use of ICT in teaching and learning, ICT Policy in education. the problems, prospects and challenges of application of ICT in education in developing world., Computer in Science and Technology Education, Internet in Science and Technology Education, Synchronous and Asynchronous packaging of instruction, Computer programming

**BUK-STE 409: Tropical Geomorphology (2 Credits, Elective, LH = 30)**

**Senate-Approved Relevance**

Production of high-quality, qualified and professional geography teachers requires the study of landforms and geomorphic processes. Tropical Geomorphology introduces students to the essential characteristics of the geomorphology of the tropics in the clearly defined morphogenetic regions. tropical humid, tropical dry-and-wet and tropical and subtropical arid. This is in line with the BUK’s mission of producing high quality human resources required for the promotion of the development of the host community, the nation, Africa and beyond.

**Overview**

Tropical Geomorphology is designed to acquaint students with knowledge of landforms and geomorphic processes. The course consists of a series of lectures on the processes, and on the description and explanation of present landforms in each region and a set of laboratory and field investigations to determine the magnitudes of some landform attributes within the savanna regions. The importance of the course lies in meeting and providing high-quality education as enshrine in sustainable development goals (SDGs) in the area of education.

**Learning Objectives**

The learning objectives of the course are to.

1. classify the glove based on the geomorphic processes
2. discuss some geomorphic process and the resultant landforms
3. explain the spatial distribution of landforms globally
4. identify the impact of climate on geomorphic processes
5. examine the anthropogenic influence on some landforms development
6. conduct practical and field exercises on rock minerals and physical identification of some landform respectively.

**Learning Outcomes**

At the end of the lesson the students should be able to..

1. classify the glove based on the geomorphic processes
2. discuss some geomorphic process and the resultant landforms
3. explain the spatial distribution of landforms globally
4. identify the impact of climate on geomorphic processes
5. examine the anthropogenic influence on some landforms development
6. conduct practical and field exercises on rock minerals and physical identification of some landform respectively.

**Course Contents**

The course introduces students to the essential characteristics of the geomorphology of the tropics in the clearly defined morphogenetic regions: tropical humid, tropical dry-and-wet and tropical and subtropical arid. Coral formation is treated as a tropical phenomenon. The course consists of a series of lectures on the processes, and on the description and explanation of present landforms in each region and a set of laboratory and field investigations to determine the magnitudes of some landform attributes within the savanna regions. Laboratory classes form a part of this course.

**BUK-STE 410: Water Resources Evaluation (2 Credits, Elective, LH = 30)**

**Senate-Approved Relevance**

Production of high-quality, qualified and professional geography teachers requires knowledge of water resources evaluation. The course introduces students to occurrence, use, management, and conservation of water and water resources. It further discusses the concept of hydrological cycle, water survey techniques, surface water flow, storage and uses; ground water flow, storage and exploitation. It also focuses on the management of ground water utilization, methods of determining water quality for general and specific uses, water quality standards; surface and ground water pollution. This is in line with the BUK’s mission of producing high quality human resources required for the promotion of the development of the host community, the nation, Africa and beyond.

**Overview**

Water and water resources are critical issues for the sustenance of nearly every society. This course examines the occurrence, use, management, and conservation of water and water resources. It further discusses the concept of hydrological cycle, water survey techniques, surface water flow, storage and uses; ground water flow, storage and exploitation. It also focuses on the management of ground water utilization, methods of determining water quality for general and specific uses, water quality standards; surface and ground water pollution.

**Learning Objectives**

1. Explain the occurrence, use, management, and conservation of ground water and water resources.
2. identify the sources of surface and ground water
3. assess water pollution, its sources and environmental damage to water resources.
4. Describe the physical hydrology and the hydrologic basis of water resources
5. Examine surface and ground water pollution.

