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APR/NABC/NAEC

CAPTAIN TO MAJOR WRITTEN PROMOTION EXAMINATION
DIRECT REGULAR COMMISSION OFFICERS

Prepared under the direction of

Chief of Army Staff

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DIRECTORATE OF ARMY PUBLIC RELATIONS

INTRODUCTION

1. This module is designed to serve as study guide for DAPR candidates writing the Direct Regular Captain – Major Written Promotion Examination. Rather than concentrate on the roles and responsibilities of the DAPR only, the guide brings into focus contemporary issues in Public Relations (PR) practice as is obtainable in modern military environment. Officers are expected to have attended Young Officers' Course (YOC) APR and Media Operations Officers' Course (MOOC) Course at NASPRI Bonny Cantonment.
2. Candidates preparing for the Direct Regular Captain – Major Written Promotion Examination should therefore be conversant with the following:
 - a. Appreciable knowledge of Army Public Relations practice.
 - b. Appreciable knowledge of Joint Service Writing.
 - c. Responsibilities and Roles of the Army Public Relations Officer.
 - d. Media Operations.
 - e. Appreciable knowledge of Suggested Headings for Media Operations Plan.
 - f. Media Law and Ethics.
 - g. DHQ Social Media Policy.
 - h. Understand the importance and setting up of an information centre.
3. Candidates would be asked questions which would require them displaying proficiency in general PR practice. Officers are therefore expected to be fairly and widely read to meet the expectations of the examination

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AIM

4. The aim of this paper is to provide guidelines for DAPR officers preparing for the Direct Regular Captain – Major Written Promotion Examination.

SYLLABUS

5. **Media Operations.**

- a. Definition of Terms.
- b. Characteristics of Media.
- c. Audience.
- d. Principles of Media Operations.
- e. Factors Affecting Media Operations
- f. Media Operations Plans.
- g. Media Dos and Don'ts.
- h. Press Conference/Media Interview Checklist.
- i. Suggested Headings for Media Operations Plan.

6. **STAFF DUTIES**

- a. **Joint Services Writing Manual .**
 - (1) Introduction to Service Writing
 - (2) Basic Rules and Conventional of service Writing
 - (3) Service Correspondence
 - (4) Signal Message Writing
- b. Military Symbols and Pictorial Techniques
- c. Abbreviations

7. **MASS MEDIA LAW AND ETHICS**

- a. The Meaning of Media Law.
- b. Media Law.
- c. Sedition.
- d. Statutory Provision of the Offence.
- e. Defences to the Offence of Sedition.

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- f. The Law of Contempt.
- g. Contempt in the Face of the Court.
- h. Contempt outside the Court.
- i. Conducts/Act that have been held to contempt of court.
- j. Types or Classification of Contempt.
 - (1) Civil Contempt.
 - (2) Criminal Contempt.
- k. Defamation.
- l. Types of Defamation.
 - (1) Libel.
 - (2) Slander.
- m. Elements of Defamation.
- n. Defence and Mitigations.
 - (1) Justification.
 - (2) Fair Comment.
 - (3) Privilege.
 - (a) Absolute Privilege.
 - i. Legislative Privilege.
 - ii. Qualified Privilege.
 - iii. Other Defences.
 - (b) Consent of the Plaintiff.
 - (c) Death of the Plaintiff.
 - (d) The Action is Status Barred.
 - (e) Plea of Resjudicata.
 - (f) Apology and Rejoinder.
- o. Copyright.
- p. Copyright Law.
- q. Works Eligible for Copyright.
 - (1) Photographs.
 - (2) Videos.
 - (3) Reproduction of any media content.
 - (4) Literary works.

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- (5) Musical works.
- (6) Artistic works.
- (7) Cinematograph films.
- (8) Sound track recording.
- (9) Broadcasts.

- r. Duration and Transmission of Copyright.
- s. Infringement in Copyright.
- t. Exception to Liability for Copyright.
- u. Factors to be Taken into Consideration in Determining Whether the Use of a Copyrighted Work is Fair Use.
- v. Plagiarism.
- w. Ethics.
- x. Types of Ethics.
 - (1) Normative Ethics.
 - (2) Religious Ethics.
 - (3) Societal Ethics.
 - (4) Professional Ethics.
- y. Journalistic Ethics.
- z. The Nature and Purpose of Journalistic Ethics.
- aa. Ethics and Decision Making.

8. **Defence Headquarters Social Media Policy.**

- a. Classification of Social Media Platforms.
- b. Responsibility of Monitoring the Social Media for the AFN.
- c. General Guidelines on the Use of Social Media by Personnel of the AFN.
- d. Guidelines for Official Communication with the Public on Social Media.
- e. Guidelines for Personal Use of Social Media.
- f. Security Measures to be Adopted When Using Social

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Media.

9. **Setting Up an Information Centre.**

- a. Importance of setting up information Centre.
- b. Briefing Aids in Information Centre.
- c. Roles of Information Centre Officer.
- d. Sample of an Information Centre Briefing Script.

DEFINITION OF TERMS

1. The following terms shall be used as defined below:
 - a. **Press.** The press refers to journalist working for newspapers and magazines as well as reporters and cameramen working for radio and television houses.
 - b. **Media.** Media is the means by which news and information is communicated to the public through airwaves and newspapers. The general usage now, collectively consider the media to be television, radio and press.
 - c. **News.** News is a timely and packaged story containing new information, significant and relevant to the audience of a specific media outlet.
 - d. **Journalist.** Journalist refers to that individual who writes for newspapers and magazines or reports for radio and television houses.
 - e. **Journalism.** Journalism is the profession of collecting, writing, reporting and/or publishing materials in newspapers, magazines, television and radio.
 - f. **Public information.** Public information refers to information released or published for the primary purpose of

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keeping the public fully informed, thereby gaining their understanding and support or otherwise.

g. **Public Relations.** Public relations refer to planned and sustained effort to establish and maintain goodwill and mutual understanding between an organization and the public.

h. **Media Policy.** Media policy is a term used to indicate the level of public profile to be adopted by the commander and his media operation staff. It may change time, space and phase of any operation. However, at each stage, media policies comprise 3 states; Active, Semi Active and Passive.

i. **Media operations.** Media operations refer to the deliberate attempt to feed the media with facts and realities in order to create a more reasonable and balanced understanding of the mission and objectives as well as anticipated scenario.

j. **Information Operations.** Information operations (Info/Ops) are convert activities mostly from the intelligence community in order to favorably influence the course of event. It includes military capability, covering action taken to influence decisions makers in support of political and military objectives.

k. **Information campaign.** Information campaign is a coordinated information output of all government activities undertaken to influence decision makers in supports of policy objective, while protecting one's own decision makers.

l. **Press/Media Briefing.** Press/media is a meeting during which a spokesman in charge of an organization speaks to a group of journalist in order to make official pronouncement and answer their questions.

m. **Interview.**

(1) **Public interview.** Public interview is one in which a journalist questions members of the public with a view to gathering information, leading to establishing the general opinion on current issues.

(2) **Private interview.** Private interview is a meeting between journalist(s) and chosen individual(s) where questions are asked by the former and answers are given by the latter.

CHARACTERISTICS OF THE MEDIA

2 The media have attributes, which are considered generic and common to all, irrespective of the model of operation. In the same vein, certain attributes differentiate one media from the other, often associated with the mode of operation.

GENERAL CHARACTERISTICS

a. **Media Perception.** The perception of the media of a given situation or event is likely to differ from that of the military. Majority of the news media are involved in one form of commercial competition or the other. Consequently, their primary motivations is to produce newsworthy coverage and faster too. Therefore, commanders should be particularly wary of assuming, even in times of conflict that any medium of information dissemination is automatically friendly for reason of common national interest. Media officials, even where apparently friendly and sympathetic to the course, their primary motive of informing the public remain paramount.

b. **Limited Knowledge.** Outside the very few specialist Defence correspondents, media understanding of the military may remain high limited. Added to this, is the opposing

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professional values of the military and the military and the media that respectively uphold secrecy and openness. It is therefore important to explain issues simply and clearly while relating with the media.

c. **Control.** Modern battlefields witness large turnout of media institutions with journalist often spread across the environment. While the military controls the battle field with its coercive force, media neutrality remains central for the purpose of informing the public. Their channels of communication remain distinct to accommodate ethical and objective differences. Nevertheless, the military still exercise some form of control such as the pool and embed systems.

d. **Rebuttal.** Rebuttal is the ability to disprove or refute a charge or claim especially by offering opposing evidence. Often times the media are inherently suspicious of claims by spokespersons of organizations shortcomings in addition to meeting their primary objectives. On the contrary, the media seek to ascertain a clear picture of situation at all times and inform the public promptly. It is, therefore, vital for media Ops staff to possess the capability to rebut stories based on falsehood at the strategic level down to the tactical level.

e. **24 Hour Coverage.** The existence of 24-hour rolling news services as provided by most international media such CNN and BBC as well as the drive by local media to achieve same capability enhance the spread of news worldwide. In addition, the rise of computer based, digitalized technology affords the opportunity of providing near real-time communication, unrestricted by language, national boundaries and time zones.

f. **Deadlines.** In general, the media are under pressure to take prompt actions in order to meet tight deadlines. Thus, their overriding imperative of being the first with breaking news could undermine quality, depth and accuracy to the detriment

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of military operations. To achieve instant coverage, the media are well equipped with broadband and high-speed communications. Capable of providing life reporting, direct from an operation area independent of military support.

g. **Visual imagery.** Most media seek visual components to all stories since the availability of loud and striking photographs/clips determine how and where news are covered (authenticity). In that wise, dramatic TV footage determines the airtime given to a story.

h. **Initiative.** Journalist takes risks and break rules in order to catch the best image of an event. This may be source of direct conflict with the military in an operational environment. Therefore, media Ops staffs endeavor to maintain the initiative by generating a constant flow of positive newsworthy material to fill the media vacuum. This move is necessitated by the need to avoid loss of initiative to the media that may be followed by negative reportage of a running campaign.

SPECIFIED CHARACTERISTICS

3. Various sections of the media have common and differing characteristics. These characteristics affect interest, style of reporting and military response. They are 5 specific characteristics of the media.

a. **Broadcast Media.** The broadcast media is divided into television, radio and online media.

(1) **Television.** Over 30% of Nigerians watch the news on television. The figure is, however, on the increase with accessibility to digital television and 24 hours news coverage. Digitalized technology of electronic news gathering TV news. As a result, journalist broadcast directly from operation arrears independent of military communication network. In addition, documentaries, films and dramas would have

long-term impact on the public's perception of the military.

(2) **Radio.** The radio captures larger audience, but requires eloquence to shape the opinion of a target population to a particular course of action. In developing countries, radio is often the primary source of news and information because of its general affordability. Therefore, international and local radios are excellent ways of sustaining relationship between active service personnel and the target audience.

(3) **Online Media.** The internet has become a major source of information and data amongst literate citizens capable of influencing the political leadership. It should be borne in mind that the internet is uncontrolled as access is open to terminal and telephone lines. Therefore, engagement with online media is essential as adversaries with online media are essential as adversaries would seek to dominate the medium.

b. **Print media.** The print media is divided into tabloid, broadsheet and regional media:

(1) **Tabloid Newspapers.** The tabloid newspapers or small newspaper with condensed and short report is widely read. Tabloid attractiveness to the general public reporting as well as sensational dimension associated with it.

(2) **Broadsheet Newspaper.** The broadcast newspaper, is one printed on large sheet of paper of approximately 40cm X 60cm, but with lesser readership than the tabloids. However, broadsheets are more likely to influence principal decision makers, their staff and pressure groups. For this reason, their content

includes considerable commentary as well as factual news reporting.

(3) **Regional Media.** Regional media are localized print media that specialize on specific geographical environments regional media are excellent means of connecting the wider population with individual service personnel.

c. **International Media.** International media that enjoy global coverage comprise print, electronic and online categories. Without prejudice to the media ethic of neutrality, their support or otherwise for non- integral forces is largely influenced by interest of their sponsors. To this end, domestic media may remain supportive for reason of common interest and purposes.

(1) **Agencies.** The raw information for most media coverage is provided by international news agencies, such as Reuters and News Agency of Nigeria. They maintain sophisticated global operations. Their representatives may lack the profile or reputation of other media colleagues, but emanating reports and photographs still affect operations. Reporting agencies for both print and broadcast focus on hard facts leaving the interpretation to their customers to the inclusion of all types of media.

d. **Adversary Media.** In the modern military operations where active service personnel function on tactical and information manoeuvres, media influence impacts more on the latter. This underscores the significance of tackling adversary media for differing values, interests and objectives. In pursuit of such differences, the propensity to engage in propaganda and deception is high using all traditional media institutions. However, recent experiences demonstrate the

value of online media for propaganda since it goes beyond the geographic range of traditional forms of information transmission. Objective engagement with the media of an adversary will always be a challenge for the staff engaged with media Ops.

AUDIENCES

4. External Audiences

a. **Home Audience.** A home-nations populace is the primary home audience. It comprises a number of overlapping sub-sets of audience including opinion formers, the business community, educationists, environmentalists, the public sector as well as ethnic and religious groups. These categories have different perceptions of armed forces. The most influential target audience for media Ops is the limited group referred to as “opinion formers”. These people are disproportionately influential on the direction of government, public thinking and policy development. This group comprises politicians, statesmen, members of think-tanks, professional bodies, special political advisers, newspaper columnist, academics, Defence analyst and public figures (such as the media personalities who increasingly voice opinions on current issues).

b. **Coalition Audience.** Joint and combined operations are conducted in coalition with sister service and allies respectively. In either case, success partly depends on the continuous political support amongst local and friendly audiences abroad. Both audiences should be considered during campaign planning.

c. **Wider Audience.** The ubiquity of modern media means that groups within the wider audience are likely to have access to common sources of news and information as the

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home audiences, via satellite and internet. This will also be true of third parties such as refugees who may be relevant to an operation. In many cases, these audiences may well turn first to western media as reliable sources of information. It is thus important to consider the message that will be transmitted to the wider audience.

5. **Internal Audiences.**

a. **Service Audience.** Many service personnel while on operation become avid news watchers/listeners, turning into satellite TV and the internet, much of their knowledge of the wider operation, in which they are involved, develops from the information put across by the general media rather than through the chain of command. In stabilizing the operating forces, therefore, media Ops staff should be sensitive to the effects of media coverage on service personnel on active service.

b. **Dependant Audience.** A critical sub-set of the home audience is the dependent audience, which consist of families of service personnel and civilians on active service. Even though this group may not be directly involved in an operation, they are likely to be well informed and affected by unfolding event than the general home population. While efforts are being made at event than the general home population. While efforts are being made at each level of command to keep dependents fully informed of developments, they are likely to have their primary sources of information through electronic and print media. Family members are therefore, key audience for media Ops because of their direct influence on the morale of troops on active service.

6. **Adverse Audiences.**

- a. **Adversary's Audience.** Modern media present remarkable opportunities to convey messages directly to the armed forces and population of an adversary. The media Ops plan should support the information campaign. The messages transmitted by the media Ops transmit. The technical characteristics of modern broadcast media mean that there are aspects of media Ops that need to be coordinated with info Ops.
- b. **Adversary's Allies.** The adversary could have allies through established treaties, religious ties, shared ethnicity and values or other forms of relations. Alternatively, they could be allies of other interests. Such traditional and other allies might support an adversary against own forces and allies, might support an adversary against our ofshared interest or programmes.

PRINCIPLES OF MEDIA OPERATIONS.

7. Media Ops are key elements of any operation and require close involvement of commanders and their staff officers. However, any service personnel that encounter a journalist while on operation should be aware of the principles of media Ops, which include:

- a. **End State.** Media Ops focuses on desired end state. It form an integral part of military campaign plan aimed at Ops is to communicate the principal themes and messages in pursuit of the intended end state, while remaining sensitive to the media focus and areas of interest.
- b. **Truth.** All communication with the media must be honest, transparent and accurate. Commanders and staff should ensure the credibility of information they pass to the media. Information should be withheld only when disclosure would adversely affect OPSEC, force safety or individual privacy. Deliberate misinformation of the media must be avoided no matter how tempting or tactical advantageous it may seem.

- c. **Credibility.** Media Ops staff should be credible with both the military and the media. They may sparingly be used to play dual roles like serving as info Ops or PSYOPS staff.
- d. **Security.** Statements issued to the media must not provide information that may be valued to the adversary. Information should not be classified or otherwise withheld purely to protect the force from criticism or embarrassment. In some cases, it may be necessary to seek media cooperation in withholding certain information for reasons of force and operational security. Media Ops staff should use their judgment to balance the principles of openness with that of security.
- e. **Timeliness.** The globalization of communications and the accelerating demand for information have turned news-gathering by media into an unrelenting 24 hours activity. Commanders and their staff should therefore expect the continuous presence of international media during operations and be prepared to engage with them accordingly. Media Ops staff has to be swift and responsive to breaking news and require the mechanism to verify correct to wrong stories and to pass newsworthy information to all levels of command as soon as possible. Adverse news should be passed as early as is consistent with the security of operation and the care and welfare of service personnel and their families.
- f. **Preparation.** The conduct of media Ops involves building relationships with media organizations through consultation. It also includes training and exercises for projected players with a view to preparing them for deployment. This is to build strong relationships required to cope with the inevitable tensions associated with operations.

FACTORS AFFECTING MEDIA OPERATIONS

- 8. Factors affecting media operations include the follow:

- a. **Diversity.** In order to work successfully with the media, the services should understand their key characteristics, both in philosophy and outlook. The media consist of many elements, each with different requirements and agenda. Some journalists support the military, why others are openly hostile. It is, therefore, important to appreciate the range and diversity of the media with which to engage.
- b. **Audiences.** The primary purpose of media Ops is to pass information to the audience. In the sense, the media are only a means to the end. Different audiences require different approaches. In broad terms, Audiences may divide into 3 categories; external, internal and adversary. External audience embraces key decision makers, the public coalition members and neutral states. This group plays prominent roles in diplomacy, mustering international support amongst others. Internal audience, which includes NA personnel, families and friends, is particularly important in sustaining morale in the field. The adversary audience includes opposition force personnel, their families and friends. The media works towards their surrender and healthy future relations.
- c. **Resources.** Media Ops are the integral components of crisis management. As the principal influence on public opinion, the media are able to make significant impact on the direction of crisis. Indeed, media reporting may precipitate military intervention in the first place. Thus, the provision of adequate resources for media Ops is paramount to facilitate successful outcome of crisis.
- d. **Rebuttal.** In military operations, adversaries mount info Ops in order to undermine public support at both local and cohesion of friendly forces. The internet now offers a particular effective medium for the rapid dissemination of adversary's propaganda. Media Ops staff must establish

effective and credible rebuttal propaganda. Media Ops staff must establish effective and credible rebuttal procedures to counter the effects of media messages disseminated by adversaries. Ideally, such procedures allow for timely rebuttal.

e. **Accreditation.** Media officials are to be accredited during emergencies with a view to ensuring control and coordination. The authorized agency or command headquarters is to issue identity cards, indemnity procedures and agreement to copy. The established clearance and security procedures that are meant to ensure force security are also to be issued and explained. Journalists would then be required to abide by the conditions set for their participation in the news coverage. It is however, important not to alienate any section of the media that disagrees with conventions in order to sustain their loyalty where practicable.

f. **Media Independence.** There are national and international correspondents that may remain independent throughout an operational area and duration. They are usually equipped with their own mobile satellite communications facilities, transport and other essential needs. Such correspondents frequently cross the frontline while reporting on activities of both sides in the real time. The extent to which such independence hampers operations depends on the operational area in terms of accessibilities, potential interests and operational fluidity.

g. **Control Information.** The media may mount pressure on service personnel information directly to the public. Evolving technology and the spread of mobile telephones and the internet further make control of information difficult. It is, therefore, imperative to include the media amongst the essential elements of media planning by commanders and their media Ops staff.

- h. **Internal Mechanism.** The spectrum of military operations across the strategic, operational and tactical levels is increasingly becoming thinner in modern warfare. Minor issues could be bloated in a media spotlight. Therefore, clear command and control structure, well-understood areas of delegated responsibility and effective military media relations are require overcoming these potential areas of friction.
- i. **Positive Engagement.** A key role of media Ops is to explain the military perspective of an operation in clear and human activity. What may seem obvious to the military seem confusing or even arcane top members of the public and the media. The media Ops plan should contain clear objectives, list target audiences and the mean by which audiences are to be reached. Decisive action will mitigate the longer-term effects of adverse news and place events in the wider context.

MEDIA OPERATIONS

9. Media Ops are always based on absolute and demonstrable truth, directed from the highest level but conducted at the lowest appropriate level but conducted at the lowest appropriate level. It should be consistent with the maintenance of a proactive approach and rapid reaction. The aim of Media Ops is to promote widespread understanding and support for own military operations while maintaining OPSEC.

- a. **Public Support.** Military operations undertaken by democratic countries in pursuit of specified interest(s) depend on public supports for moral success. Commanders at all level should contribute to the building and containment of public support through positive engagement and effective media handling, for a number of related reasons:
 - (1) Public support enhances freedom of action for the armed forces.

(2) Public support for the armed forces and their roles in foreign relations and the meeting of state security policies are essential for viable force structure.

(3) Public support may assist in maintaining cohesion between allies and reinforce commitment of wavering or politically fragile coalition members.

(4) A positive image of military operations supports the wider case for state provision of needed resources.