**Learning Outcomes**

1. Describe the occurrence, use, management, and conservation of ground water and water resources
2. identify the sources of surface and ground water
3. assess water pollution, its sources and environmental damage to water resources.
4. Explain the physical hydrology and the hydrologic basis of water resources
5. Explain methods of ground water management, utilization for general and specific uses
6. Identify four sources of surface and ground water pollution,

**Course Contents**

The course deals with survey techniques and the assessment of ground and surface water resources. It also involves classification of water from these sources and for a variety of uses. It reviews the concept of hydrological cycle. It reviews detailed water survey techniques, surface water flow, storage and uses; ground water flow, storage and exploitation. It also focuses the management of ground water utilization, methods of determining water quality for general and specific uses; water quality standards; surface and ground water pollution, sources of pollutants, water pollution and environmental damage, recycling used water and sewage water as well as inter-basin transfers. The aspects of water politics and legislation, preservation and reclamation all form parts of the course. Practical exercises form a part of this course.

**BUK-STE 411: Tropical Climatology (2 Credits, Elective, LH = 30)**

**Senate-Approved Relevance**

Training of high-quality graduates who are knowledgeable in describes the weather and climatic conditions in the tropics, the spatial and temporal variations, and implications of these conditions for socio-economic activities in tropical Africa is of paramount importance to geography teacher education. This is in agreement with BUK’s mission to address African developmental challenges and production of production of high-quality human resources.

**Overview**

Tropical climatology provides a geographical viewpoint on the physical processes in the tropical atmosphere: to offer explanations of how a location's climate is a product of these processes and to highlight the implications of tropical atmospheric behaviour and climate change for those living in the tropics.

**Learning Objective**

The course learning objectives are to.

1. Describes the weather and climatic conditions in the tropics
2. Explain the spatial and temporal variations of weather and climatic conditions in the tropics.
3. Identify the implications of spatial and temporal variations of weather and climatic conditions for socio-economic activities in tropical Africa.
4. Effects of tropical climate on energy production, agriculture, health, housing etc.
5. Identify the implications of spatial and temporal variations of weather and climatic conditions for socio-economic activities in tropical Africa.

**Learning Outcomes**

1. Clearly describes the weather and climatic conditions in the tropics
2. Explain the spatial and temporal variations of weather and climatic conditions in the tropics.
3. Identify five implications of spatial and temporal variations of weather and climatic conditions for socio-economic activities in tropical Africa.
4. Enumerate five effects of tropical climate on energy production, agriculture, health, housing etc.
5. Identify the implications of spatial and temporal variations of weather and climatic conditions for socio-economic activities in tropical Africa.

**Course Content**

This course describes the weather and climatic conditions in the tropics: their spatial and temporal variations; and implications of these conditions for socio-economic activities in tropical Africa. Radiation and temperature conditions in the low latitude. Water and precipitation, General circulation in the tropics and its variations such as the Hadley cell, Trades and anti-trades, monsoon, jet streams etc. Tropical (Synoptic) disturbances (cyclones and anticyclones, easterly waves, shear and squall lines, dust haze (W. Africa). ITD, etc. Tropical climates (Asia, Africa, America and the oceans). Effects of tropical climate on energy production, agriculture, health, housing etc. Field work and Laboratory classes form parts of this course.

**BUK-STE 412: Population, Resources and Mobility** **(2 Credits, Elective, LH = 30)**

**Senate-Approved Relevance**

Training of high-quality and professional graduates who will teach in secondary school requires knowledge of population, resources and mobility. The course is concern with the historical context of population growth in relation to resources, determinants of population change, Population and resources at village and global scale and host of others. Training of high-quality graduates is in line with the BUK’s mission of producing high quality human resources for national development.

**Overview**

Population, resources and mobility is concern with the historical context of population growth in relation to resources, determinants of population change, Population and resources at village and global scale and host of others. The course is designed to provide requisite knowledge to students on issues around population, resources and mobility, and the interaction effects that exist between the three terms. The importance of the course lies in meeting and providing high-quality education as enshrine in sustainable development goals (SDGs) in the area of education.