(5) Positive media coverage of forces on active service sustains moral. It also promotes the image of the armed forces as relevant, professionals and valued by the nation with excellent career opportunities.

b. **Media Presence.** Media presence in military operations is usually intense and cannot be avoided. The media ubiquitous and highly mobile. While they could be denied access to the military bases, installations, vessels aircraft and vehicle, they cannot be ignored or excluded from the operational environment, especially on land. This calls for continuous and cordial relations for mutual success without negating the rules set in the laws of armed conflict.

c. **Public Perceptions.** The public perception and expectations of the military tend to be derived from outdated or ill-informed sources such as black and white war movies and television dramas. However, perceptions can also be susceptible to short-term influence as shall be shaped by the media. For purposes of media Ops, there are a number of categories of audience, each of which may have different perceptions of the military.

d. **Adversary's perceptions.** While maintaining public supports for own force and allied operations, it is equally important to ensure that the adversary is clear about own commitment to laws of armed conflict and legitimacy of actions

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expected of a professional enforce this should be coordinated by the DAPR and planned in partnership with info Ops staff.

MEDIA DO'S AND DONT'S

10. Do's

- a. If you don't want a statement reported in the news, don't say it.
- b. Be brief and concise. Use simple language, not military jargon.
- c. Take your time-think. Questions need not to be answered instantly.
- d. Answer not only one question at a time.
- e. If you accidentally say something classified, tell the reporter and ask him or her not to use it. Ensure PR and press escort knows of your concern.
- f. Maintain a professional attitude during interviews. Remain in control even media seems aggressive or questions seem silly. Reasoned responses will help you stay in control.
- g. Be polite but firm in dealing with the press.
- h. Use the media opportunity to tell your story.

11. Don'ts

- a. You do not have to talk to the media. However, if you choose to talk to a member of the press, you have responsibility to protect classified information.
- b. Don't guess or speculate on things you don't know about. Anything you say can be in the enemy hands, publish or broadcast within minutes.
- c. Ensure a PR designated escort accompanies the reporter. If he or she is not, ask the reporter to contact PR and then notify your unit PR representative who will in turn, notify the PR office.

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- d. Discuss only matters of which you have direct knowledge. If you don't know, say "I don't know".
- e. Do not discuss political and foreign policy matters.
- f. Do not discuss operational capabilities of future plans.
- g. Never lie to news reporters.
- h. Do not answer "what if" questions or render opinions to what if questions.
- i. Everything you say is "on the record". Never answer "off" the record "questions. Simply say I can't tell you off the record, however I can tell you that ..."
- j. Do not provide the enemy with propaganda material by grumbling and thoughtless complaining.
- k. Do not attempt to cover embarrassing events under a cloak of security classification.
- l. Do not confiscate media material or equipment.
- m. Do not allow you to be badgered or harassed. If necessary, politely terminate the interview and contact the PR officer.
- n. Do not schedule or participate in an interview when it would interfere with your mission. However, do not use unit missions as an excuse to avoid the media or interview.

PRESS CONFERENCE AND MEDIA INTERVIEW CHECKLIST

12. The challenges of dealing with the press in military operations have increased with their penetrating and almost unlimited presence in theaters operations. The implication is that press contact with troops cannot completely be controlled or predicted. Consequently, any serving personnel may inadvertently have to act as a spokesman in the event of such contact. Since the nature of this contact cannot be predicted, it is advisable for personnel to be conversant with certain basic techniques of media handling. The following checklist is useful guide for dealing with a press interview or conference:

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- a. The correct person must be the one to face the press. The attempt to ensure this however must not be mistaken for trying to “duck the press”.
- b. As far as possible, a written statement must be ready to give or be read to the media. It must be studied closely to be sure that it conforms to policy and that the person granting the interview is comfortable with it.
- c. Confirm who will attend and their backgrounds, biases and reputations for fairness.
- d. Will the interview be on or off the record?
- e. If a press conference, how long will it last? How will it be terminated?
- f. If there will be television cameras, will it be live or on tape?
- g. Will I get to see a copy of the manuscript of an edited television tape?
- h. Set an agenda to pursue from the onset.
- i. What is my reputation with the press?
- j. What are NA reputations with the press?
- k. What have I done recently and what has NA done recently, that is particularly newsworthy?
- l. What questions can I expect and on what issues? What are good answers to those questions?
- m. What mistakes have been made by spokespersons in my unit that I wish to correct?
- n. Are there any skeletons in my closet? If so, am I prepared to be confronted with questions about my personal or professional conduct?

SUGGESTED HEADINGS FOR MEDIA OPERATIONS PLAN

13. Below are suggested headings for media operations plan:

1. **SITUATION**

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- a. **General.** Give a general description of the public opinion, reasons for the deployment and other inter-service public relations activities.
- b. **Friendly Media.** Brief description of the media, including the number and types of foreign representation (newspapers, magazines, radio and television) and the composition of the home journalists.
- c. **Hostile media.** The threat posed by the enemy media, in propaganda and security terms.

2. **MISSION.** Mission should state the reason for which the operations are being undertaken and the focus of the media coverage. In case of overseas/ multinational deployment, UN resolution or other agreement and its purpose should be included. An example:

“To highlight the deployment of the NA counting's (s) under the UN Security Council resolution passed to protect the distressed people of Sudan, maintain the morale of the deployed troops and maintain public support for the deployment.”

3. **EXECUTION.**

- a. **Concept.** National public information objectives in relations to the operation and overall management of the media will be included. An example:

“media coverage will focus on the humanitarian role of the armed forces to save the distressed people and the danger associated with it. The importance and requirement of such participation will be highlighted. It has been agreed with the Nigeria government that the NA will be responsible for the national media. Some of the journalist will accompany the troops to the field and others will be flow. Front line media pools will be established at Divisional Support Group (DSG),

which will coordinate the handling of accredited and non-accredited journalists. Security vetting of all material will take place at headquarters of DSG. Communication and air delivery facilities will be provided where media cannot use their own. Military communication will only be used in extreme circumstances.

b. **Current Policy Directives.** the government directive or announcement of the reasons for deployment should be incorporated. The line to take should be contained in such directives and supported by a detailed question and answer brief covering all sensitive areas likely to provoke media questions. The questions and answer brief should be at an annex to these orders.

4. **COORDINATING INSTRUCTIONS.**

a. **Timing.** Time for the journalist to report, time for briefing news blackouts, and offensive action on hostile broadcast.

b. **Press information centers(PICS).** Include the arrangements for regular media briefings.

c. **Liaison.** Outline relationship with other public information staff, inter services public Relation Directorate Staff (and other related bodies).

d. **Security.** This paragraph will include all OPSEC arrangements. This can be achieved by establishing a set of ground rules.

e. **Censorship.** Note that the preferred description is controlled release of operational information (for security reasons and not on ground of taste). Arrangements should be listed, included responsibility for censorship. This activity is normally conducted at the forward transmission or reporting centers for the journalists.

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f. **Accreditation.** A commander must specify how many journalist his unit can handle. Selection is carried out by media organizations in conjunction with the government plan.

g. **Media Pools.** The arrangement for any Front Line Media Pools (FLMP) or any pooling arrangements' should be included. Policy and arrangements for satisfying the needs of non-pool press that base themselves on the PICS should be specified. Arrangement should also be included for the free ranging non-affiliated press.

5. **SERVICE SUPPORT.**

a. **Transport.** Transport requirement for the accredited journalists, escort (if any), broadcast equipment, and news materialistic.

b. **Support.** Support for media representatives.

c. **PICs.** PICs will normally have responsibilities for the administration and support of their affiliated media including training, issue of equipment.

6. **COMMAND AND SIGNAL.**

a. **Locations.** Location of PIC, briefing places media center, liaison officer etc.

b. **Communications.** Indicate what communication equipment are available at the forward transmission reporting centers or what arrangements have been made for media communications.

STAFF DUTIES

14. See Joint Service Writing Manual

MASS MEDIA LAW AND ETHICS

15. **The Meaning of Media Law.** Media are the channels or means through which messages are disseminated to the public. The media

may be mass media or sponsored media. The mass media also referred to as traditional media are those media in which the individuals do not have direct control especially in respect of message, timing of the programme and receptions. These categories of media include Television, Radio, Newspaper and magazine.

16. **Media Law.** Media law means the rule and regulations that guides the operation of the media either through public or private channels and the punishment therewith that will be meted out to the person or group of persons that violate such rules or regulations.

17. **Sedition.** Sedition constitutes one of the political offences or offence against the state in criminal law. Sedition is therefore, any publication, whether written or oral which is likely to disturb the internal peace, security, tranquility and the government of a country. The offence of sedition includes libel and seditious words. Seditious libel concern itself with written publication of words with seditious intension while seditious words are oral publication of words with seditious intention. In Nigeria, the offence of sedition is a statutory offence. It is however, the duty of the court or the judge to determine whether the alleged publications or words have seditious meaning. A statement or publication is tested by a court or judge for sedition using the following:

- a. Does it bring the government of the federation or state or the Head of State or Governor into hatred or contempt?
- b. Does it excite the citizens or inhabitants of the country to attempt alteration of any matter in Nigeria established by law?
- c. Does it engender discontent or disaffection among the citizens or the inhabitants of Nigeria?
- d. Does it promote feeling of ill-will and hostility between different classes of the population of Nigeria?

18. **Statutory Provision of the Offence.** The 2 statutes that provide for the offence of sedition in Nigeria are the “Criminal Code” and the “Penal Code.” Under the Criminal Code, the offence of sedition is contained in section 51 which provides that:

- a. A person who does or attempt to do or make any preparation to do or conspires with any person to do any act with seditious intention.
- b. Utter any seditious words.
- c. Print, publishes, sells, offer for sale, distributes or reproduces any seditious publication.
- d. Import any seditious publication, unless he has no reason to believe that it is seditious.

19. **Sedition and Freedom of Expression.** It has been stated that the law of sedition is a breach of the freedom of speech guaranteed under the constitution. This is premised on the fact that Nigeria is no longer the illiterate or mob society that the colonial master had in mind when the law of sedition was promulgated. It is also argued that the law of sedition is a deadly weapon at the will of corrupt government or a tyrant. However, this cannot be said to be true in all cases. Freedom of speech and expression is subject to the law of sedition. An individual may have the freedom to say whatever he or she may wish but such comments must be within the acceptable limits of the law so that it does not disrupt the common peace of the state and its elected government.

20. **Defences to the Offence of Sedition.** A person will not be guilty of sedition if the statement shows or points to any of the following:

- a. Shows that the President or Governor of the state has been misled or mistaken in any matter in the Federation.
- b. To point out errors or defect in the government or

constitution of Nigeria or any region as by law established or in legislation or in the administration of justice with the view of providing remedy.

c. To persuade citizens to procure by lawful means the alteration of any matter in Nigeria as by law established

d. To point out with a view to their removal any matter which are producing or having a tendency to produce feeling of ill-will and enmity between different classes of the population

21. **The Law of Contempt.** The origin of this law stems from the extra ordinary power of judges to control what happens in or around their courts. The law of contempt developed out of the common law. At its initial stage, the common law was administered by the King himself. Contempt of Court may be described as any conduct which is capable of causing disrespect, scorn or disrepute to the authority and administration of law or which tends to interfere with, prejudice litigation and/or their witnesses in the course of litigation. The court system in Nigeria in order of seniority is as follows:

- a. The Supreme Court
- b. The Court of Appeal
- c. The Federal High Courts
- d. Customary Court of Appeal of a State
- e. Sharia Court of Appeal of a State
- f. State High Courts
- g. Magistrate/District Courts
- h. Customary/Area Courts

22. **Contempt in the Face of the Court.** Contempt in the face of the court can occur in either of the following ways:

- a. Taking photographs in the court room or within the precincts of the court without the permission of the court.
- b. Refusal to testify for the purpose of disclosing the

source of news.

- c. Using a tape recorder in the court without permission.

23. **Contempt Outside the Court.** Contempt may be committed out of court by any act or conduct which has a tendency or intended to interfere with the course of justice. Thus any published comments that an accused person is guilty of the offence charged or any other relevant publications may constitute contempt in this regard, if there is a risk that it will prejudice the judge or witnesses. An instance of this form of contempt is also the publication of the photograph of an accused person where it is reasonably clear that a question of identity has arisen or may arise in the course of proceedings.

24. **Conducts/Act that have been Held to Contempt of Court.** The following act or conducts have been held to constitute contempt of court:

- a. An article or publication in a newspaper that scandalizes or is calculated to bring the court into disrepute amounts to contempt
- b. Any publication which will prejudice the fair trial of any person is contempt of court
- c. A publication that prejudices issues in a pending trial. This means that the publication suggesting the possible outcome of a pending case or what the court will decide in a case that is pending in court constitute contempt of court.

25. **Types or Classification of Contempt.** Contempt of court is classified into civil and criminal contempt.

- a. **Civil Contempt.** Civil contempt is also known as contempt in procedure. It consists of private injury in the sense that it is a wrong done to a person who is entitled to the benefit of an order or judgment of a court. Examples of these types of

contempt include:

- (1) Failure of a party to a case to carry out the terms of the decision of the court.
- (2) Willful disobedience of court orders.
- (3) Disrespect to or disobedience to a sub-poena or witness summons.

b. **Criminal Contempt.** Criminal contempt consists of words or acts which obstruct or tend to obstruct or interfere with due administration of justice. Unlike civil contempt which is a private injury, criminal contempt is an offence against the court itself and indeed the state. Examples of these types of contempt include:

- (1) Obstruction/disruption of court proceedings
- (2) Obstruction or prevention of court officers in the execution of their official assignments
- (3) Deliberate acts of bad faith or fraud

26. **Defamation.** The law recognizes in every man a right to have the estimation in which he stands in the opinion of others unaffected by false statement to his discredit. It should be noted therefore, that the law of defamation tries to strike a balance between the individuals' right to have his reputation protected and freedom of speech, which does not imply the freedom to express falsehood at the expense of others' reputations. Defamation is any statement that tends to lower the plaintiff in the estimation of right-thinking members of society generally or cause them to shun or avoid him or discredit him in his office, trade or profession or injure his financial credit. Defamation is also defined as an intentional false communication, either published or publicly spoken, that injures another's reputation or good name. From the foregoing, therefore, a communication is defamatory if it tends to harm the reputation of another or lower him in the estimation of the community or to deter third parties from associating or dealing with

him which is not based on facts or legal judgment. Thus a statement is defamatory of a person if it tends to do any of the follow:

- a. Expose him to hatred, ridicule, or contempt
- b. Cause him to be shun or avoided
- c. Lower him in the estimate of right thinking member of the society
- d. Disparage him in his office, profession or trade

27. **Types of Defamation.** Actionable defamation is in 2 types: permanent and transient. These types of defamation are technically called libel and slander.

- a. **Libel.** Libel is defamation in a permanent form. It is constituted by written or printed words and also includes cartoons, paintings, photographs, films and statues.
- b. **Slander.** Slander is defamation in transitory form. It is constituted by spoken words or gestures.

28. **Elements of Defamation.** In an action of defamation, there are some necessary ingredients (common to both Libel and Slander) which must be provided. These are:

- a. That the words are defamatory.
- b. That the words refer to the plaintiff.
- c. That the words are published.

29. **Defence and Mitigations.** It is very import for the journalist or PRO to know the defences which the law provides. He can use them to test the safety or otherwise of what he intends to publish. The main or traditional defences are justification, fair comment and privilege

- a. **Justification.** Justification as a defence is founded on the principle that the law will not protect a person against injury to a reputation which he does not possess. This implies that the publication of defamatory words by the plaintiff will be thrown

out by the court if the statement is true in substances and in facts.

b. **Fair Comment.** Fair comment is a defence to an action for defamation in that the words complained of are fair comment made in good faith and without malice. This defence is restricted to fair comment on a matter of public interest. What constitutes a matter of public interest is a question of fact to be decided by the judge, taking into consideration the facts and circumstances of each individual case.

c. **Privilege.** Under privilege there are Absolute and Qualified Privileges.

(1) **Absolute Privilege.** Absolute is a situation where certain statements even though defamatory are absolutely privileged. In other words, such statements are not actionable irrespective of whether they are true or false and whether they have been uttered innocently or maliciously. Examples are:

(a) **Legislative Privilege.** All statement made in the course of judicial proceeding either by a judge, parties, witnesses or even counsels to the parties are privileged absolutely.

(b) **Qualified Privilege.** This privilege affords a reporter protection just as the absolute privilege. The privilege is said to be qualified in the sense that the statement will only be actionable if the plaintiff could prove that it has been made maliciously. The difference between qualified and absolute privilege rest on the fact that if the plaintiff can prove that the defamatory words complained of, which ordinarily would have been privileged,

were motivated by express malice, the defence will fail while under absolute privilege, malice of the defendant is immaterial.

(c) **Other Defences.** Other defences that may be available in certain circumstances either as complete defence or as mitigation of damage include: consent of the plaintiff, the death of the plaintiff, that the action is status barred, Plea of Resjudicata, Apology and rejoinder.

(2) **Consent of the Plaintiff.** Consent mean that the plaintiff had agreed to the publication of the alleged defamatory words. In other words, the defendant when he makes this claim is requesting the court to throw out the suit that since the plaintiff gave his consent, he can no longer bring the matter to court. It is however, the responsibility of the defendant to prove that the plaintiff gave consent for the publication of the said article.

(3) **Death of the Plaintiff.** This serves as mitigation to a suit of defamation in the sense that the person whose image is affected by the publication is no longer alive as such, the defendant is pleading with the court to temper justice with mercy because the plaintiff is already dead.

(4) **The Action is Status Barred.** An action is said to be status barred if the plaintiff fails to bring the alleged defamation suit to the knowledge of the court within the stipulated period in law to file such suit. In Nigeria for instance, cases against the state that are political in nature is 2 years, civil ligation 15 years. This only serves as a mitigation and not necessarily a defence if found guilty by the court.

(5) **Plea of Resjudicata.** The defendant can use

plea of rejudicata as mitigation in the sense that, in law a man cannot be punished twice for the same offence. So where a competent court has already adjudicated on a matter and find the defendant innocent or otherwise, the plaintiff cannot present the same matter in another court except in the case of an appeal. However, an appeal is often made to a higher court and it shows that the plaintiff is not satisfied with the judgment given.

(6) **Apology and Rejoinder.** Where a plaintiff sues for defamation and the defendant admits that he or she is guilty of the offence, an apology or rejoinder could be tendered to the plaintiff in order to reduce the gravity of the offence and thus, reduce the possible sentence by the court. In this case, the court is of the opinion that the defendant having admitted that he was wrong and tenders an apology or rejoinder, the court will temper justice with mercy.

30. **Copyright.** It is a known fact that every labourer is entitled to the fruit of his labour. Copyright is the exclusive right of an author to prevent all other persons from printing or otherwise multiplying copies of any work invented by him. It could also mean the right to prepare and distribute copies of an intellectual production. Copyright protects any work that falls within the scope, produced in Nigeria or in any other country which is a member of or subscriber to the international copyright conventions.

31. **Copyright Law.** Copyright law is the branch of law that recognizes the right of an author or originator of a work, literary or otherwise; protects those rights in relation to the work and governs the relationship between the said author and any other person or body of

persons that may want dealings with the work. Copyright laws protect your work from unfair or uncompensated duplication; at the same time, you must respect all other creators' ownership of their works.

32. **Works Eligible for Copyright.** By virtue of the provision of Section 1 (1) of the copy right law, the following works shall be eligible for copy right:

- a. Photographs.
- b. Videos.
- c. Reproduction of any media content.
- d. Literary works.
- e. Musical works.
- f. Artistic works.
- g. Cinematograph films.
- h. Sound track recording.
- i. Broadcasts.

33. **Duration and Transmission of Copyright.** By the provision of the law, the duration depends on the category of the work in question.

- a. Literary, Musical or Artistic Work. The copyright in any of these works runs for the life time of the author/originator and last for seventy years after his death. Where the author or originator is a government or corporate body, the copyright will run for seventy years from the year in which the work was first published.
- b. Cinematograph Films, Photographs; Sound Recording and Broadcasts. The copyright runs for fifty years from the end of the year in which the work was first published, recorded, or broadcast.

34. **Infringement in Copyright.** Infringement of copyright constitutes a violation of the right of the owner or author of a copyrighted work to his exclusive use. Copyright is infringed by

any person, who without the license or authorization of the owner of the copyright does or causes any person to do an act, the doing which is controlled by copyright.

35. **Exception to Liability for Copyright.** The exceptions to the rules against copyright are the provisions for defences in favour of the defendant who would otherwise be liable for an infringement. These defences are provided for in schedule 2 of the copyright Act. For the purpose of the CMWPE we shall restrict ourselves to the doctrine of “Fair use or Fair dealing” as a defence to a copyrighted work. The schedule stipulates that any fair dealing with literary, musical, artistic work or cinematograph film for the purposes of research, private use, criticism, review or in the reporting of current events is not an act constituting an infringement of copyright.

36. **Factors to be Taken into Consideration in Determining Whether the Use of a Copyrighted Work is Fair Use.** Copyright is in a state of flux, caused partially by rapid changes in digital duplication technology. Before publishing or producing any work, it will pay you to request qualified legal advice on both the originality of the work and the protection of the work once it is made public. The usage of any work is subjected to the following check in order to determine if it constitute fair use:

- a. The number and extent of the questions and extracts from the copyrighted work.
- b. The use and purpose for the extract.
- c. The effect of the extract and the use upon the copyright material.
- d. Whether the use was really fair.

37. **Plagiarism.** Plagiarism is the right of every individual to enjoy or rip the benefit of his or intellectual works or ideas and where such

intellectual work or idea is used by another person, the original author deserve some credit. Hedges and Whitten (1984) define plagiarism as the presenting the words or ideas of others as your own work. Apart from whole scale plagiarism, lifting content, style and quotes without citing sources also constitute plagiarism. The best way to prevent plagiarism especially in journalism profession, journalists must imbibe the culture of acknowledging sources of lifted materials.

38. **Ethics.** Ethics can be defined as the systematic study of the principles and methods for distinguishing right from wrong and good from bad. The International Encyclopedia of the social sciences Vol. 5 and 6 gave a tripartite definition of ethics as the moral of a given society; a systematic code of moral principles; and as a philosophical theory about the rationale of moral actions.

39. **Types of Ethics.** Ethics are broadly classified into the following:
- a. **Normative Ethics.** Normative ethics are premised on “consequentialism” which maintains that the morality of an action depends on its intrinsic nature, its motives or on it being in accordance with some rules or principles. Among the questions of normative ethics is what makes right actions right? How can we tell what is right? Why should I be moral?
 - b. **Religious Ethics.** One of the main problems of moral philosophy is the connection between morality and religion. Religious moralists tend to believe that there can be no morality without religion, because without God, there can be no reason to be moral. Philosophers on the other hand are of the view that religion rests on morality, since religion itself depends on the distinction between good and evil, which is an ethical concept.
 - c. **Societal Ethics.** Some philosophers distinguish between personal and social ethics. Personal ethics is taken as

how one should act in relation to oneself, while social ethics is how we should act in relation to others.

d. **Professional Ethics.** This refers to ethical problem involved in the practice of various professions. Some of these occupational groups have formal code of ethics, which set forth principles of conduct deemed appropriate to the objectives and responsibilities of each profession.

40. **Journalistic Ethics.** Journalistic ethics refers to code that guide media professionals, especially journalists on how to do good or act correctly in the discharge of their professional responsibilities in a manner that is professionally and morally responsible. The press is socially responsible to perform 6 major functions:

- a. To serve the political system by making information, discussion and consideration of public affairs generally accessible.
- b. To inform the public to enable them take self-determined action.
- c. To protect the rights of the individuals by acting as a watchdog.
- d. To serve the economic system e.g Advertisement and trade information.
- e. To provide “good” entertainment that will promote, project and protect the culture of the people.
- f. To preserve financial autonomy in order not to become dependent on external influences

41. **The Nature and Purpose of Journalistic Ethics.** Journalistic ethics can be described as that branch of philosophy that helps journalists determine what is right to do, by giving the journalist standards by which he can judge actions to be right or wrong, good or bad, responsible or irresponsible.

42. **Ethics and Decision Making.** Ethical decision making in journalism practice borders on news gathering methods, processing, publication and transmission. Ethical decision making in the practice of journalism found its roots in the emergence of the Social Responsibility Theory of mass communication. The theory owes its origin to the Hutchins commission of the press set up in the United States of America in 1947 to re-examine the concept of press freedom as contained in the Libertarian or free press theory. The press is socially responsible to perform 6 major functions:

- a. To serve the political system by making information, discussion and consideration of public affairs generally accessible
- b. To inform the public to enable them take self-determined action.
- c. To protect the rights of the individuals by acting as a watchdog.
- d. To serve the economic system e.g advertisement and trade information.
- e. To provide “good” entertainment that will promote, project and protect the culture of the people.
- f. To preserve financial autonomy in order not to become dependent on external influences

DEFENCE HEADQUARTERS SOCIAL MEDIA POLICY

43. **Classification of Social Media Platforms.** Social media can be classified into the following:

- a. **Social Networking.** Social networking is the process of using websites and applications to communicate informally with others, find people and share similar interests. It allows users to directly connect with one another through groups, networks and location. Examples include Facebook, WhatsApp, Instagram, Twitter, Snap Chat, Telegram and LinkedIn.
- b. **Micro blogging.** Micro blogging is the process of posting very short entries or updates on a social networking site. It shows users to subscribe to other users' content, send messages, and reply publicly. It also allows users to create and share hash tags in order to disseminate content about related subjects. Examples include Twitter, Instagram and Tumblr.
- c. **Blogging.** Blogging refers to the recording of opinions, stories and links from other websites on a personal website, examples include Wordpress and Blogger.
- d. **Photo sharing.** Photo Sharing refers to the publicising of a user's digital photos, enabling the user to share with others either publicly or privately. Examples include Instagram. Flickr, Snapchat and Pinterest.
- e. **Video Sharing.** Video Sharing refers to the publishing of a user's digital videos, enabling the user to share videos with others either publicly or privately. It also allows users to embed media in a blog or Facebook post, or link media to a tweet. Examples include Youtube, Vimco, Snapchat, Instagram Stories, Periscope and Facebook stories.

RESPONSIBILITY OF MONITORING THE SOCIAL MEDIA FOR THE AFN

44. The duty of Monitoring the Social Media for the AFN lies with DSA and it shall have the following responsibilities:

- a. Scour blogs, forums, chat rooms and personal websites to piece together information of interest to the AFN.
- b. Monitor Social Media presence of personnel and ensure that sensitive and classified information are not posted to the public.
- c. Produce training materials and conduct regular Social Media OPSEC training for members of the AFN.
- d. Extend training on proper use of the Social Media to the families of personnel as it is important to keep them just as informed and up to date as the personnel.

45. DSA has the mandate to block or delete posts of members of the AFN containing:

- a. Offensive or threatening language.
- b. Potentially defamatory or slanderous accusations.
- c. Words or sentences in Languages other than English.
- d. Spamming or Phishing.
- e. Overtly political statements.
- f. Any form of gaming, lottery or betting.
- g. Any unlawful use of imagery that violates copyright or breach of license agreement.
- h. Any use of images that may be considered abusive, offensive, indecent or obscene.
- i. Links to sites that may be obscene, offensive or indecent.

46. DSA is to set up a dedicated Facebook Group Account for members of the AFN and personnel would be requested to join the platform.

GENERAL GUIDELINES ON THE USE OF SOCIAL MEDIA BY PERSONNEL OF THE AFN

47. The following should be considered before using any type of social media.

- a. Think it through: Ensure that you understand the context and the extent of the network before joining in terms of who the potential audience are and determine if there is a good reason for you to place a comment or response.
- b. Be honest, cordial and professional at all times.
- c. Do not post classified documents.
- d. Personal privacy concerns should be paramount when using social media.

GUIDELINES FOR OFFICIAL COMMUNICATION WITH THE PUBLIC ON SOCIAL MEDIA

48. The following are guides for official representation of the AFN on Social media.

- a. The Services are to appoint Social Media Administrators and Content Managers to be responsible for posting content online to the general public.
- b. There shall be mandatory OPSEC training for officials who are to interact with the public on social media.
- c. The protocols that apply when acting as an official representative of the AFN should be the same both for physical and electronic communication.
- d. Members of the AFN making comments or contributions on behalf of the AFN should only do so with necessary approval.
- e. Before engaging with a specific social media channel ensure you understand its terms of reference, convention and etiquettes.
- f. Social Media Administrators should not engage in

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online communication activities, which could bring AFN into disrepute.

g. Personal details of other members of the AFN should not be given out, only the official contact details such as official cell-phone number, office telephone, e-mail for reference purposes.

h. An official shall not post any material that is protected by copyright.

i. When posting text and/or images, the corporate identity of the AFN Services as a whole must be respected.

j. In official social media online postings, reasonable efforts must be made to publish facts and statements that can be verified and not personal opinions or speculations.

k. Any incorrect information relating to the AFN policy and operations should be identified and corrected.

l. Refer your audience to the websites of the AFN or Services for more details where necessary.

m. Where users ask questions about policy or published information, ensure that any comment or response you make is appropriate to your role.

n. Only authorized spokespersons or duly delegated officials may provide comment to the media on AFN related issues.

o. Media enquiries about social media posts by personnel of AFN must be referred to the designated Service's Social Media Administrator.

p. Social Media should not be a platform for reporting casualties of personnel especially KIA and MIA. Similarly, medical information about personnel should not be posted on social media.

q. It is very necessary for the officials handling social media platforms to engage the public in real time. An inactive social

media platform is ineffective because visitors will lose interest and stop accessing the pages. Social Media platforms are designed to support various forms of content. The officials handling the pages should take advantage of this by posting stories, videos and photos related to service missions to keep the viewers busy.

GUIDELINES FOR PERSONAL USE OF SOCIAL MEDIA

49. Service personnel are to keep in mind that there is no difference in their personality whether they make physical or electronic communication appearance. Hence, the same codes, ethics and Official Secrets Act apply in both cases and should be considered as the guiding rule. The following are further guides.

- a. Official and men should always note that their position as members of the AFN may be known to their audience and what they say or do in their personal capacity may be misunderstood or misrepresented as an official position.
- b. Personnel should understand the privacy and security settings of medium.
- c. Personnel are not to post sensitive information about themselves, colleagues or units such as schedules and events, locations, weapons and equipment.
- d. Personnel on operations are to turn off GPS/Location functions of phones to avoid geo-tagging.
- e. Personnel should not post any video/audio recording and pictures during exercise/operations.
- f. Personnel will be held liable for any security issues arising from postings in respect of them by civilian friends or relations. They are therefore, to educate their friends and relations as necessary regarding military security and what should not be posted on social media.

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- g. Personnel should not post their pictures or those of their colleagues in military uniforms, or pictures containing military structures, platforms and other military related items.
- h. Personnel who engage in personal or professional social media are not to reference the AFN on any matter.
- i. Personnel are not to use their rank, appointment or responsibilities in order to promote themselves online for personal or financial gain.

SECURITY MEASURES TO BE ADOPTED WHEN USING SOCIAL MEDIA

50. Some additional security measures to be adopted when using social media include:

- a. Never accept a friend request from someone you do not know even if they know a friend of yours.
- b. Do not share any information that you do not want to become public.
- c. Be cautious when listing your job, education as well as contact information as providing too much information can leave you exposed to people who want to steal your identity or sensitive operational information.
- d. Always adjust the privacy settings of your social media accounts to restrict sensitive information to the general public. Set your security options to allow visibility to “friends only”.
- e. Avoid using location based social networking services to avoid geo tagging. Some smart phones and digital cameras automatically embed geotags unto pictures so always be wary of this feature by ensuring to turn off location services on such devices.
- f. Imposter accounts are violations of the terms of use agreement. Most social media platforms have a reporting

SETTING UP AN INFORMATION CENTRE

INTRODUCTION

51. Information centre is one of the staging areas located at the Step Up Headquarters during a Field Training Exercise (FTX)/ Real time operations. The information centre is one of the most important areas in the Step Up Headquarters during such exercises. The Step up Headquarters is a replica of a formation in the field during the FTX/ operations. Accordingly, the information centre is manned by an Information Officer – usually from the public relations/information office of the formation. Also in the centre are the CIMIC and Human Rights Desks Offrs. In an ideal situation, the information centre is usually located next to the Quarter Guard. Visitors to the Step Up Headquarters, after inspecting the Quarter Guard, first receive information brief before embarking on a guided tour of the camp. The information brief centers on deployment within the camp, general and special ideas on the FTX, task given to the step up headquarters, achievements/challenges amongst others.

AIM

52. The aim of the paper is to expose officers of Directorate of Army Public Relations and Information on the general idea of Information Centre in military operations.

SCOPE

53. This presentation shall cover the following:
- a. Importance of setting up information Centre.
 - b. Briefing Aids in Information Centre.
 - c. Roles of information centre Officer.
 - d. Sample of an Information Centre Briefing Script.

IMPORTANCE OF SETTING UP INFORMATION CENTRE

54. The information centre serves as the first point of contact for visitors to the step up headquarters. It also serves as the information bank where members of the press and the general public get information about the operations. It is the mirror of the operations as it interface with the host communities and feed the commander back on the general perception of the people as regards own operations.

BRIEFING AIDS/DESKS IN THE INFORMATION CENTRE

55. The basic briefing aids in an ideal information centre include:

- a. Camp Layout.
- b. Political Map of the Ex/ Ops area.
- c. Rules of Engagement.
- d. Codes of Conduct.
- e. Television Set.
- f. Radio Set.
- g. Computer Set with internet facility.
- h. Photo Board.
- i. CIMIC Desk.
- j. Human Right Desk.
- k. Information Board.

ROLES OF INFORMATION CENTRE OFFICER

56. The roles of the information officer cannot be overemphasized, he man and coordinate all activities in the information centre. Notable roles include:

- a. Setting up of the information centre
- b. Receiving and briefing visitors on the non-kinetic aspect of the operation.
- c. Information gatekeeper for the operations.

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- d. Coordinates press/media conference or briefing.
- e. Advice the Commander on Non kinetic aspect to achieve success on the operations.
- f. Coordinates CIMIC activities.
- g. Sensitize troops on the adherence to non-disclosure of operational information.

INFORMATION CENTRE BRIEFING SCRIPT

57. There is no hard and fast rule to the structure of an information centre briefing script. However, a sample of an information centre briefing script is enclosed.

CONCLUSION

58. The information centre is regarded as one of the most important staging areas in a step up headquarters. It is therefore sacrosanct for the officers in the information centre to develop the skills and confidence in setting up an information centre as well as the confidence when briefing dignitaries in the centre in order to achieve its aim.

IMPACTS/EFFECTS OF MUSIC **IN THE SOCIETY**

INTRODUCTION

Music is a drawing force in the society. It has been present since the dawn of man. The average person spends several hours a day listening to music, whether they see it as a main activity or just as something to take up a space in the background. It is not surprising then that music has a great effect on how humans think and act, possibly even affecting intelligence.

- a. As a background activity, listening to music has been shown to positively affect mood, productivity and even intelligence. Simply listening to music in the background while doing an arduous task can make it seems much easier or in some cases, music eases the strain of an activity.
- b. Listening to music has been shown to encourage intelligent growth, particularly among children. It has been widely observed that children, teens, and babies particularly benefit from listening to music, as music can be a stimulant to intellectual and cognitive development (Psychology of music).
- c. A child taking music lesson greatly improves his/her comprehension of proportional mathematics. In all, music can be one of the most influential factors in getting student motivated.
- d. Despite the advantages music may offer to students, individual, there is a possibility that music may also have negative effects upon impressionable young minds. Certain

types of music or more specifically (music with) violent lyrics are believed to have negative impact on adolescents.

e. With the experience of music being so close to the human psyche (soul, mind, spirit) the listener naturally experiences both emotional highs and lows.

f. In some cases troubled adolescents have been pushed over the edge while listening to music, or encouraged in their self-destructive habits. Many documented suicides have taken place while music played in the background, and there are some speculation that extended listening to music could lead to anti social behavior.

g. Several promiscuity (indiscriminate, unselective) and excessive profanity in modern music (hip hop, is specifically mentioned) have also been said to affect the young psyche.

59. **The Summary of the Impacts and Effects of Music on Human Life**. The summary of impacts and effects of Music on human life are as follows:

- a. Educational impact – music helps to develop our intellectual ability and talent.
- b. Economic impact – music helps to boost the economy of the country and that of individuals
- c. Emotional impact – it expresses and creates human feelings. It can also make one moody, sad and happy.
- d. Spiritual impact – it helps in spiritual upliftment during worship.

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- e. Therapeutic impact – music helps to cure depression and mental disorder.
- f. Social impact – music creates interpersonal relationship among people of different ethnic groups, races and settings.

HISTORY OF THE NA BAND CORPS

60. The history of the Nigerian Army Band Corps dates back to 1928. Immediately after the formation of the West African Frontier Force (WAFF), the Band was formed in a place called “Atakwa” known as the Old Calabar. The Band was just in form of Corps of Drum. Among the NA soldiers within the band was one Pte Idi Kastina who was the Band Drum Major and also regarded as the Band Master (BM). After few years of the Band formation, the Band moved its location to Enugu, which was the Headquarters of the WAFF Eastern District. After the Band settlement at their location in Enugu, a Band Master was deployed to the Band in the person of Bandmaster Lane from the Royal Life Guard Band England, he served as a Bandmaster from 1932 – 1935. Bandmaster Lane was the one who first arranged song for the Band in memory of the Band that was formed in old Calabar.

61. It was an Igbo traditional war song which was popularly used during Aba Women Riot between 1929 -1930. Capt JA Cooper wrote the first four bars of the Old Calabar while the body of the old Calabar was written by Bandmaster Lane. In 1935 the Band moved to Kaduna which was the WAFF Northern District HQ. At this new station, the Band became a fully fledged Military Band. More musical instruments were introduced with more men under the new Bandmaster. At this time, Bandsmen who could not cope with the new development were posted to the infantry Corps

62. In 1938, BM Lane was changed by BM Dandoff Oscar, an English man with A German mother. In 1940, the Band moved from Kaduna to Zaria which was the WAFF training depot till date. The same year, another BM was deployed to the Band in the person of BM Andrew who came to change BM Dandoff Oscar. In 1945 the Band moved from Zaria back to Kaduna and in the year 1949 BM Benneth took over from

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BM Andrew. In 1952, BM HG Higgins a former Band Sergeant and a Doubled BB^b bass player in the Royal Hussars Regimental Band (RHRB) was sent by British war office to change BM Benneth. In 1957, BM RJA Richards one time BM and a Liberian in the Royal Military School of Music (RMSM) Kneller Hall Middlesex Twickeaham England came to change BM Higgins. Two year before the country's independence in 1960, the band was transferred from its rehearsal space in Kaduna to Abalti Barracks in Lagos. As part of the Governments policy to replace British citizen with native Nigerians in public roles, Capt Cooper was replaced in 1964 by Lt Col J Olubobokun, who became the first native Nigerian to lead the Band.

IMPORTANCE AND USES OF MUSIC:

63 The importance and uses of music in the military and the society cannot be overemphasized, some of which are as follows:

- a. Music is useful in religious worship.
- b. It serves as a means of communication.
- c. It is used for advertisement .
- d. Music promotes unity among people.
- e. it creates an atmosphere for entertainment .
- f. it is used for spiritual growth .
- g. it is used for recreational purposes .
- h. it serves as a therapy for illness.
- l. it affords job opportunities .
- j. Music preserves our cultural heritage.

.64 **Different Occasion for Music Making.** Occasions where music can be played include:

- a. Ceremonies like child birth, Child naming, marriages, funerals, Chieftaincy/title taking, and civic receptions etc.
- b. Festivals like new yam festival .
- c. Sporting activities.
- d. March pass.
- e. Work Session.
- f. Moonlight Plays.
- g. Religious ceremonies.

65. **TYPES/KINDS OF MUSIC.** In Nigeria we have different kinds of music such as:

- a. Folk or traditional music.
- b. Classical music.
- c. Church music.
- d. Popular music.
- e. Art music.

66. **Nigerian Art Composers.** In Nigeria today, there are many art musicians. Majority of them are music educators in various institutions who have made great land marks in their various areas of specialization, such as music compositions, music technology, and music education while some are instrumentalists and others are musicologists and so on. Nigerian traditional may be broadly classified into popular or pop music and folk music. Some of the art composers include:

- a. Prof Wilberforce Echezona.
- b. Prof Lazarus Ekweme.
- c. Prof Samuel Akpabot .
- d. Prof Akin Euba.
- e. Prof Richard Okafor.
- f. Prof Mrs Omibiyi Obidike.
- g. Prof Dan CC Agu.
- h. Prof Chukwuemeka Mbanuga.
- i. Reader Sam Ojukwu.

67. **High Life Musicians.** Nigerian highlife musicians include:
- a. Bobby Benson.
 - b. Victor Uwaifo.
 - c. Roy Chicago.
 - d. Sunny Okosun.
68. **Kinds of Popular Music.** The popular music we have in Nigeria are as follows:
- a. Highlife.
 - b. Reggae.
 - c. Juju.
 - d. Fuji.
 - e. Afro beat.
 - f. Disco.
 - g. Gospel.
 - h. Waka.
 - i. Apala/Sakara.

FUNCTIONS OF BAND IN PEACE TIME

Question.

69. What are the 10 Ceremonial Parades the NABC participate in peace time?

Answer.

- a. Nation Day Parade.
- b. AFRDC Parade.
- c. Army Day Celebration.
- d. Guard of Honour.
- e. Creledence Parade.
- f. Military Retreat.
- g. Presentation of Colour/Troop the Colour.
- h. Flag March.
- i. Quarter Guard Ceremony.
- j. Change of Guard Parade.

FUNCTIONS OF BAND IN WAR TIME

Question.

70. State 4 roles of NABC in War Time?

Answer:

- a. Bugle & trumpet are used as instruments of alarm to convey order to troops.
- b. Music is used to inspire troops & boost their morale before action.
- c. Bandsmen are used as stretcher bearers for evacuation of wounded soldiers.
- d. Bandsmen are used as rear guards deployment to guard some key point (KPs).
- e. Use to guard Vulnerable Points (VPs).
- f. To ensure access control.
- g. They partake in joint patrol.