**Learning Objectives**

The learning objectives of the course are for the students to.

1. Trace the historical context of population growth in relation to resources
2. Describe the determinants of population change
3. Explain population and resources at village scale:
4. Explain the determinants of population change
5. Describe agricultural, intensification and diversification in response to population growth.
6. Explain the impact of environmental variability on population.
7. Explain population and resources at global scale.
8. Explain population mobility in response to perceived resources.

**Learning Outcomes**

At the end of the course the students should be able to.

1. Trace the historical context of population growth in relation to resources
2. List and explain five determinants of population change
3. Critically explain population and resources at village scale:
4. Explain the determinants of population change
5. Describe agricultural, intensification and diversification in response to population growth.
6. List and explain five impact of environmental variability on population.
7. Explain population and resources at global scale.
8. Explain population mobility in response to perceived resources.

**Course Contents**

The historical context of population growth in relation to resources: determinants of population change; neo-Malthusian and alternative theoretical frameworks. Population and resources at village scale: measuring the determinants of population change; agricultural, intensification and diversification in response to population growth; critical population density and related concepts; the impact of environmental variability on population. Population and resources at global scale; the green revolution and its impact; consumption of nonrenewable resources; and attempts to model the world system. 32 Population mobility in response to perceived resources: classification, measurement, modeling and behavioral interpretation of mobility

**BUK-STE 413: Rural Land Resources Survey (2 Credits, Elective, LH = 30)**

**Senate-Approved Relevance**

Production of high-quality, qualified and professional geography teachers requires knowledge of rural land resources survey. The course educates students on the principles and procedures of resource evaluation for rural land use planning. This is in line with the BUK’s mission of producing high quality human resources required for the promotion of the development of the host community, the nation, Africa and beyond.

**Overview**

Rural land resources surveyeducates students on the principles and procedures of resource evaluation for rural land use planning. The course introduces students to the attributes of rural land resources and the place of land evaluation in rural development planning, the principles of land resources evaluation and the land resource survey. The importance of the course lies in meeting and providing high-quality education as enshrine in sustainable development goals (SDGs) in the area of education.

**Learning Objectives**

The learning objectives are to.

1. Explain the attributes of rural land resources and the place of land evaluation in rural development planning.
2. Examines the Principles of land Resources Evaluation
3. Describe the importance of land evaluation in rural development planning
4. Explain the Land Resource Survey procedures.
5. Explain the principles and techniques of conducting a rural land resources survey.

**Learning Outcomes**

At the end of the course students should be able to.

1. Itemize and explain six attributes of rural land resources
2. Describe the importance of land evaluation in rural development planning.
3. Examines the Principles of land Resources Evaluation
4. List and explain four procedures of the Land Resource Survey.
5. Explain the principles and techniques of conducting a rural land resources survey

**Course Contents**

This course introduces the principles and procedures of resource evaluation for rural land use planning. First the course covers the attributes of rural land resources and the place of land evaluation in rural development planning. Second, it examines the Principles of land Resources Evaluation including analysis, classification and mapping. The Land Resource Survey procedures including integrated (land 37 system) survey, land use survey, and land capability assessment. Fourth is Report pointing to its contents and scope. Mapping exercise and study of existing reports form part of the course. Field and laboratory work form a part of the course.

**BUK-STE 414: Agricultural Geography** **(2 Credits, Elective, LH = 30)**

**Senate-Approved Relevance**

Production of high-quality, qualified and professional geography teachers requires knowledge of agricultural geography. The course exposes students on the origin and diffusion of West African crops, agricultural production systems, technology and change. agricultural location theory, marketing systems, and the contemporary dilemma of Nigerian agriculture.

**Overview**

Agricultural geography is designed to acquaint students with statical knowledge of agriculture in relation to geographical factors. The importance of the course lies in meeting and providing high-quality education as enshrine in sustainable development goals (SDGs) in the area of education.