QUESTION ON BUGLE CALLS

71. What is Rouse Call meant for?
(A) Fire Alarm
(B) Wake-up
(C) Roll Cal
(D) Light Out
72. Reveille is sounded when?
(A) In the evening at 1800hrs
(B) During Break at 1130hrs
(C) Early Hours in the morning at exactly 0600hr
(D) Change of Subject
73. What time is Change of Guard Call sounded?
(A) 0605hrs
(B) 0630hrs
(C) 0730hrs
(D) 0710hrs
74. Morning PT Call is sounded at about?
(A) 0640hrs
(B) 0630hrs
(C) 0730hrs
(D) 0710hrs
75. Training Period call is sounded at exactly?
(A) 0900hrs
(B) 0800hrs
(C) 0830hrs
(D) 0730hrs

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76. On what day is Padre Hour Calls is sounded?
(A) Monday
(B) Sunday
(C) Thursday
(D) Friday
77. At what time Padre Hour Call is sounded?
(A) 1200hrs
(B) 1210hrs
(C) 1300hrs
(D) 1145hrs
78. The Confine to Barracks (CB) is sounded at about?
(A) 1400hrs
(B) 1500hrs
(C) 1530hrs
(D) 1515hrs
79. What is the aim of Confine to Barracks Call?
(A) Physical Training (PT)
(B) Stooping of Riffle
(C) Fatigue and Drills
(D) Change of Guard
80. At what time is the Guard Mounting is sounded?
(A) 1700hrs
(B) 1630hrs
(C) 1715hrs
(D) 1730hrs
81. Retreat Call is sounded at about what time
(A) 1730hrs

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- (B) 1800hrs
- (c) 1745hrs
- (D) 1755hrs

82. What is the next Call after Tattoo call?

- (A) Dismissal Call
- (B) Fire Alarm
- (C) Confine to Barrack
- (D) Light Out Call

83. At what time is the Light Out Call is sounded?

- (A) 2200hrs
- (B) 2000hrs
- (C) 2215hrs
- (D) 2210hrs

84. The aim of a Double Call is to _____?

- (A) Send the Troops for assignment
- (B) To bring Troops together for Emergency
- (C) To run for Safety
- (D) for Identification

85. At what time is Sick Report Call?

- (A) 0615hrs
- (B) 0700hrs
- (C) 0730hrs
- (D) 0630hrs

86. What call do we expect at 1800hrs?

- (A) Morning PT
- (B) Rouse Call
- (C) Retreat Call

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(D) Double Call

87. What Call do we expect at 0600hrs?

- (A) Break Fast
- (B) Reveille Call
- (C) Tattoo Call
- (D) Light Call

88. What call is sounded at 1500hrs

- (A) Confine to Barracks
- (B) Padre Hour
- (C) Dismissal Hour
- (D) Training Period

89. 2215hrs is time for which Call?

- (A) Tattoo Call
- (B) Fire Alarm Call
- (C) Light Out Call
- (D) Retreat Call

90. The Last Post Call is used for?

- (A) Naming Ceremonies
- (B) Burial Ceremonies
- (C) House Warming
- (D) Birthday Ceremonies

QUESTION ON EFFECTS/IMPACTS OF MUSIC IN THE SOCIETY

91. Listening to music in the background while doing an arduous task can make it seems much _____?

- (A) Tougher
- (B) Easier
- (C) Boredoms
- (D) Strenuous

92. _____ is a drawing force in the society?

- (A) Dance
- (B) Melody
- (C) Music
- (D) Rhythm

93. Listening to music has been shown to encourage ?

- (A) Intelligent Growth
- (B) Vision
- (C) Dream
- (D) Future

94. Listeners of Music can naturally experience emotional _____ and _____?

- (A) Deep and wide
- (B) Highs and lows
- (C) Strong and faint
- (D) Sweet and bitter

95. With experience, Music is so close to human _____?

- (A) Body
- (B) Nature
- (C) Psycho
- (D) Growth

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96. Music with violent lyrics can have _____ impacts on adolescent?
- (A) Positive (B) Good
(C) Negative (D) Sound
97. _____ group have a higher tendency of being affected by negative music?
- (A) Children (B) Aged
(C) Girls
(D) Adolescents
98. Excessive profanity in modern music have been said to affect _____psyche?
- (A) Young
(B) old
(C) Married
(D) unmarried
99. Music helps to develop our intellectual ability and _____?
- (A) Strength
(B) Talent
(C) Economy
(D) Feelings
100. Music also helps to cure depression and _____?
- (A) Fever
(B) Malaria
(C) Mental Disorder
(D) Headache

HISTORY OF THE NIGERIAN ARMY BAND CORPS

101. The Nigerian Army Band was formed in a place called _____
(A) Abakpa.
(B) Atakwa.
(C) Abak.
(D) Oshodi.
102. Who was the first indigenous Nigerian to lead the Band
(A) Col. OG Olaniyi.
(B) Brig/Gen. L O Amechi.
(C) Col J Olubobokun.
(D) Lt/Col J E Evans.
103. Who was the first Band Drum Major and also regarded as the Band Master?
(A) Band Master Lane.
(B) Idi Kastina.
(C) Band Master Dandroff Oscar.
(D) Band Master Benneth.
104. Band Master Lane from the Royal Life Guard Band England (RLGBE). Served as a Band Master from _____ to _____
(A) 1930 - 1935.
(B) 1929- 1930.
(C) 1938 - 1940.
(D) 1930 - 1932.
105. In 1929-1930, An igbo traditional War Song which was popularly used during the Aba Women Riot is Called _____

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- (A) Eastern District war song
 - (B) Enugu women War Song
 - (C) New Nigerias
 - (D) Old Calabar
106. 1935 the Band moved to which state?
- (A) Abuja
 - (B) Lagos
 - (C) Enugu
 - (D) Kaduna
107. Where did the Band became a fully fledged military band?
- (A) Enugu
 - (B) Cross River
 - (C) Kaduna
 - (D) Lagos
108. What is the full meaning of (RMSM)
- (A) Royal Military school of Music
 - (B) Regimental Merchant school of music
 - (C) Royal music school of military
 - (D) Regimental music school of merchant
109. _____ Wrote the first four bars of the old calabar, while the body of the old calabar was written by _____
- (A) Band master Dandruff and BM lane.
 - (B) Capt. J A cooper and BM Andrew.
 - (C) Idi kastina and COL J. Olubobokun.
 - (D) Capt. J.A Cooper and BM lane.
110. Band master lane was replace by _____

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- (A) BM Beneath.
- (B) BM Higgins.
- (C) BM Andrew .
- (D) BM Dandruff Oscar.

Objectives

111. What is the full meaning of WAFF?
- (A) West African Frontier Frontier.
 - (B) West Africa Frontier Force.
 - (C) West Africa Frontier Force
 - (D) Western African Force Frontier
112. When was Nigeria Army Band Corp dated back to?
- (A) 1942.
 - (B) 1922.
 - (C) 1928.
 - (D) 1888.
113. Who was the first indigenous BM to lead the Band ?
- (A) Lt Col J Olubobokun.
 - (B) Col. Lanfewa .
 - (C) Capt. JA Copper.
 - (D) Col. Olaniyin .
114. Who was the first Band drum major and also the BM?
- (A) BM Lane .
 - (B) Pte Idi Katsina.
 - (C) BM Dandoff Oscar.
 - (D) BM RJA Richards.
115. After few years of the Band formations in Calabar, the Band moved to which location?

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- (A) kaduna
- (B) Jaji
- (C) Calabar
- (D) Enugu

116. Which year was Band transferred from its rehearsal space in kadun to Abati barracks?

- (A) 1958.
- (B) 1960.
- (C) 1959.
- (D) 1957.

117. Who is the first Band Master that arranged old Calabar?

- (A) BM Lane.
- (B) Pte Idi Katsina.
- (C) BM Dandoff.
- (D) Capt.JA Copper.

118. Where was the Band first formed?

- (A) Garriki Enugu.
- (B) Atakwa Calabar.
- (C) Jos Atakwa.
- (D) Kawo Kaduna.

119. Old Calabar was a war song which was popularly use during Aba woman riot between _____ to _____

- (A) 1929_1999.
- (B)1929 _ 1931.
- (C) 1929_ 1930 .
- (D) 1920_ 1930.

120 The Bandsmen who couldn't cope under the new development

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were posted to _____

- (A) Infantry.
- (B) Medical.
- (C) S&T .
- (D) BOD.

THEORY

121. The first four lines of Old Calabar was written and composed by _____ and completed by _____
122. The Acronyms (WAFF) means _____
123. Where was the Nigerian Army Band Corps formed

124. Nigerian Army Band Corps history could be traced as far back as _____
125. The Band became a fully fledged military Band in _____ year under the leadership of _____

Answers

1. Capt. JA Cooper.
2. West Africa frontier force.
3. Atakwa in Calabar.
4. 1928.
5. 1935 and Bandmaster Lane.
-
126. Which traditional war song was used to composed old Calabar?
- (A) Kalabari song.
- (B) Hausa song.
- (C) Yoruba song.
- (D) Igbo song.
-
127. Who wrote the first four bars of old Calabar?
- (A) BM Lane
- (B) BM Dandoff Oscar
- (C) Capt JA Cooper

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128. Which year did the Band moved from Kaduna to Zaria?
(A) 1934.
(B) 1932.
(C) 1940.
(D) 1945.
129. When did the Band moved to Kaduna?
(A) 1930.
(B) 1945.
(C) 1938.
(D) 1935.
130. Where was the Band formed?
(A) Zaria .
(B) Atakwa (Old Calabar).
(C) Kaduna.
(B) Enugu.
131. Who was the first Drum- Major/BM of the Band ?
(A) BM Lane
(B) BM Dandoff Oscar
(C) Pte Idi Katsina
(D) Capt JA Cooper
132. Who was the first indigenous Nigerian to lead the Band?
(A) Brig Gen Ameachi.
(B) Lt Col TC Eru.
(C) Lt Col Sati Hayi.
(D) Col J Olubobokun.
133. When was the Band transfered to Abalti Barracks?
(A) One after independence .

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- (B) Four years after independence.
 - (C) Two years before independence.
 - (D) Three years before independence.
134. Which year did BM Benneth took over from Bm Andrew?
- (A) 1929.
 - (B) 1935.
 - (C) 1940.
 - (D) 1949.
135. Who Arranged song for the Band formed in Old Calabar ?
- (A) Pte Idi Katsina.
 - (B) BM Dandoff Oscar.
 - (C) BM Lane.
 - (D) BM Higgings.

THEORY OF MUSIC

136. Write a short note on the movement of the Band from Atakwa" Known as Old Calabar " to Enugu?

THEORY ANSWER

137. It was After the formation of the west African Frontier Force (WAFF) , that Band was formed in a place called Atakwa , known as Old Calabar . The Band was in form of Drum platoon . Among the NA soldiers within the Band was Pte Idi Katsina that was the Drum Major /BM . After few years of the Band formation , the Band moved its location to Enugu which was the HQ of the WAFF.

138. Construct the scale of E^b major without key signature?

139. Construct the scale of D major with key signature?

140. Differentiate between Triad and arpeggio? Give examples.

141. What is Cadence? Give examples.

142. List out six Regimental Functions of the Military Band?

Answer:

- a. Parades and Parade Competition.
 - b. Presentation of Colour.
 - c. A Day in the Regimental
 - d. Tattoo Parade
 - e. Troop the Colours
 - f. Funeral procession
143. Write short note on the following terms.
- a. Military Band
 - b. Steel Pan

Answer

Military Band: The military Band consists of a group of trained military personnel that perform musical duties for military functions usually for

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the armed forces. A typical military Band consists of mostly wind and percussion instruments. The conductor of the military band is either a Bandmaster or A Band officer. The main role of the military band is to provide music during ceremonial parade and other social activities.

Steel Pan: The steel Pan originated from the Caribbean Island of Trinidad and Tobago. It is difficult to pin point an exact date or event when steel pan emerged. The steel pan according to the history is the instrument of the African Descendant. The Steel Pan consists of drum sets of different sizes with the name ranging from the tenor which plays the melody, the double tenor or alto pan that plays the second or alto party, the cello pan that plays the tenor part and the tenor bass or low bass that plays the bass part.

144. Write short note on the following terms

- a. Time Signature b. Major Scale

Answer

- a. Time Signature: Consist of two figures on placed above written at the beginning of a piece of music immediately after the Key signature to indicate the time of a particular piece of music. The upper figure tells the number of beat per measure. The bottom figure tells the type of note that stands as a beat.

- b. Major Scale: This is a scale with seven alphabetical names with the repetition of the tonic above. The major scale has five tones and two semitones with the semitones occurring between the 3rd and 4th degree of the scale and the 7th and 8th degree of the scale.

145. If truly the military band consists of two major groups with a Bandmaster or officer as a conductor, mention the two major groups.

- (A) Drum and Bugle
(B) Orchestra

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- (C) Trumpet and Trombone.
- (D) Wind and Percussion Instrument .

145. Military Band is a type of band that performs both on the move, standing or even sitting. When the band performs while on the move what is it called?

- (A) Running group .
- (B) Marching band.
- (C) Dance band .
- (D) Orchestra.

146. The five lines and four spaces on which we write music is called?

- (A) Cadence.
- (B) Triad.
- (C) Staff .
- (D) Clef.

147. The Military band functions can be categorized based on the occasion. As such, when performing in a funeral procession or WASA what is it call?

- (A) Regimental and Social Functions.
- (B) Burial and Dining Functions.
- (C) Bugle and Dance Function.
- (D) Recruitment and Passing Out.

148. It is stated historically that the dance band was developed as back as 1920s and 1930s. What is that period called?

- (A) Golden age of British music.
- (B) Silver age of American music.
- (C) Modern age of American music.
- (D) Standard age of Classical music.

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149. In the Dance band setting, what is the person that controls the affairs of this group called?

- (A) Bandmaster.
- (B) Drum Major.
- (C) Dance Band Leader.
- (D) Dance Director.

150. The Steel Band is of what origin as the Dance Band is purely of British?

- (A) Warwick and Scotland.
- (B) Saltone and Principe.
- (C) Trinidad and Tobago.
- (D) Arsenal and Chelsea.

151. The Tenor Pan which is also known as pinpong play, what role in the Steel Pan musical settings?

- (A) The role of accompaniment
- (B) The role of solo or soprano instrument
- (C) The Bass line
- (D) The role of a tenor voice

151. The flat or sharp symbols written according to order of seniority at the beginning of a staff or stave is called what?

- (A) Time Signature
- (B) Key Signature
- (C) Nature key
- (D) D^b Minor

152. A set of five lines and four spaces is called a staff. What will it be called when both bass and treble stave are joined together with a vertical line and brace?

- (A) Grand staff or Great stave

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- B) Bass and Treble staff.
- (C) Treble staff.
- (D) Alto and Bass staff.

153. The Instrument of the steel band that plays harmony and the second part in the steel band musical setting is called?

- (A) Bass Drum.
- (B) Tenor Drum.
- (C) Double Tenor.
- (D) Double Second.

154. The high Bass of the steel band consist of how many set of drums?

- (A) 6 Long Drum.
- (B) 5 Long Drum.
- (C) 4 Drums.
- (D) 2 Tenor Pans.

155. The first regimental band formed in Nigerian Army as early as 1932 is called?

- (A) Military Band.
- (B) Corps of Drum.
- (C) Dance Band.
- (D) Steel Band.

156. Apart from performing in the pure military parade, what other role can the drum platoon play in a battalion level?

- (A) Entertainment Role.
- (B) Advance Role.
- (C) Shooting Range Role.
- (D) CO's Order.

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157. The Bagpipe Band is also used for entertainment during wedding ceremonies?

- (A) True.
- (B) False.
- (C) None of the above.
- (D) Only for Burial.

159. The leader of Corps of Drum is called a Drum Major, What is the leader of Bagpipe Band called?

- (A) Drum Major.
- (B) Band Major.
- (C) Pipe Major.
- (D) OC Band.

160. Among the roles of Bagpipe is to ----?

- (A) Escort of accuse.
- (B) Escort of the President.
- (C) Dancing around the fire.
- (D) Swimming Competition .

161. The flat or sharp symbols place before any note in a piece of music with a different key signature is called what?

- (A) Double sharp.
- (B) Double Flat.
- (C) Natural Sign.
- (D) Accidentals.

162. The musical functions of a flat or sharp placed before any note in a piece of music is to do what?

- (A) To lower or raise the pitch of the affected note by a semitone
- (B) To change the time of the piece.
- (C) To change the key of the piece.

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(D) To stop the payers.

163. There are two major ways of constructing scales in western music they are _____ and _____?

- (A) With or without key signature.
- (B) With or without time signature.
- (C) With or without staff.
- (D) With or without cleff.

164. The two established forms of writing music on paper are

- (A) Meditation and Recitation.
- (B) Solfa and staff Notation.
- (C) Major and Minor notation.
- (D) Solfa and Moderate notation.

164. Musically, a particular single line of song varying in pitch with recognized music shape in called?

- (A) Harmony and Melody.
- (B) Harmony.
- (C) Melody.
- (D) Cadence.

165. Which of the scales has this formular "Tone, Semitone, Tone, Tone, Tone, Tone, Semitone?"

- (A) Harmonic minor Scale.
- (B) Melodic Minor Scale.
- (C) Natural Minor Scale.
- (D) Chromatic Scale.

166. In western music setting, the technical name of the sixth degree of a scale is?

- (A) Tunic.

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- (B) Subdominant.
- (C) Submediant.
- (D) Mediant.

167. The name of the seventh degree of a scale is called technically as?

- (A) Dominant
- (B) Subdominant
- (C) Octave
- (D) Leading role

168. The 4th degree of a scale is technically called?

- (A) Octave.
- (B) Mediant.
- (C) Dominant.
- (D) Subdominant.

169. The short parallel lines above or below the stave which accommodate more musical notes are called?

- (A) Short lines.
- (B) Long lines.
- (C) Parallel lines.
- (D) Ledger lines.

170. What is the name of a musical note on the third line of a staff without clef?

- (A) B.
- (B) D.
- (C) No name.
- (D) B or D.

171. A point in music performance where some players are meant to

keep quiet is called?

- (A) Opera.
- (B) Reot.
- (C) Cadence.
- (D) Clef.

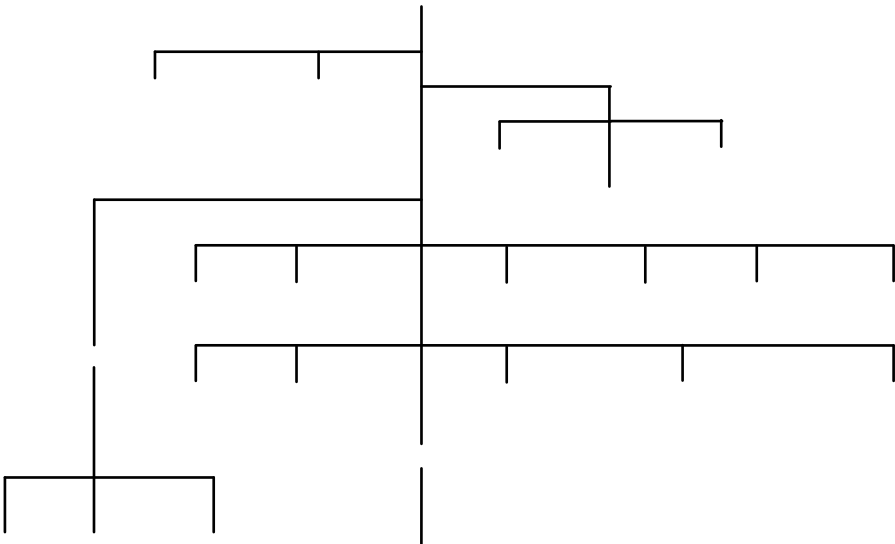
172. A military parade where one musical note is played is called?

- (A) WASA.
- (B) Burial Ceremony.
- (C) Range Classification.
- (D) Dismissal Parade.

Question:

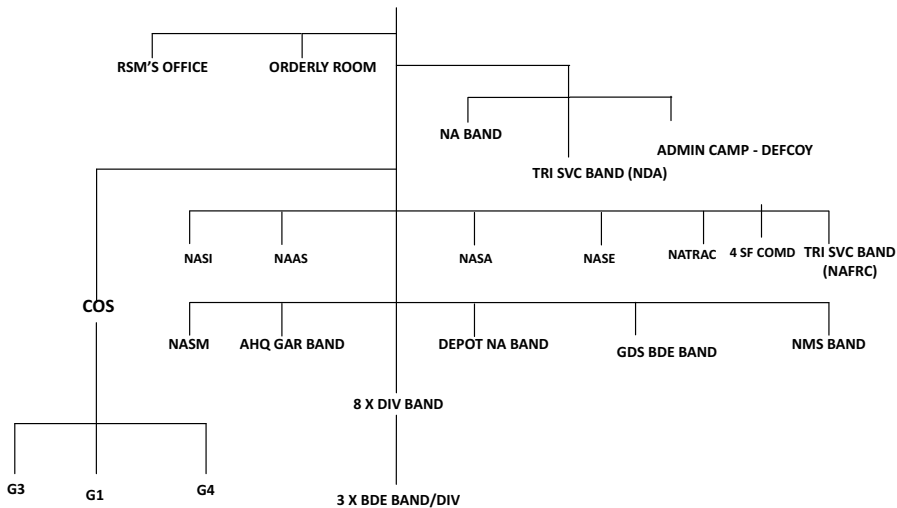
1. Label the Organogram of NABC

OUTLINE ORG OF NABC



Answer

OUTLINE ORG OF NABC:



RUDIMENTS OF MUSIC

DEFINITION OF MUSIC AND OTHER TERMS:

4. Music is best defined as the combination of sounds that pleases the ear. It may create positive or negative feelings in the mind or vocal or instrumental sound (or both) combined in such a way as to produce beauty of form, harmony and expression of emotion. The two established methods of writing music on paper are either the solfa or staff notation.

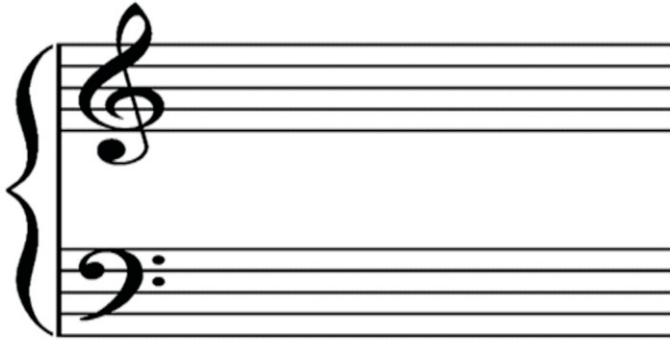
Melody. This is a single line of song varying in pitch and having a recognizable musical shape.

- a. **Harmony.** This refers to the simultaneous combination of two or more notes sounding together.
- b. **Musical Sounds.** This is a sensation made by musical instruments or voice sensed by the ear. Musical sounds are named in ascending order from the first to the seventh letter of the English alphabets. Viz: A – G, these are repeated to represent the same notes at higher or lower pitch.
- c. **Staff or Stave.** The five parallel lines and four spaces used for music writing are called staff and the combination of the staff is called stave.










Staff

The Grand Staff



Musical Notes and their Value. Musical notes are symbols that represent sounds in different pitches, or musical notes are symbols denoting sounds. A note can also represent a pitch in music.

Notes	Name		Value
	Semibreve	Whole note	4 beats
	Minim	Half note	2 beats
	Crotchet	Quarter note	1 beat
	Quaver	Eighth note	$\frac{1}{2}$ beat
	Semi-quaver	Sixteenth note	$\frac{1}{4}$ beat
	2 Quavers	2 Eighth notes	1 beat
	4 Semi-quavers	4 Sixteenth notes	1 beat

- d. **Rest in Music.** This means a moment of silence in music. At this point a player or singer is expected to temporarily suspend all sounds at least for the duration of the note value of the rest indicated.

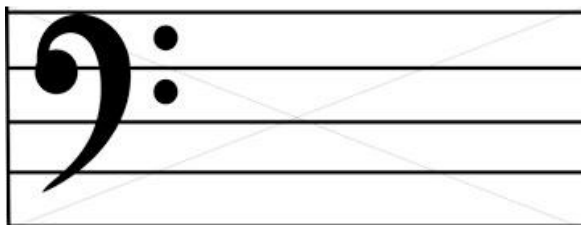


- e. **Clef.** A musical symbol written at the beginning of a staff used to indicate which notes are represented by the lines and spaces on a musical staff or stave.

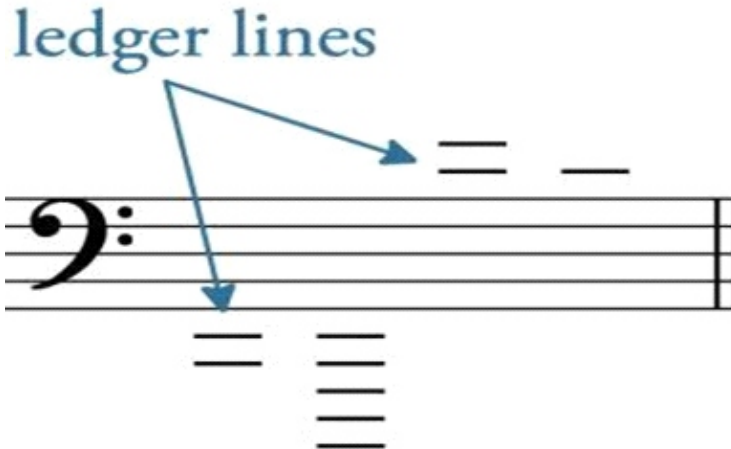
TREBLE CLEF



BASS CLEF

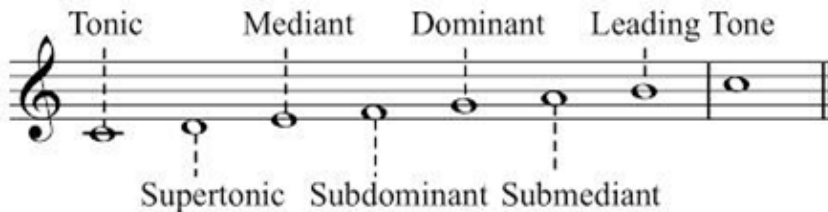


- f. **LEDGER OR LEGER LINES.** A ledger line is used to notate pitches above or below the lines and spaces of the regular musical staff. A line slightly longer than the note head is drawn parallel to the staff above or below, spaced at the same distance as the lines within the staff.



a

g. Technical Names for the Note of a Scale.



- h. **Key Signature.** Key signatures are defined as symbols which indicate a key of music. Those symbols are Sharps (#) and flats (b) and are usually written at the beginning of the staff after the clef sign.

- i. **Accidentals.** Accidentals are sharps (#), flats (b) and natural signs () used in music.

I. Functions of the Accidentals.

(a) a sharp sign (#) - this sign raises or increases a note by a semi tone.

(b) A flat sign (b) – this sign raises or flattens a note by a semi tone.

(c) A natural sign () this sign restores a note to its original value or pitch.

m. Scale. A scale is defined as a series of eight notes ranging in an alphabetical order in both ascending and descending order starting from any given note and ending with its octave. There are two methods of constructing scales, namely with and without key signatures. To construct a scale with key signature, the sharps and flats are written at the beginning of the staff after the clef, but the scale without key signature, the accidentals are written inside the staff beside the notes that requires them.

TYPES OF SCALES

(1) Major scale

(2) Minor scale

n. Major Scale. A major scale is seven note scale that consist of a series of whole steps and half steps. The half steps exist between the third and fourth, seventh and eight scale degrees. Another name for major scale is the diatonic scale.



F Major with key signature



F Major without key signature



o. Minor Scale. A minor scale is also a diatonic scale which consists of tones and semi tones, it is a scale of eight notes.

Types of minor scale – Natural minor

- Melodic
- Harmonic

p. Relationship between Major and Minor Scale. Minor scale whether harmonic or melodic is related to major scale. The relative minor scale of the major scales has the same key signatures.

q. Time Signature. Consists of two elements, a top number and a bottom number, the top number tells us the number of beats in each measure. The bottom number in time signature tells you what the note values those beats are. If the bottom number is 4, it means the beats are quarter notes (four quarter notes in a measure).

r. Kinds of Time Signature.

There are two kinds of time signature namely,

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- (1) Simple time signature
- (2) Compound time signature

Example of Simple Time Signature in its Complex Form

Type Of Beat	Duple Time	Triple Time	Quadruple Time
Crotchet Beat	$\frac{2}{4}$ ♩ ♩	$\frac{3}{4}$ ♩ ♩ ♩	$\frac{4}{4}$ ♩ ♩ ♩ ♩
Minim Beat	$\frac{2}{2}$ ♩ ♩	$\frac{3}{2}$ ♩ ♩ ♩	$\frac{4}{2}$ ♩ ♩ ♩ ♩
Quaver Beat	$\frac{2}{8}$ ♪ ♪	$\frac{3}{8}$ ♪ ♪ ♪	$\frac{4}{8}$ ♪ ♪ ♪ ♪

Compound Time Signature: One important feature of compound time signature is that it makes use of dotted notes. Each dotted note represents a group of three smaller notes. That means each of the dotted notes can be split into a group of smaller notes which must be equal to the dotted notes. In summary, the upper figures of compound time signature are 6,9,12. It is therefore easy to identify the three types of compound time as follows.

Example of Compound Time Signature in its Complex Form

COMPOUND TIME			
	Duple Time: Two beats in each bar	Triple Time: Three beats in each bar	Quadruple Time: Four beats in each bar
A Dotted Crotchet Note = 1 beat/count	6 8 ♩ ♩	9 8 ♩ ♩ ♩	12 8 ♩ ♩ ♩ ♩
A Dotted Minim Note = 1 beat/count	6 4 ♩ ♩	9 4 ♩ ♩ ♩	12 4 ♩ ♩ ♩ ♩
A Dotted Quaver Note = 1 beat/count	6 16 ♪ ♪	9 16 ♪ ♪ ♪	12 16 ♪ ♪ ♪ ♪

CHAPTER ONE

HISTORY OF NAE

1. The Nigerian Army Education Corps (NAEC) is one of the oldest Services in the Nigerian Army. The HQ is located in AN Barracks Yaba-Lagos. Its history dates back to the days of the Royal West African Frontier Force (RWAFF). The significance of literacy in the RWAFF operations during the Second World War became apparent when British commanders had great difficulties communicating effectively in English with their African troops. This difficulty in communication also led to greater attention on the literacy level of African soldiers in the RWAFF. Consequently, on their return from the Burma Campaign in 1945, functional literacy cadres were organized by the Education Department for those who could neither read nor write in the English Language.

2. Furthermore, the School of Education and Clerical Training was established in the early 1940s at Yaba, Lagos. The school was further renamed West African Army School of Infantry and Education (WAASIE). In 1956, the 5 battalions of the Nigerian Regiment and the supporting services became known as the Nigerian Military Forces (NMF). Each of the 5 battalions of the NMF had a Unit Education Officer (UEO) that ran literacy courses in 3 stages: Stage I, Stage II and Stage III. These were later re-designated as Army Certificate of Education (ACE) I, II, and III courses.

3. In an effort to train instructors, clerks and infantry personnel, the Royal Nigerian Military Training College (RNMTC) was established in 1960 with a well-organized Education Wing. The school was at various times renamed the Nigerian Military Training College (NMTC), Nigerian Army School of Infantry, Infantry Centre and School (ICS), Infantry

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Corps Centre and School (ICCS) and now Nigerian Army School of Infantry (NASI). The first group of Education officers and instructors in the Nigerian Military Educational Services (NMES) were from the Royal Army Education Corps (RAEC). Hence, the first CEO of the Royal Nigerian Army (RNA) from 1960-1962 was an expatriate, Maj PL Rice of the RAEC. The first indigenous CEO was Capt CM George who served as acting CEO. The nomenclature was changed to Nigerian Army Education Corps and School in December 1990 and in April 2008, the training school was separated from the Corps Headquarters. Presently, the NAEC is headed by the Corps Commander Education (CC Edn). Currently, the NAEC occupies the 12th position among the NA Corps.

CHAPTER TWO

BASIC NAEC KNOWLEDGE

NAEC MISSION

1. The NAEC Mission, “to plan and execute the NA programme of education in liberal, scientific and doctrinal studies; manage service educational establishment and training support facilities, as required for the professional excellence of the Army.”

NAEC MOTTO

2. The motto of NAEC is “Strength Through Knowledge.” This motto captures the essence and pivotal role of NAEC as a provider of knowledge, learning and enlightenment.

NAEC COLOUR

3. The NAEC colours are arranged horizontally in the following order: navy blue, sky blue, national green, sky blue and navy blue. The dimensions of line colours are in the ratio of 3:2:1:2:3. The meaning of the colours are:

- a. **Navy Blue**. The navy blue stands for knowledge.
- b. **Sky Blue**. The sky blue being the colour of the sky, connotes that the sky is the limit for attainment of excellence in all human endeavours.
- c. **National Green**. The national green represents the fertility of the minds of the NA personnel.

NAEC INSIGNIAS

4. The NAEC insignias refer to some of the accoutrements or accessories peculiar to the Corps. The insignias used to identify the units or Corps which include the following:

- a. Flag.
- b. Beret (old and new).
- c. Shoulder Flash.
- d. Lanyard.
- e. The Corps logo.
- f. Belt.

NAEC PEACE TIME ROLES

5. These include:

- a. Communication of national doctrine and philosophy down to the lowest level in form of Operation Service Alert.
- b. Resettlement.
- c. General education of officers/soldiers outside normal academic pursuit through production and distribution of educational research papers and current affairs brief.
- d. Management of NA schools from primary to secondary level in conjunction with the Armed Forces school Management Board.
- e. Coordination of sponsorship of officers and soldiers in civil institutions.
- f. Training of all ranks on instructional technology and map reading at all levels, the inclusion of some in the curriculum of NA schools.
- g. Teaching of foreign languages.

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- h. Provision of Archives, Museum and Library services.
- i. Provision of Training Support Services.
- j. Advise to Commanders on education matters.

NAEC WAR TIME ROLES

6. The War time roles are:

- a. Battle map marking.
- b. Map reading.
- c. Documentation/record keeping.
- d. Psychological operations.
- e. Collection and documentation of war relics.
- f. Refugee camp management.
- g. Organization of rest and relaxation areas and watch keeping.

NAEC PUBLICATIONS

7. The NAEC is saddled with special publications for the NA. The publications are done periodically or quarterly to enlighten NA personnel and the general public on current affairs. The publications are as follows:

- a. NA Information Briefs.
- b. NA Quarterly Journals.
- c. NA History.
- d. NAEC Compendium.
- e. Command Secondary Schools Magazine/Year book.
- f. Nigeria Army School of Education Journal.
- g. Command Secondary Schools Standing Operating Procedures.

CHAPTER THREE

NAEC SCHEDULE OF DUTIES

INTRODUCTION

1. Candidates are to note that the roles of the various Commanders, Commandants and Directors also translate to the responsibilities of the various units. Hence, the various commanders' roles sum up the overall roles of the various units.

ROLES OF THE CORPS COMMANDER EDUCATION

2. The roles of the Corps Commander Education (CC Edn) include but not limited to the following:

- a. Responsible to COAS for running of NAEC.
- b. Provides educational services and resource management for NA.
- c. Ensures communication of national doctrine and philosophy down to the lowest level in form of Operation Service Alert.
- d. Management of NA schools from Primary to Tertiary level in conjunction with the Armed Forces School Management Board.
- e. Teaching of foreign languages.
- f. Provision of archives, museum and library services.
- g. Monitoring the progress of NA personnel in academic institutions.
- h. Planning and developing the curriculum in NA and tri-service training institutions.
- i. Provision of academic instructors for NA training institutions.
- j. Any other duties that may be directed by the COAS from time to time.

ROLES OF THE CORPS CHIEF OF STAFF

3. The HQ NAEC Chief of Staff is responsible for the following:
 - a. Overseeing, coordinating and managing the activities of the 3 staff branches, Operations/Training (G3/G7), Administration (G1) and Logistics (G4).
 - b. Supervising, coordinating and managing the activities of the other HQ departments such as Records Department, Books Resources Procurement (BRP).
 - c. Coordinating, organizing and supervising the HQ for overall achievement of NAEC mission and objectives.
 - d. Organizing supervising and coordinating the HQ for smooth, effective and efficient daily duties.
 - e. Initiating the posting of officers and soldiers taking into cognizance service exigencies and officers and soldiers welfare needs for Corps Commander's approval.
 - f. Initiating and Coordinating NAEC soldiers Promotion Boards for the Corps Comd's approval and final submission to AHQ CAR.
 - g. Responsible for the general administration and welfare of all NAEC officers, soldiers and civilian staff deployment to serve in NAEC.
 - h. Organizing and planning the development of the Corps and its establishment (ORBAT).
 - i. Overseeing and coordinating the DEOs and Comdts of Command Secondary Schools.
 - j. Reviewing PERs for Grade II staff officers at the HQ and for those NAEC officers serving in fmns/units outside the Corps as the need arise.
 - k. Any other duties as may be assigned by the CC Edn or may become necessary in the course of executing the duties of the office.

ROLES OF THE COMMANDANT NAISSET

4. The roles of the Nigerian Army Institute of Science Education and Technology (NAISET) include the following:

- a. Ensures that training directives are implemented in accordance with laid down training directives.
- b. Advices the CC Edn on all issues of importance to the school in particular and the Corps in general.
- c. Assist in planning of any major exercise that involves the Corps.
- d. Coordinate all the training activities of the school.
- e. Ensure good administration of the school.
- f. Care for the welfare of the staff and students.
- g. Coordinates and directs the implementation of the overall training policy of the NA and other academic bodies.
- h. Presides over the Academic Board meeting.
- i. Member School's Board of Governors.
- j. Ensure the overall progress of the school.
- k. Initiate policies and strategies for the smooth running of the school.
- l. Performs any other duties as may be assigned by the CC Edn/COAS.

ROLES OF THE COMMANDANT NMS

5. The Commandant NMS carries out the following duties:
- a. He is answerable to the COA(A) and the CC Edn.
 - b. He is the Head of the Nigerian Military School (NMS).
 - c. Executes AHQ training directives and other policies as it concerns NMS.
 - d. He is in charge of the general administration of all personnel in NMS including officers, soldiers, civilian staff and Boys.

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- e. Oversees the training of Boys in Academic subjects and Military/Leadership Skills.
- f. Oversees the continual retraining of officers, soldiers and civilian staff.
- g. Caters for the welfare of all staff and Boys.
- h. Oversees the general discipline of officers, soldiers, Boys and civilian staff as well as the NYSC members posted to NMS.
- i. Performs any other duty that may be assigned by the COAS, COA(A) and CC Edn.

ROLES OF THE COMMANDANT NIGERIAN ARMY LANGUAGE INSTITUTE (NALI)

- 6. The Commandant NALI shall be responsible for the following:
 - a. General administration of all personnel and students in NALI.
 - b. Schedule of activities based on DAT and HQ NAEC guidelines.
 - c. Briefs DAT and HQ NAEC on quarterly basis on issues related to NALI.
 - d. Responsible for courses scheduling conference at AHQ DAT.
 - e. Translates and implements NA policy on training as it relates to NALI.
 - f. Coordinates and supervises the activities of the Principal Staff Officers.
 - g. Ensures that the school's accounts are properly maintained and audited at least once a year.
 - h. Initiates plans for infrastructural and academic development of the school.
 - i. Ensures staff and students training.

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- j. Ensures that all NA personnel attend mandatory courses they are nominated for.
- k. Ensures the security of lives and property in the school and barracks.
- l. Ensures the implementation of other directives from the AHQ DAT and HQ NAEC.
- m. Carries out any other duties as may be assigned by the AHQ DAT and HQ NAEC from time to time.

ROLES OF THE PROVOST NACOE

7. The Provost is the Chief Academic and Administrative Officer of NACOE. He is in charged with the responsibility of overseeing the general affairs of the College which include among others, the following duties and responsibilities:

- a. Serve as the academic and administrative head of NACOE.
- b. Lead and supervise day to day management operation of the College.
- c. Responsible for the Governing Council for the overall administration of the College.
- d. Provide leadership in defining the mission of the College.
- e. Responsible for developing and maintaining and environment that is conducive for scholarly interaction between the students and the College affiliated faculties.
- f. Convene the College Governing Council in discussions of the academic functions of the College.
- g. Determine how best to meet the educational needs of students.

ROLES OF THE RECTOR NACEST

8. The Rector is the Chief Academic and Executive officer of NACEST. It is the duty of the Rector to provide the requisite leadership in academic affairs and securing the support of the public and industrial sector, higher educational institutions and professional bodies for the work of the institution and its products. Other duties of the Rector include:

- a. Day to day management of operations of the College.
- b. The academic and administrative head of the College. He is responsible to the Governing Council for the overall administration of the College.
- c. Provides leadership to all the Departments in the College.
- d. The Chief Disciplinary Officer of the College.
- e. Liaises with the National Board for Technical Education (NBTE) and other educational stakeholders.
- f. Coordinates training activities in the College.
- g. Exercises professional control over the College.
- h. Providing leadership in defining the vision and mission of the College.
- i. Responsible for developing and maintaining an environment that is conducive to the scholarly interaction of the students and College affiliated faculty.
- j. Provides assessment of an academic staff's contribution to the College for personnel action.
- k. Convenes the College Governing Council in discussions of the academic function of the College.
- l. Determines how best to meet the educational needs of the students.
- m. Determines how funds allocated to the College can be used effectively.

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- n. Develops assessment programmes that regularly evaluate all academic programmes and curricula associated with a polytechnic.
- o. Heads the Management Board Meetings of the College.

ROLES OF DIRECTOR IAE

9. The Director IAE is to:

- a. Produce and publish NA Quarterly Journals.
- b. Carry out researches on topical issues and disseminate for the NA.
- c. Publish and disseminate information brief for the NA.
- d. Prepare and produce examination question papers and answer sheets for Command Secondary Schools.
- e. Administer inspectors for Command Secondary Schools.
- f. Train and prepare workshops for the Command Secondary Schools.
- g. Collate and analyze the result of Command Secondary Schools.
- h. Develop and improve on curriculum of Command Secondary Schools and ACE courses at Divs and Bde Levels.
- i. Carry out other assignments as tasked by CC Edn.

ROLES OF THE DIRECTOR NA MUSEUM

- 10. The Director NA Museum is responsible for the following:
 - a. The general administration of all personnel in NA Museum.
 - b. Responsible for NA Museum's conservation, preservation, exhibition, communication, entertainment and educating NA personnel and the general public on demands.
 - c. Responsible for briefing DOAA and HQ NAEC on

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quarterly bases on issues related to NA Museum.

- d. Any other duty as may be assigned by the DOAA and HQ NAEC.

ROLES OF THE DIRECTOR NA ARCHIVES

11. The Director NA Archives who is under the direct supervision of the Chief of Administration (Army) is to:

- a. Give advice on all matters relating to achieves to all NA formations and units.
- b. Carry out appraisal of records for permanent preservation.
- c. Prepare and publish/exhibit periodical publications, historical and archival monographs and other publications of historical importance to the NA with assistance and advice of AHQ.
- d. Select and convert to microfilm all archival materials essential for continuous record keeping of the NA.
- e. Make arrangement for the housing of all archival records which are required to be kept under special condition.
- f. Cause archives materials to be repaired and bound preservation of NA records.
- g. Promote the advancement of historical, traditional and ethical heritage through seminars and establishing and maintenance NA archives research Library.
- h. Brief COA (A) on achievements and progress of NA Archives.

ROLES OF THE DIRECTOR DNALS

12. The Directorate of Nigerian Army Library Services (DNALS) carries out the following roles:

- a. Responsible to CC Edn on all Library matters.