**Learning Objectives**

The learning objective of the course are for the students to.

1. Explain the origin and diffusion of West African crops.
2. Describe the relationship between climate water resources and agriculture.
3. Explain agricultural production systems, technology and change.
4. Explain agricultural location theory.
5. Explain the concept of agricultural sector in the national and international economies
6. Describe the dilemma of Nigerian agriculture.

**Learning Outcomes**

At the end of the course students should be able to

1. Describe the origin and diffusion of West African crops.
2. Describe the relationship between climate water resources and agriculture.
3. Explain the agricultural location theory.
4. Explain the concept of agricultural sector in the national and international economies
5. Explain dilemma of Nigerian agriculture

**Course Contents**

Agricultural origins and dispersal – the origin and diffusion of West African crops. Climate water resources and agriculture. Agricultural production systems, technology and change. Agricultural location theory; behavioral and probabilities models of agricultural activities; marketing systems. The concept of agricultural sector in the national and international economies; trade and aid. Transforming traditional agriculture; the contemporary dilemma of Nigerian agriculture.

**BUK-GEO414 Rural Geography** (2 Units E: LH 30)

**Senate-approved relevance**

Rural Geography course explores the interrelationships between people and the environment in rural settings. It provides students with a comprehensive understanding of the physical, social, and economic elements of rural landscapes. The course will also consider the impacts of land use, land management, and urbanization on rural landscapes. Topics will include the history of rural areas, land tenure and land use, rural economies, population distribution, resource management, and regional development issues. This course is essential for those interested in understanding the complex nature of rural areas and their effects on the environment and people. In addition, the course will help students develop critical thinking and analytical skills as they evaluate the social and environmental implications of rural development. These skills will be valuable in many areas, such as urban and regional planning, policy making, and economic development. By completing the Rural Geography course, students will gain a better understanding of the interactions between human activities and the environment, and be better prepared to address the challenges of rural areas.

**Overview**

Rural Geography is a course designed to explore the various aspects of rural life and its effects on the environment and society. It covers a wide range of topics, including rural settlement patterns, land use, economic activities, social and cultural life, and environmental issues. The course introduces students to the fundamentals of rural geography, provides an overview of its history, and explores the various ways in which people live in and interact with their rural environment. It also looks at the role of government policies in creating and maintaining rural communities, and how those policies have changed over time. Additionally, the course covers the effects of globalisation on rural development and the potential for sustainable rural development. It examines the role of geography in understanding and responding to the challenges of rural life today. Rural Geography provides an engaging and comprehensive introduction to the interdisciplinary field of rural geography. It provides an opportunity for students to gain an in-depth understanding of the many facets of rural life, and gain the skills to use this knowledge in their own research, practice, and policy making.

**Objectives**

The objectives of the course are to:

1. Explain the various physical, social, economic, and cultural characteristics of rural areas.
2. acquire knowledge of current and emerging trends in rural areas in the global context.
3. analyze the impact of human activities on rural landscapes and develop strategies to minimize negative impacts.
4. investigate the relationship between rural areas and urban areas, including the factors that drive rural-urban migration.
5. Explain the importance of diverse cultural and historical legacies in the formation of rural communities.
6. Explain the roles of regional, national, and global forces in influencing the development of rural areas.
7. Explain the regional variations in rural development and their implications for sustainable development.
8. develop the capacity to design and implement policies and plans for rural development.

**Learning Outcomes**

This course deals with typology of village, characteristics and settlement pattern in rural areas. At the end of the course, students should be able to:

1. explain the typology of village and settlement patterns in rural areas
2. list and explain the basic components of rural settlements and their location principles
3. describe the settlement functions and settlement change
4. Explain the importance of diverse cultural and historical legacies in the formation of rural communities
5. demonstrate knowledge of planning strategies for rural development