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- b. Responsible for the acquisition, storage and dissemination of books and non-books materials to all NA training schools and divisional libraries.
- c. Advice CC Edn on the posting of officers and soldiers to NA libraries.
- d. Administer the Hon Minister of Defence and tri-service institutions libraries.
- e. Carries out periodic visit to all NA Trg schools and divisional libraries.
- f. Advises formation and unit commanders on library matters.
- g. Carries out any other responsibilities that may be assigned by the CC Edn.

ROLES OF THE DIRECTOR DCSS

13. The Directorate of Command Schools Services (DCSS) performs the following functions:

- a. Responsible to CC Edn for the administration of Command Schools.
- b. Keeps records and gives account of established Command Schools.
- c. Keeps records of MOD and temporary staff in Command Schools.
- d. Administers posting, deployment, transfer and discipline of MOD staff in conjunction with DDES and Div CPU.
- e. A member of Schools Governing Boards.
- f. Monitors budget implementation in Command Schools.
- g. Ensures academic standards are maintained in Command Secondary Schools (CSSs).

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- h. Carries out termly inspection of Command Schools.
- i. Recommends to CC Edn appointments of VPs and Head teachers.
- j. Conducts Entrance Examination of CSSs.
- k. Conducts CSS/NMS Joint SS2 Promotion Examination.
- l. Reviews periodically policies regarding administration of Command Schools.
- m. Carries out staff development through seminars and workshops.
- n. Liaises with local and international donor agencies such as ETF, UNESCO among others.
- o. Organizes NMS/CSSs Quiz/Debate competitions.
- p. Updating of statistical data of all categories of students (officers, soldiers and civilian children) in all Command Schools.
- q. Carries out other responsibilities that may be assigned by Comd NAEC.

ROLES OF THE DIRECTOR DIVISION EDUCATION SERVICES

14. The Director Division Education Services (DDES) carries out the following:

- a. Executes NAEC education programs within the Div AOR as directed by the CC Edn.
- b. Advises the GOC on all matters relating to education within the Division AOR.
- c. Liaises with other bodies on education matters as they concern or affects the Division's AOR.
- d. Manages all NA secondary and primary schools within the Division AOR.
- e. Liaises with State Governments as regards state schools within the Division's AOR.

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- f. Works in conjunction with other national bodies to establish standards in NA schools that are awarding civil certifications within Division's AOR.
- g. Designs modules and teaching aids that would facilitate confidence and capacity building among the NA personnel.
- h. Assists in creating awareness on tropical issues at it affect NA personnel at Div AOR.
- i. Serves as custodian of research and expression of new ideologies at Div level through publications from IAE.
- j. Coordinates the provision of library services within the Div AOR.
- k. Helps in the training of personnel at the Div level in foreign languages.
- l. Supervises the Comdts, BEOs, CCS Headteachers and QAE's within the Div AOR.
- m. Carries out any other task been assigned by the ASA.

ROLES OF THE DIVISION LIBRARIAN

15. The roles of the Div Librarian include the following:

- a. Ensures the general day by day running of the library.
- b. Provides a conducive reading environment for officers, soldiers and their family.
- c. Ensures that relevant books, newspaper and current affairs publications are made available and accessible to the users in the Library.
- d. Keeps records of books purchased and borrowed to and from Div Library.
- e. Ensures the cataloguing and classification of all library materials.

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- f. Formulates a code of conduct for the library users.
- g. Carries out other task(s) as assigned by the DDES.

ROLES OF THE COMMANDANTS OF COMMAND SECONDARY SCHOOLS

16. The Commandants of Command Schools perform the following:

- a. He is the executive and administrative head of the school.
- b. Implement NA policy on education as directed by HQ NAEC.
- c. Oversees the day to day administrative and academic activities of the school.
- d. Ensures proper feeding of students in CSSs.
- e. Ensures that the school's accounts are properly maintained and audited.
- f. Enforces discipline among the staff and students.
- g. Makes provisions for the welfare of staff and students.
- h. Initiates training for staff and students through workshops.
- i. Authorizes pass for staff and students of the school.
- j. Ensures that all NA personnel attend mandatory courses they are nominated for.
- k. Ensures the security of lives and property in the school.
- l. Ensures effective communication and rapport with the parents Teachers Association (PTA).
- m. Provide conducive environment for effective teaching and learning.
- n. He is directly responsible to the DDES.

ROLES OF THE BRIGADE EDUCATION OFFICERS

17. The Brigade Education Officer (BEO) carries out the following duties:

- a. Liaise between the Bde and government in its AOR on all Education matters affecting officers and soldiers.
- b. Representative of CC Edn at the Bde.
- c. Nomination of officers and soldiers of the Bde AOR for NAEC courses relevant to the general requirements of the NA.
- d. Maintain the Bde Library (if available)
- e. Adviser to Bde Comd on educational matters of personnel, children and wards.
- f. Supervises all schools located in the NA Barracks within the Bde AOR in conjunction with state ministry of Education.
- g. Briefs the DDES on the prospects and problems in the schools within Bde AORs.
- h. He is the Chief Account Officer of CCS and manage the school directly for the Bde.
- i. Ensures discipline among the staff and pupils.
- j. Perform any other tasks assigned by the Bde Comd.

ROLES OF THE SUPERVISORY EDUCATION OFFICERS

18. The duties of the Supervisory Education Officers (SEOs) are as follows:

- a. He is the Chief custodian and Accounting Officer of the school.
- b. He sees to the general administration, supervision, control and discipline of the school.
- c. Ensures the academic development of the school and pupils.
- d. Head of all committees but this function may be

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delegated.

- e. Ensures the welfare of all staff and pupils.
- f. Manages all resource endowments to ensure all-round development of the school.

ROLES OF THE ADMINISTRATIVE OFFICERS IN COMMAND SCHOOLS

19. The Admin Officers (AOs) perform the following duties:

- a. He is directly responsible to the commandant.
- b. Deputizes for the commandant in the latter's absence.
- c. Maintains discipline among students and soldiers.
- d. Supervises the school RSM and all the soldiers.
- e. Serves as the unit's security officer.
- f. Performs other duties assigned to him by the commandant.

CHAPTER FOUR
NAEC APPOINTMENTS IN SOME TRI-SERVICE
INSTITUTIONS AND OTHER ESTABLISHMENTS

DIRECTOR GENERAL NATIONAL YOUTH SERVICE CORPS (DG NYSC)

1. The DG NYSC performs the following duties:
 - a. Coordinates the posting and redeployment of NYSC corps members.
 - b. Manages the general welfare of corps members.
 - c. Prepares and presents the budget requirements for the administration of staff and all NYSC members.
 - d. Administers the civilian and military personnel working in NYSC.

NATIONAL INSTITUTE FOR POLICY AND STRATEGIC STUDIES (NIPSS)

2. The **Senior Defence Fellow NIPSS** is saddled with the following:
 - a. Conduct of Military History Elective.
 - b. Custody of all historical documents and records.
 - c. Records all events in the College.
 - d. Analysis of all military activities in the world including peacekeeping operations.
 - e. Management of the museum/Hall of fame.

DEFENCE HEADQUARTERS

3. The Defence Headquarters Research and Development (DHQ R&D) carries out the following:
 - a. Initiate policies for the effective management of Armed Forces Schools.

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- b. Initiate liaison with bodies such as UNDP, UNICEF, UNESCO, UBE, ETF etc for the benefits of the Armed Forces Welfare School.
- c. Coordinate inspection of schools in conjunction with services corps/directorates.
- d. Handle all matters related to education at the DHQ.

DEFENCE INDUSTRY CORPORATION OF NIGERIA (DICON)

- 4. The **Dir R&D DICON** is saddled with the following:
 - a. Research and Development officer in the Corporation.
 - b. Rep of the CC Edn.
 - c. Liaison between the Corporation and all educational and research institutions.

NATIONAL DEFENCE COLLEGE

- 5. **Director History Research and Archives (DHRA)** functions as:
 - a. Member of the Module 7 Academic Team who sources for relevant topics and resource persons for the conduct of the module on Military History.
 - b. Ensures safe custody of the available College historical documents and records under the department's care.
 - c. Collects and collates past and present data on Armed Forces of Nigeria when needed.
 - d. Records all the events in the College when directed.
 - e. Arranges College documentaries and publications when directed.
 - f. Analyses all military activities in the world including peacekeeping operations in collaboration with Centre for Strategic Research and Studies.
 - g. Management of the College Museum and Hall of fame, etc.

6. **National Defence College Librarian**

- a. Represents the Comdt or Dy Comdt in any event relating to library matters.
- b. Responds to any correspondence on behalf of the Comdt on library matters.
- c. Advises the Comdt on how best the library could be improved upon.
- d. Serves as the liaison officer between NDC library and other libraries nationally and internationally.
- e. Oversees the review of the College curriculum.
- f. Evaluate course programmes.

ARMED FORCES COMMAND AND STAFF COLLEGE (AFCSC)

7. **College Librarian.**

- a. Represents the Comdt or Dy Comdt on library matters.
- b. Responds to any correspondence(s) on behalf of Comdt on library matters.
- c. Responsible for seminars workshops or conference on library matters.
- d. Responsible for progress report on Ejiga library to the Comdt.
- e. Responsible for any other assignment as may be deemed fit by the Comdt, Dy Comdt and the Director Coordination.

8. **The SO1 Curriculum and Doctrine.** The SO1 Curriculum and Doctrine performs the following:

- a. Issuance of training feedback forms.
- b. Collection of training feedback forms from various academic depts.

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- c. Processing the training feedback forms for possible amendment of the curriculum.
- d. Update the College curriculum in line with new concepts and doctrine where applicable.
- e. Production of the College Forecast of Events.

9. **The SO1 Geo-Pol.** The SO2 Geo-Pol carries out the following:

- a. Organizes lectures on Geo-Pol and Nigerian Environmental Packages.
- b. Liaison with guest lecturers for both Senior and Junior courses.
- c. Prepares time table of all moderators for all lectures in the Strategic Studies Dept.
- d. Prepares the Nigerian and African Study tour including the instructional guidelines.

NIGERIAN DEFENCE ACADEMY (NDA)

10. Education officers in NDA can perform any of the following roles:

- a. Lecturers in various departments.
- b. Assist the Academic Registrar in maintenance of records in the institution.
- c. Manage the Academy Library, Museum, Archives, Quality Assurance, Guidance and Counselling as well as TETFUND cells.
- d. Conduct research and write papers.
- e. Perform other regimental duties that may be assigned by ASA.

NIGERIAN ARMED FORCES RESETTLEMENT CENTRE

11. **The CO Trainees Bn** carries out the following:
- Responsible for the general welfare, administration and discipline of trainees.
 - Liaises with SO2 records in documentation of trainees.
 - Prepares trainees for inauguration and passing out ceremonies.
 - Organizes all parades in respect of the trainees such as fatigue, games, muster parades.

ARMY HEADQUARTERS DEPARTMENT OF TRAINING (AHQ DAT).

12. **Assistant Director Education (AD Edn) AHQ DAT.** The AD Edn AHQ DAT is saddled with the following:
- Rep of CC Edn at AHQ DAT.
 - Advices the COT and by extension COAS on educational matters.
 - Coordinates the sponsorship of personnel for study in civil institutions.
 - Liaison officer between AHQ and NA Command Schools, Div Edn Svcs, NAEC.

TRAINING AND DOCTRINE COMMAND (TRADOC)

13. **The Director of Army Training Support (DATS) TRADOC** performs the following functions:
- Responsible for directing the affairs of the Directorate.
 - Advices the TRADOC Comd on Trg sp and Technology.
 - Initiates Trg Policies for the NA in liaison with DOT.
 - Supervises management of TRADOC Library.
 - Responsible for design, production and management of

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Trg Aids for the NA Schools.

- f. Produces Training and exam modules, in liaison with other directorates, corps and schools in the NA.
- g. Coordinates the running of TRADOC printing press and work production centre.
- h. Keeps in custody all examination electronic system and ensuring their serviceability at all times.
- l. Performs any other function assigned by the Comd TRADOC.

NIGERIAN ARMY UNIVERSITY BIU

- 14. **DVC (Military)** is saddled with the following:
 - a. Assists the VC in the discharge/performance of his duties.
 - b. Acts in place of the Vice Chancellor when the post of the VC is vacant.
 - c. Coordinates and superintends over all military personnel and functions involving the University.
- 15. **The Registrar NAUB** is:
 - a. Responsible to the VC for the day to day administration of the University.
 - b. Keeps in safe custody all records of the University.
 - c. Arranges for the conduct of examinations.
 - d. Handles establishment matters for senior, junior, intermediate, academic, non-academic and technical staff.
- 16. **The University Chief Librarian** is:
 - a. Responsible to the VC on administration of the University library services.
 - b. Allocates the approved funds of the library and give returns on utilization.

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- c. Collects and systematizes adequate and relevant library materials.
- d. Ensures regular training and development of library professional and support staff.
- e. Ensures the library is digitized, computerized, networked and integrated into national and international networks, etc.

17. **Director Academic Planning (DAP)** is:

- a. Annually update, analyze and project population data for planning and preparation of the University's recurrent budget and resource allocation based on the approved budget.
- b. Assists in the development of new guidelines and criteria and the review of existing ones.
- c. Collect data on trends in University activities such as enrolments, staff, staff training, graduate output, etc and make such data available for research.
- d. Collect, analyze and interpret relevant data from all University units.

DIRECTORATE OF ARMY RECRUITMENT RESETTLEMENT AND RESERVE (DARR/R)

18. **The SO1 Recruitment DARR/R** is to:

- a. Coordinate the aptitude test during recruitment in conjunction with AHQ DOAA.
- b. Liaise between DARR/R and NAEC.
- c. Advise on screening of credentials of recruits.
- d. Assist in the conduct of examination.
- e. Organize pre-recruitment seminar for all the recruitment officers nationwide.
- f. Coordinate the marking and release of results.

CHAPTER FIVE
NAEC PROFESSIONAL SPECIALTIES

EDUCATIONAL PSYCHOLOGY

1. **The Origin of the word Psychology.** The word 'Psychology' is derived from two Greek words, 'Psyche/ Psycho and 'Logos'. Psyche means 'soul/ mind' and 'Logos' means 'science/ Study'. Thus, psychology was first defined as the 'science/study of the soul/ mind’.
2. **The Concept of Education.** Education is the transmission of the ideals of a society from one generation to the other. Education is from a Latin word “Educare” and “Educere” meaning to lead out or to bring out. Education therefore, is bringing someone out of the dark cave of ignorance to the limelight of knowledge.
3. **The Relationship between Education and Psychology.** Education is the modification of behaviour in a desirable direction or in a controlled environment and psychology is the study of behaviour or science of behaviour. To modify the behaviour or to bring about some changes in the behaviour it is necessary to study the science of behaviour. Thus, education and psychology are logically related.
4. **Why Educational Psychology is an Applied Science.** It is the application of psychological principles in the field of education. By applying the principles and techniques of psychology, it tries to study the behaviour and experiences of the students.
5. **What is Educational Psychology?** Educational Psychology is the application of psychological principles and techniques in the field of Education. It can also be defined as:
 - a. The branch of psychology which deals with teaching

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and learning.

- b. It describes and explains learning experience of an individual from birth to old age.
- c. The science of education.
- d. The study of psychological aspects of educational situations.
- e. The study of educational growth and development.

6. Meaning of **Learning**. A relatively permanent change in behaviour, skills and knowledge.

7. Meaning of **Extinction**. It means when a previously reinforced behaviour no longer attract reinforcement, the learned behaviour gradually diminishes.

8. The techniques used in behaviour modification include:

- a. Reinforcement.
- b. Punishment.
- c. Flooding.
- d. Systematic desensitization.
- e. Aversion therapy.
- f. Extinction.
- g. Implosive therapy.
- h. Cognitive restructuring.
- i. Shaping.
- j. Fading.

9. The different types of **Motivation** are:

- a. Intrinsic Motivation.
- b. Extrinsic Motivation.
- c. Conscious Motivation.

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d. Unconscious Motivation.

10. **Growth** is defined as the quantitative increase in height, weight and size.

11. The factors that affect learning are as follows:

- a. Motivation.
- b. Attention.
- c. Readiness.
- d. Ability of the learner/ level of intelligence.
- e. Level of aspiration of the learner.
- f. Health condition of the learner.
- g. Maturation of the learner.
- h. Methods of learning.
- i. Over learning.
- j. Conducive Atmosphere.

12. The Principles of Growth and Development.

- a. Development is continuous.
- b. Development is gradual.
- c. Development is Sequential.
- d. Rate of Development Varies from Person to Person (Differentiated Principle).
- e. Development Proceeds from General to Specific.
- f. Growth and Development is a Product of Both Heredity and Environment.
- g. Development is Predictable.
- h. There is a Constant Interaction between All Factors of Development.
- i. Cephalocaudal Principle (head to tail).
- j. Proximodistal principle.

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13. Note that Educational Psychology is a combination of 2 fields of study namely: Education and Psychology. Also, in Educational Psychology, some behaviours are not learned. For instance, involuntary behaviours like blinking your eyes when an object gets close is not learned.

14. The 2 types of Reinforcements.

- a. Positive Reinforcement.
- b. Negative Reinforcement.

15. Note that when a desirable event or reward is presented as a consequence of a desirable behavior in order to increase its manifestation, it is called Positive Reinforcement. On the contrary, when the rate of a behavior increases because an aversive event or stimulus is removed or prevented from happening, it is called Negative Reinforcement. Furthermore, when an activity is desired and engaged in because it is inherently interesting or enjoyable, it is called Intrinsic Motivation. But when an officer is reading because he/she wants to pass the Promotion Examination, the officer has Extrinsic Motivation.

16. The application of a stimulus or removal of a stimulus to decrease/ reduce the frequencies of an undesirable behaviour is referred to as Punishment.

17. The factors affecting growth and development are categorized into Hereditary and Environmental Factors.

18. Post Natal stages of growth and development are:

- a. Infancy stage.
- b. Toddler.
- c. Childhood.
- d. Adolescence.
- e. Adulthood.

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19. The relevance of Educational psychology to an instructor is to:
- Understand the Stages of Development.
 - Know the Learner.
 - Understand the Nature of Classroom Learning. Educational Psychology helps the teacher to adapt and adjust his teaching according to the level of the learners.
 - Understand the individual differences.
 - Solve classroom problems.
 - Develop necessary skills and interest in teaching.
 - Help the teacher to acquire and develop necessary qualities and skills to deal with the problems created by the pupils, maintain a healthy atmosphere in the classroom and show concern regarding the progress of the child.
 - Understand Effective Methods of Teaching: Educational Psychology has discovered several new approaches, principles, methods and techniques of teaching which are very helpful in today's teaching-learning process.
 - Understand the influence of heredity and environment on the child.
 - Understand the mental health of the child.
 - Understand the procedure of curriculum construction.
 - Provide guidance and counselling.
 - Understand Principles of Evaluation and Assessment.
 - Inculcate Positive and Creative Discipline.
 - Know yourself.
 - Help in professional growth, changing attitude and innovative thinking.
20. The other branches of psychology apart from Educational Psychology are:
- Clinical psychology.

- b. Cognitive psychology.
- c. Developmental psychology.
- d. Evolutionary psychology.
- e. Forensic psychology.
- f. Health psychology.
- g. Neuropsychology.
- h. Occupational psychology.
- i. Social psychology.
- j. Industrial psychology.
- k. School psychology.
- l. Adolescent psychology.
- m. Developmental psychology.
- n. Environmental psychology.

21. **Classical Conditioning.** The founder of Classical Conditioning Theory of Learning was Ivan Pavlov. Ivan Pavlov carried out experiment in classical conditioning theory of learning using a dog. In the experiment, the Unconditioned Stimulus is the stimulus or trigger that elicits an automatic response while the Neutral Stimulus does not initially elicit or trigger a response on its own. In addition, the Unconditioned Response is an automatic response or a response that occurs without thought when an unconditioned stimulus is presented while a Conditioned Response is a response that is elicited by a conditioned stimulus. It is be noted that the founder of Operant Conditioning Theory of Learning was BF Skinner. In Operant conditioning Theory of Learning, the 2 types of behaviour are Respondent behaviours (Involuntary) and Operant behaviours (voluntary). The animal used by BF Skinner to carry out his experiment in Operant Conditioning Theory of Learning was a rat in a box called Skinner Box.

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22. The pre-natal stages of growth and development.
- Germinal Stage (Zygotic stage).
 - Embryonic stage.
 - Fetal stage.
23. The application of knowledge learned in one setting or for one purpose to another setting and/or purpose is called Transfer of Learning. Also, when learning in one context improves learning or performance in another context this is called Positive Transfer of Learning and when previous learning or experience inhibits or interferes with learning or performance in a new context, it is called Negative Transfer of Learning.
24. Meaning of Behaviour modification. It is the technique and process of changing an undesirable behaviour to a desirable one.
25. The Psychosexual stages of development include the following:
- Oral Stage.
 - Anal stage.
 - Phallic stage.
 - Latency stage.
 - Genital stage.
26. The last post- natal stage of growth and development is the Adulthood Stage while the first post-natal stage is the Infancy Stage. The stage of development when the genital organs reach maturity and secondary sex characteristics begin to appear, signaling the start of adolescence is Puberty. The first pre-natal stage of growth and development is the Germinal stage (zygotic stage).
27. The principle of growth and development that states that growth and development starts from the head towards the tail region is called the Cephalo-caudal principle. Also, the principle of growth and

development that states that parts of the body that are closer to the body mature and develop first before those at the periphery is known as Proximodistal principle.

RESEARCH METHODOLOGY

1. **Meaning of Research.** It is the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.
2. The types of gaps research can fill are theoretical gap, empirical gap, methodology gap, epistemology/knowledge gap, evidence gap, application/implementation gap and population gap. The importance of research include the following:
 - a. To build/fill gaps in knowledge.
 - b. To have deep understanding of issues, phenomenon or problems.
 - c. To find solutions to problems.
 - d. To facilitate learning.
 - e. To build theories and principles.
 - f. To prove or disprove theory or principles/ theory building.
3. The types of research are:
 - a. Quantitative research
 - b. Qualitative research
 - c. Descriptive research
 - d. Exploratory research
 - e. Experimental research
 - f. Theoretical research
 - g. Applied research

- h. Operation research
- i. Longitudinal research
- j. Cross-sectional research
- k. Ethnographic resaerch

4. **Meaning of a Research design.** It is the overall strategy or blueprint of the study, which states the how the research problem will be addressed; data collection, measurement and analysis of data.
5. A research conducted repeatedly to examine a particular population in order to detect any change over a period of time is
6. The importance of longitudinal study include high level of validity, identifies developments/trends, high accuracy of findings and it is flexible.
7. The types of longitudinal study are cohort studies, panel studies, and record linkage studies.
8. The difference between cross-sectional study and longitudinal study is that in n a cross-sectional study, data is collected from a population at a specific point in time while in a longitudinal study, data is repeatedly collected from the same sample over an extended period of time.
9. The disadvantages of ethnography are difficulty in choosing representative sample, time consumption, it requires participants' openness and honesty, and it requires ethnographer's relationship with the research subjects.
10. The characteristics of ethnographic method are:

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- a. Context
- b. Naturalism/ natural habitat
- c. Close face-to-face interaction
- d. Small case numbers
- e. Use of induction
- f. Unstructured data collection
- g. Ethical considerations

11. The characteristics of Research are purposive, systematic, logical, testability, replicability, reliability, objectivity, rigor, validity, parsimony and generalizability.

12. The following are the importance of literature:

- a. Shows familiarity and understanding of existing theory and issues.
- b. Indicates ability to integrate existing literature.
- c. Establishes need for the research.
- d. Clarifies research problem.
- e. Provides overview of the field of study.
- f. Shows ability to integrate information in existing literature.
- g. Convinces reader/reviewer on the significance of the proposed research.

13. The ethical principles in social research are:

- a. Integrity and quality.
- b. Research staff and subjects must be informed fully about the purpose, methods and intended possible uses of the research.
- c. What their participation in the research entails and

what risks, if any, are involved.

- d. Confidentiality of information supplied by research subjects.
- e. Anonymity of respondents must be respected.
- f. Remove all identifiers.
- g. Obtain informed consent.
- h. Voluntary participation by research participants.
- i. Harm to research participants must be avoided.
- j. Avoid deception.
- k. Any conflicts of interest or partiality must be clearly stated.

14. The sources of research problems can be knowledge gaps, conflicting findings, deductions from theory, reports in the field, recent literature in the field, interviews, recommendations for further studies in previous research works.

15. **Meaning of Research problem.** It is a specific issue, difficulty, contradiction, or gap in knowledge that particular research aims to address.

16. The types of research problem are: Theoretical research problem, Applied research problem, and Action research problem. A statement of expectation or prediction that will be by a research is called hypothesis.

17. The sources of research topics are: a theory, other research studies, personal experience, and media (books, brochures, journals, magazines, newspaper, internet).

18. The procedure for selecting the actual group from whom a researcher collects data for research is called Sampling. Another name

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for probability sampling is Random Sampling. The types of probability sampling techniques are Simple random sampling, Systematic random sampling, Stratified random sampling and Cluster random sampling.

19. The types of non-probability sampling are Judgmental/accidental sampling, Purposive sampling, Snowballing sampling, Quota sampling, and Convenience sampling.

20. **Meaning of Sampling error.** It is a statistical error that occurs when a researcher does not select a sample that represent the entire population of data for research. Sampling error be prevented by knowing the population, increasing the sample size, training the data collection team/ research assistants, and performing external record check/external validity check.

21. The importance of sampling in research include the following:

- a. Saves cost.
- b. Saves time.
- c. Reduces inspection fatigue.
- d. Used when population is infinite.
- e. Used when study area is wide.
- f. Provides detailed data.

22. The common sampling errors are sample frame error, selection error, non-response error, and population specification error.

23. **Meaning of population in research.** It refers to the whole group of subjects, participants, individuals or objects known to have similar characteristics in a research study.

24. A sample is a subset of a population. Sampling is used in research to make a representation of research population and to make inferences for a research population.

25. **Meaning of a Null hypothesis.** A hypothesis that states that there is no relationship between two population parameters or variables under study. In research, H_0 is used to denote Null hypothesis.
26. The steps for testing a hypothesis are:
- State null hypothesis and alternative hypothesis.
 - Select level of significance.
 - Identify the test statistics.
 - Formulate a decision rule.
 - Take sample and arrive at decision.
27. The features of a good hypothesis are power of prediction, simplicity, clarity, testability, relevant to the problem, specific and relevant to available techniques. In the research process, formulation of hypothesis is followed by selection of research tool.
28. The statistical techniques used to determine relationship between variables are Chi-square, Regression analysis, Pearson product-moment correlation and Spearman Rank order correlation.
29. The questions of 'What', 'Why' and 'How' are answered using Qualitative research methods. When designing, conducting and reviewing scientific research, research ethics should be considered. The questions of 'How many', 'How often' and 'How significant' are answered using Quantitative research methods.
30. The types of questionnaires include: structured, semi-structured (combination of structured and open-ended questions), and unstructured/ open-ended questionnaire.
31. The stages involved in data collection are ethical approval, data collection and data handling. The sources of secondary data are books,

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journals, newspapers, websites, government records (Census statistics, National Bureau of Statistics), policy documents, television/radio programmes, and speeches/addresses.

32. A test is valid when it measures what it is supposed to measure. The ways of collecting data for interview or survey include: physical/street, telephone, e-mail/internet.

33. The processes that are involved handling data in research are: data collection, data cleaning, data analysis, data modelling, data visualization and data interpretation.

34. The non-parametric tests used in data analysis are:

- a. Median.
- b. Chi-square.
- c. Interquartile range.
- d. Spearman correlation.
- e. Coefficient of concordance.
- f. Wilcoxon test.
- g. Friedman test.
- h. Kruskal-Wallis test.
- i. Man-Whitney test.

35. The parametric tests used in data analysis include mean, standard deviation, t-test, f-test, Analysis of Variance (ANOVA), Pearson Product Moment Correlation, and Regression (linear and non-linear).

36. The factors to consider in choosing qualitative or qualitative methods are: population, sampling, format, question, and administration.

37. The common methods of qualitative analysis:
- Content analysis.
 - Narrative analysis.
 - Phenomenological analysis.
 - Descriptive analysis.
 - Grounded theory.
38. The types of chart used for showing change over time are: line chart, bar chart, sparkline chart, candlestick chart, box plot and connected scatter plot. Also, the charts used for showing how data is distributed are:
- Bar chart.
 - Histogram chart.
 - Density curve.
 - Box plot.
 - Letter-value plot.
 - Violin plot.
 - Rug plot.
 - Strip plot.
 - Swarm plot.
39. Types of Descriptive statistics measures of central tendency, measures of variability/dispersion and measures of association. The measures of central tendency are Mean, Median, Mode and Mid-range.
40. **Meaning of a Research proposal.** Research proposal is a formal document that explains what a researcher plans to research into (the topic), why it is worth researching (justification) and how he/she plans to investigate it (methods/approach). The importance of research proposal include:
- Explains what the researcher intends to do.
 - Specifies how the research will be undertaken.

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- c. Provides an overview of the research.
- d. Provides direction for the researcher.
- e. Keeps the researcher focused.
- f. To convince others (funders) that the research is worth supporting.
- g. Used to evaluate the worth and value of the research.
- h. Used to demonstrate the feasibility of the research.
- i. Used to determine time and resources that will be required (budget).
- j. Prevents future disagreement over intended activities, outcomes and resources.

41. Components of a good research proposal include the following:

- a. Cover page.
- b. Table of contents.
- c. List of abbreviations and acronyms.
- d. Introduction.
- e. Literature review.
- f. Statement of problem.
- g. Research objectives.
- h. Research methods.
- i. Expected research outcomes/ deliverables.
- j. Dissemination of research findings.
- k. Chapterisation.
- l. Complimentary activities.
- m. Institutions and personnel.
- n. Timetable/timeline.
- o. Budget.
- p. Conclusion.

42. In a research proposal, the statement of the problem captures what the research seeks to investigate. The sources of references

books, journals, government documents, unpublished thesis, newspapers, court cases, internet, television/radio programmes, computer software, video recording, interview, conference proceedings, letters and diaries, and performances.

43. The types of variables in research are:
- a. Independent and dependent variables.
 - b. Active and attribute variables.
 - c. Continuous variable.
 - d. Discrete variable.
 - e. Intervening variables.
 - f. Moderator variables.
 - g. Controlled variables.
 - h. Categorical variables.
 - i. Extraneous variables.
 - j. Demographic variables.

44. **Meaning of a questionnaire.** It is a research instrument/construct containing a set of questions used for gathering information from respondents/ elicit responses from research participants.

45. The advantages of secondary data in research are:
- a. Saves time.
 - b. Cost effective.
 - c. Cleaned and structured.
 - d. Large volume of data.
 - e. Control over collection process.
 - f. Credibility.

46. The methods of data collection are ethnography, experiment, interviews, participant observation, focus group discussion, questionnaire, survey, archival study. Also, the methods of collecting primary data include the following:

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- a. Surveys.
- b. Observations,
- c. Experiments.
- d. Use of questionnaire.
- e. Focus group discussion.
- f. Interviews.
- g. Autobiographies, memoirs, diaries, personal letters, photographs, drawings, posters, minutes, sound/ video recordings.

47. The major actors in the collection of primary data for research are:

- a. Investigator/ researcher.
- b. Enumerator/research assistant.
- c. Informant/respondent.

48. **Meaning of secondary data.** It is research data that has been previously gathered through primary sources, arranged, evaluated and made available for researchers to use for their own research.

49. **Meaning of Plagiarism in research.** It is the unethical practice of using or ideas of another author/researcher or own previous works without proper acknowledgement. The types of plagiarism are: self-plagiarism, direct plagiarism, mosaic plagiarism, accidental plagiarism, patchwork plagiarism and source-based plagiarism. Ways to avoid plagiarism include the following:

- a. Paraphrasing.
- b. Quoting from the sources.
- c. Credit/acknowledge the sources in-text citation and reference list.
- d. Using plagiarism checker.

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NB: Plagiarism damages reputation (personal, professional, academic), can lead to suspension or blacklisting and can lead to legal prosecution. The various plagiarism detection software: Grammarly, PlagScan, Plagiarism checker, Copyscape, ProWritingAid, Whitesmoke, Duplichecker, Quetext, Plagiarisma, Copyleaks, PaperRater, Unicheck and iThenticate.

50. The common reference styles are:
 - a. APA (American Psychological Association) format.
 - b. MLA (Modern Language Association) style.
 - c. Harvard system.
 - d. Chicago style.

51. The challenges of conducting research in Africa are:
 - a. Poor research ethics.
 - b. Poorly formulated research methodology.
 - c. Inadequate funding.
 - d. Lack of motivation.
 - e. Low access to data.
 - f. Insecurity.
 - g. Inadequate current books and journal sources in libraries.
 - h. Low demand for research by policy-makers.

52. Ways of disseminating research findings are through:
 - a. Publishing in professional journal.
 - b. Publishing a book.
 - c. Presentation in academic/professional conference.
 - d. Workshops and seminar.

53. Units in the Nigerian Army that focus on research include:
 - a. Institute of Army Education (IAE).

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- b. Nigerian Army Resource Centre (NARC).
- c. Nigerian Defence Academy Post-Graduate School (NDA PG School).
- d. Nigerian Army University Biu (NAUB).

CURRICULUM STUDIES

1. **Meaning of the term Curriculum.** The term curriculum is what happens to the students in school as a result of what the teachers do. Curriculum includes all the experiences of the students for which the school accepts responsibility. Curriculum is also the planned composite effort of any school to guide students toward predetermined learning outcomes. It is a structured series of intended learning outcomes. It is a reconstruction of knowledge and experience systematically developed under the auspices of the school to enable the learner to increase his control of knowledge and experience.
2. The steps in which the curriculum could be broken down are Syllabus, Scheme of work, Unit plan, Lesson plan/note, Class activities.
3. The official types of curriculum include the following:
 - a. Subject-centered curriculum.
 - b. Broad-field or integrated curriculum.
 - c. School based curriculum.
 - d. Activity-based curriculum.
4. **Meaning of a Hidden Curriculum.** Hidden curriculum refers to unofficial, unwritten curriculum of a school which cannot be found on the time table. Hidden curriculum represents social training and messages which school environment transmits to students.
5. The 3 major tasks of curriculum design/development are:
 - a. Planning the outline of the training activities/

programme.

- b. Preparing both human and material resources.
- c. Bringing out the implementation strategies/ methodologies.

6. The factors to be considered during curriculum design/development are the contemporary life outside the school environment, manpower needs, needs of the learner, nature of the subject matter and facilities/equipment.

7. Factors influencing curriculum design/development in Nigeria are:

- a. National policy on education.
- b. Human and material resources.
- c. Parents.
- d. Influential people in the society.
- e. Universities, colleges, manufacturing industries etc.
- f. Examination bodies.
- g. Regulatory bodies.
- h. Time-table.

8. The 5 components/elements of curriculum design/development are:

- a. Situational analysis/need analysis.
- b. Objectives.
- c. Content.
- d. Methods/procedures.
- e. Evaluation.

9. The agencies responsible for curriculum design/development in Nigeria.

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- a. Nigerian Educational Research and Development Council (NERDC).
- b. Curriculum units of federal and state ministries of education.
- c. National Teachers Institute.
- d. Examination bodies such as WAEC, NECO, NBTE, NTI, etc.
- e. Regulatory bodies such as NUC, NCCE, NBTE, TRCN etc.
- f. Faculty of education of universities.
- g. Subject and discipline associations such as STAN, NBA, NMA, MAN etc.

10. The 4 interrelationship of steps in curriculum design/development are Objectives, Selection of learning experiences, Organization of learning experience and Evaluation.

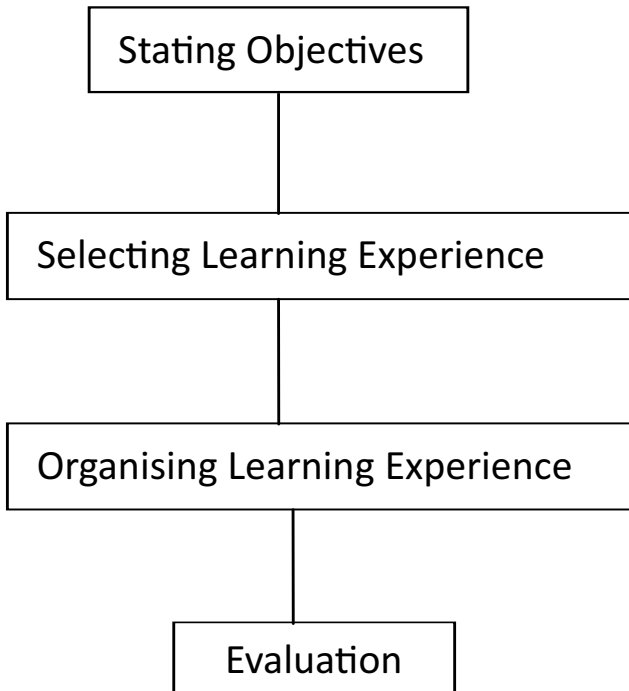
11. Meaning of Curriculum Model. Curriculum model is defined as a framework or plan of action for designing the structured set of learning experience. Curriculum development model can also be described as a method of showing the relationship amongst the curriculum elements in the curriculum design/development process.

12. The 3 prominent categories of curriculum design/development model are: Objectives model, Interactive model and Process model.

13. The 4 prominent curriculum design/development model include:

- a. Tylers' linear model.
- b. Wheelers' cyclical model.
- c. Kerrs' model.

- d. Skillbecks' model.
14. The 4 fundamental questions of Tylers' objective model are:
- What educational purposes should the school seek to attain?
 - What educational experiences can be provided that are likely to attain these purposes?
 - How can these educational experiences be effectively organized?
 - How can we determine whether these purposes are being attained?
15. The linear model of Tylers' objective model is diagrammatically presented as shown below:



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16. The curriculum elements of wheelers' cyclical model include:
 - a. Aims and objective.
 - b. Learning experience.
 - c. Selection of content.
 - d. Organization and integration of learning experience.
 - e. Evaluation.

17. The 5 stages of Skillberk curriculum design/development model include the following:
 - a. Situation analysis.
 - b. Goal formation.
 - c. Programme building.
 - d. Interpretation and implementation.
 - e. Monitoring, feedback, assessment and reconstruction.

18. The 2 advantages of adopting/adapting the objective model of curriculum design.
 - a. It provides a clear direction and guide for the entire process to the curriculum design.
 - b. The model is simple and easier to adopt/adapt by curriculum designers.

19. The 2 disadvantages of adopting/adapting objective model of curriculum design/development.
 - a. Sources of curriculum objectives are not properly explained.
 - b. The model cannot account for many complex outcome of learning since what is learnt and the process of learning cannot always be so predictable.

20. The criteria for defining and selecting appropriate objective during curriculum development process are: Social adequacy,

Appropriateness, Consistency and non-contradiction, Unambiguity, Behaviouristic intervention, Replacement and Feasibility.

21. The goals of curriculum development include the following:
- To draw out, cultivate and inspire full development of a learner.
 - To create an atmosphere in which students will learn to think, seek truth, solve problems and develop the power of thought.
 - To develop the character or student integrity, honesty, judgment, cooperation, friendliness and good character.
 - Prepare men and women for citizenship in a democratic society.
 - To create community of scholars with research curiosity, free inquiry and discovery of advance knowledge.
 - To meet the needs not only of more students but students with a wide range of ability, aptitude and interest.
22. The principles for constructing curriculum are as follows:
- Curriculum should be student-centered.
 - The curriculum should provide a fullness of experiences for students.
 - The curriculum should be flexible.
 - should be able to develop a rationale outlook.
 - Should be able to promote social justice, democratic values and national integration.
 - Should be related to life needs and aspiration of the people.
23. The essential elements for stating behavioural objectives during curriculum implementation are:
- The objectives should be stated in observable behavioural

terms which will help in identifying whether learning has taken place or not.

b. The condition under which the behaviour is expected should be specific.

c. The criteria for acceptable performances should equally be stated.

24. The advantages of stating behavioural objectives during curriculum implementation.

a. Help to identify the behaviour to be changed.

b. Increase inter-school and intra-school communication.

c. Direct instructional activities.

d. Provide meaningful basis for evaluation.

25. The important factors to take into account when stating behavioural objectives during curriculum implementation are the affective domain, cognitive domain and psychomotor domain. They are also referred to as the domains of learning.

26. The difference between instructional objectives and expressive objectives in curriculum studies.

Instructional objectives specify what type of behaviour a student is expected to acquire during implementation of the curriculum while expressive objectives do not determine the expected terminal behaviour of a learner during curriculum implementation.

27. The principles of curriculum development are as follows:

a. The curriculum should fit the student rather than the student trying to fit the curriculum.

b. It should begin where the students and teachers are.

c. Should involve group effort and give opportunity for all.

d. Should make use of recent research findings and

discoveries.

e. Should go with contemporary issues and accept changing situation in the society.

28. Factors affecting curriculum planning are the sources of curriculum objectives, the learners, cultural demands, political situation and the economic realities.

29. The 4 models of curriculum innovation are:

- a. Research, development and diffusion model.
- b. Social interaction model.
- c. Problem solving model.
- d. Linkage model.

30. The 5 contributions of subject/discipline association to curriculum development in Nigeria.

- a. They conduct research in relevant areas that needed some input.
- b. They publish books, magazines, produce journals and other instructional materials.
- c. They organize workshops, seminars and conferences in relation to curriculum innovation.
- d. Create a forum for suggestions, discussions and exchange ideas among curriculum experts.
- e. They pressurize practitioners and institutions to implement new ideas in their respective curriculum.

31. The difference between Broad-field or Integrated curriculum and Core curriculum.

- a. Broad-field or integrated curriculum is a compartmentalization and atomization of separate subjects/ disciplines while core curriculum is a curriculum for

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compulsory subjects which every student must offer in addition to his/her specialization.

b. An example of a broad/field curriculum is a curriculum for subjects such as basic science and technology, social studies, business studies among others, on the other hand core curriculum are curriculum for subject such as English language and mathematics.

32. Factors to consider during curriculum implementation are the objective of the lesson at hand, students' preparedness, individual differences, systematic/gradient, use of varieties of instructional materials, and relevance of the learning contents.

33. The characteristics of a good lesson plan are:

- a. General information.
- b. Behavioural objectives.
- c. Previous knowledge.
- d. Introduction.
- e. Presentation.
- f. Evaluation.

34. The importance of lesson planning to a teacher during curriculum implementation.

- a. Keeps the teacher on track.
- b. It is essential for effective teaching.
- c. It is systematic and orderly.
- d. Helps the teacher to delimit the teaching field.
- e. It encourages appropriate choice of learning procedures.
- f. Another teacher could use the plan to teach in the absence of the main teacher.

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- g. It serves as on unplanned curriculum.
- h. It gives teacher confidence and freedom.

35. The minimum essentials that a daily lesson plan should contain for effective curriculum implementation are:

- a. Objectives of the lesson.
- b. Activities during instructional process.
- c. Instructional materials relevant to the lesson.
- d. Evaluation of what have been taught to the students.

36. The difference between a syllabus and a scheme of work.

- a. A syllabus is a yearly activity while scheme of work is a weekly activity.
- b. A syllabus contain learning activities to be learnt in a session while scheme of work is a breakdown of the learning activities to be learnt by students in a week.

37. Meaning of Behavioural objectives during curriculum implementation simply refers to an intended behavioural outcome of a lesson plan or statement of specific behaviour which the teacher expects his students to demonstrate at the end of the lesson

38. The roles of curriculum materials during learning process.

- a. Stimulation of learners' interest.
- b. Making teaching and learning more productive.
- c. Taking care of large number of learners.
- d. Make learning real and concrete.
- e. Help to individualize instruction.

39. The criteria for selecting curriculum materials are:

- a. Instructional objectives.
- b. Availability.

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- c. Practicability.
 - d. Characteristics of curriculum materials.
 - e. Instructional resources.
 - f. Learner characteristics.
40. Qualities of good curriculum materials.
- a. Appropriateness of the age of the learner.
 - b. Relevance.
 - c. Simplicity in presenting essential details.
 - d. Adequacy of size.
 - e. Interest of the learner.
 - f. Durability.
 - g. Simplification of concept.
41. Examples of curriculum materials are textbooks, graphic materials, charts, motion pictures, television, projected and electronic materials, models and mock-ups and projector.
42. Factors influencing curriculum innovation/change.
- a. Change in social value or belief.
 - b. Change in the nature of knowledge or content of learning activities.
 - c. Change in the learning process.
 - d. Change in system of education.
 - e. Change necessitate by feedback from curriculum education.
43. Advantages of curriculum change.
- a. Provides opportunity for training and re-training of curriculum implementers.
 - b. It solve fundamental problems associated with

curriculum implementation.

- c. Materials and prototypes are produced by specialist and experts as a result of change in curriculum.

44. The important questions normally asked by experts during curriculum development/modification.

- a. What are the goals of the nation?
- b. What should be the educational policy of the nation?
- c. What knowledge should be learnt?
- d. What are the students' needs?
- e. What is necessary for the progress of the nation?
- f. What skills do people expect from education?

45. The importance of good communication during curriculum implementation.

- a. Learning is facilitated easily.
- b. Learners are enthusiastic.
- c. It engenders spirit of competition among learners.
- d. Learning is made simple and attractive.

46. Factors to consider in the selection of learning experiences by curriculum developers include the following:

- a. Validity and significance of content.
- b. Consistency with social reality.
- c. Balance of breadth and depth of experience.
- d. Provision for a wide range of objectives.
- e. Learnability and adaptability of experience to the life of students.
- f. Appropriateness to the needs and interest of learners.

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47. The classification of goals and objectives in curriculum planning are:
- Broad goals or purposes.
 - General or specific objectives.
 - Behavioural objectives.
48. The disadvantages of using behavioural objectives to plan curriculum are:
- They are sometimes simplistic, human behaviour is more than some of its parts.
 - They disregard the interrelatedness of human activity.
 - They frequently limit choice by removing or prohibiting alternatives.
 - They limit concurrent learning in the classroom.
49. Factors to consider in adopting curriculum at classroom level include:
- Determining the teaching tasks and students outcomes.
 - Matching objectives to student activities.
 - Designing the instructional process.
 - Delivering the planned curriculum.
 - Using feedback to analyze curriculum and instruction.
 - Adjusting instructional process to the level of students.
50. The 6 Cognitive levels of Bloom's taxonomy used for cognitive development during curriculum implementation.
- Knowledge.
 - Comprehension.
 - Application.
 - Analysis.
 - Synthesis.
 - Evaluation.

51. Factors to consider for effective implementation of curriculum.
 - a. The instructional objective.
 - b. The learners (students) and group size.
 - c. The learning/training environment.
 - d. The learning activities (content).

52. Steps to be taken into consideration in procuring curriculum materials.
 - a. Analysis of the material need of the school.
 - b. Study of the sources of curriculum materials to plan for procurement.
 - c. Preparation of educational specification for each curriculum material recommended.
 - d. Involvement of curriculum experts in material planning, selection, utilization and evaluation to design or advice on each separate material based on approved specification.
 - e. Procurement of curriculum materials either directly or by partnership or by improvisation.
 - f. Making available the curriculum materials for use during instructional process.

53. The criteria for acceptability of curriculum materials include:
 - a. Legitimacy of the document.
 - b. Credibility of the developer.
 - c. Specification of intended learners.
 - d. Specification of intended users.
 - e. Specification of document purpose.

54. Purposes of curriculum evaluation.
 - a. To discover whether the designed curriculum is producing the desired results or not.

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- b. To identify the strengths and weaknesses of the curriculum.
- c. To validate and match the learning objectives and outcomes.
- d. To serve as basis for innovating the curriculum for programme improvement.
- e. To assist evaluators to draw conclusions and furnish data that will support decision making.

55. The various criteria for curriculum evaluation are: Meaning, Potentiality, Conditionality, Judgment and Process.

56. Phases of curriculum evaluation.

- a. Determination of a phenomena to be evaluated.
- b. Collecting the needed information.
- c. Organization of the information.
- d. Organizing information.
- e. Analyzing information.
- f. Reporting the information.
- g. Recycling the information.

57. Types of curriculum evaluation are as follows:

- a. Initial/diagnostic/recursive evaluation.
- b. Formative evaluation.
- c. Summative evaluation.
- d. Longitudinal evaluation.
- e. Illuminative evaluation.

58. The appraisal techniques used for evaluating curriculum.

- a. Paper and pencil test.
- b. Direct observation.

- c. Indirect observation.
- d. Interview.
- e. Questionnaire.
- f. Note based method.
- g. Short discussion method.

59. **Meaning of Evaluation models.** Evaluation models are described as procedures used for structuring and organizing thought for making complex phenomena less complex. It is a framework that assists an expert or evaluator in the act of planning, implementing and evaluating curriculum.

60. Categories of evaluation models proposed by curriculum scholars include:

- a. Behavioural objectives model.
- b. Decision making model.
- c. Models that place premium on valuing.
- d. portraiture model.
- e. Illuminative model.
- f. Goal free model.
- g. Quantitative and Qualitative model.

61. Curriculum scholars belonging to behavioural objectives model of evaluation camp are Ralph Tyler (1949), D.K Wheeler (1967), J.K Kerr (1968), Taba and Hieda (1962), Donald Kirkpatrick (1998) and W Popham (1975).

62. Curriculum scholars belonging to decision making models include Stufflebean (1983), Malcolm Provus (1971), Lee Croubush (1963) and Parleh and Hamilton (1976).

INSTRUCTIONAL AIDS AND METHODS

1. **Meaning of Education.** Education is the act of teaching knowledge to others and the act of receiving knowledge from others.
2. **Meaning of Technology.** Technology is the application of scientific knowledge for practical purposes. Also, Instruction is the act of teaching, directing and engaging with students on a content.
3. **Meaning of Curriculum.** Curriculum is a planned and sequential series of experiences that students practice and achieve proficiency in. It is also the expectations of what will be taught and what students will learn in a program of study.
4. **Meaning of Syllabus.** Syllabus is an outline and summary of topics to be covered in an education or training course. The Scheme of work is a plan of what will be covered in a week on a learning program. A Lesson note however, is a document that shows the flow of a lesson and its effect on students while a Lesson plan is a teacher's guide on what students need to learn and how it will be taught.
5. **Instructional Materials.** Instructional materials refer to materials that may be used by a teacher to simplify their teaching and aid understanding. In the same vein, Instructional System Technology is the specific arrangement and organization of human and material resources, methods and tools to aid a student in achieving learning through a chain of transformations.
6. The use of audiovisual equipment or hardware aspect of educational technology is referred to Technology in Education. Hence, Educational technology is the systematic application of scientific knowledge to practical tasks in education. Technology integration are used to reinforce, supplement and extend knowledge or skills to the learners.

7. **Meaning of Teaching Aids.** Teaching Aids are tools that help the delivery of knowledge to students. Examples of teaching aids are: Books, Textbooks, Chalk, Duster, Indicator, Picture, Map, Graphs, Charts, Posters, Museums, Projectors Cardboards, etc.
8. The various types of Curriculum include Child-centered curriculum, Teacher-centered curriculum, Core curriculum, Explicit or Written Curriculum, Hidden or covert curriculum, Integrated curriculum, Subject-Centered Curriculum, Broad field or Holistic curriculum, Activity centered curriculum, Societal-centered curriculum, and knowledge centered curriculum.
9. The 4 elements of curriculum are: Evaluation, Objectives, Content or Subject matter and Learning Experiences.
10. The 3 objectives of curriculum are: Cognitive, Affective and Psychomotor. Also the factors affecting curriculum include the society, the knowledge, the learner and the learning process. Learning means change in behavior while curriculum reflects on the culture of a society.
11. The types of teaching aids include: Traditional teaching aids, Visual teaching aids, Mechanical teaching aids, Audio-visual teaching aids, Visual material teaching aids.
12. The types of educational technology are Synchronous and Asynchronous, Linear technology and Collaborative learning.
13. **Meaning of Synchronous educational technology.** Synchronous educational technology is an educational technology that arises due to recent and new inventions that students can learn in and out of classroom. Examples of asynchronous educational technology are: Blogs, Emails, Online textbooks, Online reference material, Tutorial videos.

14. **Meaning of Linear learning.** Linear learning is when learning is sent from the teacher to the student through online learning platforms.
15. **Meaning of Collaborative learning.** Collaborative learning is that form of learning done in a group to achieve a common goal.
16. The essential skills in communication are: Written Communication, Oral communication, Verbal Communication, Non-verbal communication, Active listening, and Contextual Communication. Note that the interaction between the teacher and the student in a classroom is known as Classroom Interaction.
17. The types of classroom communication: Written communication, verbal communication and non-verbal communication.
18. The 4 elements of classroom communication are: Awareness, Interest, Evaluation, and Knowledge.
19. Factors that influence classroom communication include: Location or distance barriers, Lack of common experience, Language barriers, Gender barriers, Lack of credibility, and Age factors.
20. The functions of media in education are: Information, Education, Entertainment, Persuasion, Surveillance, Interpretation, Linkage, and Socialization.
21. The examples of media in education include: Print media, Television, Movies, Video games, Newspapers, Magazines, Radio broadcast.
22. **Meaning of E-learning.** E-learning is the process of sharing knowledge through various channels such as e-books, CDs, webinars.

23. The examples of Instructional materials include: Letters, Pamphlets, Handouts, Study guides, Manuals, Readings, textbooks, Cassettes, Microphone, Podcast, Charts, Real objects, Photographs, Slides, Tapes, Films, television, Videos, Computers, Tablets.
24. The categories of instructional materials include: Print, Audio, Visual, Audio-visual and electronic.
25. The various criteria used in selecting instructional materials include: Educational philosophy, Age, Variety of points of view, Standard of Quality, Social values, Cultural values, and Literary Values.
26. The three (3) D's guiding the quality of instructional materials are: Diagnose, Decide and Deliver.
27. The criteria used in evaluating instructional materials are:
- Accuracy.
 - Relevance.
 - Ease of understanding.
28. **Meaning of Hardware in Instructional material.** Hardware are the machines, wiring, and other electro-mechanical equipment used for instructional purposes.
29. **Meaning of Software in Instructional material.** Educational software is the developmental and non-developmental software which are specifically used for education.
30. The full meaning of VARK learning style in Educational material: Visual, Auditory, Reading/Writing, and Kinesthetic.
31. The aim of media selection is to ensure that a specific instructional medium can support the attainment of a given learning objective.

32. Educational Resource Center. Educational Resource Center (ERC) is a place made available to pupils, students, teachers, or any other interested party, staffed by a specialist, which provides several sources of information both in print and audio-visual form in order to facilitate education. The aim of ERC is to encourage self-instruction, whether supervised or entirely independent. ERC is situated within or outside the school.

33. Tucker (1987) defined ERC as an organization set up to facilitate the realization of education goals through the collection, development and production of resource materials. Martens (1975) defined ERC as a multi-media library which makes available to students, teachers and any other interested party; sources of information both in print and non-print forms. Also Edwards (1973) noted that ERC should store a wide range of books, non-book printed and graphic materials, audio-visual hardware software, models and specimens among others. Thus, ERC is the acquisition, storage and provision or easy retrieval of all what can be called educational resource materials to service the educational needs of a community. The National Resource Education Center in Nigeria established was established in 1969.

34. Examples of National Education Resource Center in Nigeria include:

- a. Abadina Media Resource Centre (1974), faculty of Education. University of Ibadan.
- b. National Educational Technology center (NETC, 1977).
- c. Curriculum Development and Instructional Materials Center (CUDIMAC, 1972), University of Nigeria, Nsukka.
- d. Audio-visual/closed Circuit Television Center (1994, Obafemi Awolowo University, Ife).
- e. Center for Educational Technology, University of Lagos.
- f. Educational Technology Center, Ahmadu Bello

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University, Zaria.

- g. Lagos State Educational Resource Center (LASERC).
- h. Center for Educational Technology (CEDUTEC) College for Education, Nsugbe.
- i. Science Equipment Center (SEC) Yaba, Lagos.
- j. Curriculum Development Center (CDC), Ministry of Education, Enugu.
- k. Curriculum Development Center (CDC), Ministry of Education. Awka.
- l. Education Resource Center Abuja (FCT Education Secretariat).

34. The aim of media selection is to ensure that a specific instructional medium can support the attainment of a given learning objective.

MAP READING

1. Meaning of a Map. A map is a plan view of the ground drawn to scale showing accurately the details existing on the ground.
2. The types of map include (CADST):
 - a. Cadastral map.
 - b. Atlas map.
 - c. Distribution map.
 - d. Sketch map.
 - e. Topographical map.
3. The marginal information on a map include:
 - a. Scale.
 - b. Title of sheet.
 - c. Editor and printers/publishers notes.
 - d. Sheet number of the map.
 - e. At the bottom of the map are scale lines.
 - f. Conversion from feet to metres.
 - g. General information.
 - h. Sheet history.
 - i. Gives how to read grid reference.
 - j. Index to adjoining sheets.
 - k. Plate showing conventional signs used in the map.
 - l. Information regarding reliability and boundary notes.
4. The methods used in finding own position (GRI²C):
 - a. Global positioning system.
 - b. Resection method.
 - c. Inspection method.
 - d. Intersection method.
 - e. Continuous map reading.

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5. The various types of North (GMT).
 - a. Grid North: Grid North is the direction to which the grid lines on the map point (towards the top of the map).
 - b. Magnetic North: Magnetic North is the direction towards which the compass needle points.
 - c. True North: True North is the direction of the North Pole from the observer. It is also called the geographical North.
6. The various map reading equipment include:
 - a. Map board.
 - b. Map case.
 - c. Prismatic compass.
 - d. Eraser.
 - e. Binocular.
 - f. Ruler.
 - g. China graph pencil.
 - h. Service protractor.
 - i. Overlay.
 - j. GPS.
 - k. Pin.
 - l. Romer.
7. The types of compass are Dry compass and Liquid compass.
8. The 10 parts of a prismatic compass are: Luminous strip, Pivot, Card, Lid, Hairline, Milled vane, Direction mark, Window protector, Clamping screw, and Tongue.
9. **Meaning of Bearing.** A bearing is an angle to any object expressed in degrees and measured in a clock wise direction from the North as zero.

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10. The types of bearing include the following:
 - a. True bearing: A true bearing cannot be measured but must be calculated from one of the other 2 bearings.
 - b. Magnetic bearing: A magnetic bearing is one taken with a compass.
 - c. Grid bearing: A grid bearing is one measured on a map with a protractor.
11. The methods of finding direction of the North are:
 - a. By compass.
 - b. By watch.
 - c. By the sun.
 - d. By the star.
12. The aids to night navigation:
 - a. Night chart.
 - b. Luminous board.
 - c. Luminous stick.
 - d. An electric torch so blacked out that only a thin beam of light is visible.
13. The key parties to a night march are the Guide, Pacer, and Recorder.
14. The duties of the **Guide** are:
 - a. Leader of the navigation party.
 - b. Draws the night chart.
 - c. Sets the compass on the required bearing.
 - d. Gives the direction of adv.
15. The duties of the **Pacer** are:
 - a. To Advance in the direction pointed out by the guide.
 - b. Counts the number of paces as he advances till the

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required distance is covered on that bearing.

16. The duties of the **Recorder** include the following:
 - a. Records distance covered on a particular bearing and checks against the night chart
 - b. Acts as relief to the guide or pacer.

GUIDANCE AND COUNSELLING

1. Guidance is a process of assisting the child in making a wise choice. The principles of Guidance are the holistic development of an individual, the unconditional positive acceptance of the individual, a continuous process and the recognition of individual differences (temperament, background, religion, culture, parental socio-economic status etc).
2. A guidance program is to be established in a new public school that has just opened. The first step in developing the guidance program is to survey the guidance and counselling needs of the student body. Also, at secondary stage of schooling, students need guidance for planning future higher education.
3. Psychological guidance focuses on the problems related to feeling of insecurity, the individual's adjustment to his emotional problems and problems leading to poor self-concept and self-esteem. The services provided by the guidance counsellor include orientation services, placement services, referral services, evaluation, follow-up, educational services, information services etc. So in a school, a class teacher who daily talks to the students on how best to use the reading room and laboratory is offering educational guidance. Also, for effective non directive counselling session, establishing a rapport with a client is very essential.
4. The types of counseling that can be utilized in schools are: directive, non-directive, eclectic, psycho-therapy etc. A Counselling process is therefore, a planned structured dialogue between a counsellor and a counsellee.

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5. Meaning of Emotions. Emotions are strong feeling deriving from one's circumstances. It can also be specific reactions to a particular event and can sometimes be called feelings.
6. Shaping of behaviour is accomplished by rewards, successive approximations of the desired behaviour.
7. An individual who has achieved self-actualization is happy, autonomous and creative.
8. According to Rogers, unconditional positive regard from parents is necessary for children to develop healthy self-concepts.
9. A method of learning that involves the conditioning of new stimuli to existing responses is classical conditioning.
10. Sigmund Freud believed that human behaviour is primarily motivated by the psycho sexual energy which he called libido. Also, the unpleasantness of cognitive dissonance motivates individuals to avoid or reduce inconsistencies in cognitive structure.
11. A Counselor might use systematic desensitization to help reduce the anxiety experienced by an agoraphobic client.
12. Meaning of Introversion in Jung's theory is the tendency toward subjective functioning with the self-being of greatest importance.
13. Behaviour modification programs in schools or group homes often use token economy to motivate participants and through extinction, undesirable behaviour may be eliminated. Thus, the main objectives of educational guidance are to bring change in psychological development of the child and responsibility of self-direction.

14. The first steps of self-discovery is Self-assessment.
15. The personal qualities of a Counsellor are professional skills and competencies, warmth, friendliness, genuineness, versatility etc.
16. The functions of inclusive education are:
- Helping to break the cycle of poverty and exclusion.
 - Enables disabled children to stay with their families and communities.
 - Improving the quality of education for all.
17. For hearing and speech impairment, the most suitable teaching strategy or strategies can be to avoid fast reading and avoid talking while writing on the board. Also use a clear voice and supplement listening.
18. Meaning of Critical thinking. It is a process of using a mix of research, analysis, questioning and exploration of new ideas.
19. The skills required in managing one's emotions are self-awareness, communication, motivation and self-regulation.
20. A client who reverts to old behavioural patterns is said to be Regressing.
21. The main objective of guidance is to bring about in pupils, an increased responsibility for self-direction. That is why the main aim of guidance and personal service is to help all pupils. The purpose of guidance is therefore, to prevent conflict from overwhelming the child.
22. The focus of guidance in pre-school education is upon adjustment. Also, research has shown that most pupils drop out of

school because of dissatisfaction with school.

23. The problems faced by guidance administrator are:

- a. Evaluation of the effectiveness of the program.
- b. Securing participation by all staff members.
- c. Bridging the gap between theory and practice.

24. In counselling, recent trends include the professionalization of the training of school counsellors and the removal of counselling duties.

25. For group guidance in school, the following competencies are needed:

- a. Understanding of values in school subjects.
- b. Understanding of vocational opportunities.
- c. Skills in using results of community survey.

26. The term hypothesis in counselling means a theory that is yet to be confirmed and accepted.

27. The heart of guidance is Counselling. Also, the most important element in the conduct of a counselling interview the establishment of good rapport. Thus, Rapport” is basically synonymous with establishing good working relationship. After rapport building comes probing.

28. In school guidance programs the most neglected service is community survey.

29. The counsellor in non-directive counselling acts as a surrounding board.

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30. The range in IQ in a high school is likely to be 70 to 140.
31. In guidance organization a line relationship should exist between counsellor and principal. More so, in evaluating guidance services the most frequently used technique is the questionnaire.
32. All children have the right to learn. This is called is human right.
33. The advantages of group counselling are as follows:
- a. It helps save time and money.
 - b. It helps individual to socialize.
 - c. It helps individual to understand his or her value.
34. The Counsellors who choose their approach and techniques according to the needs and capacity of each individual client are said to be eclectic.
35. The need for Guidance and Counselling in Nigeria has increased due to the falling standard of education, change of educational system and change of subject and career.
36. The 3 basic domains of counselling are educational, vocational and personal-social.
37. The functions of a Counsellor include planning and developing guidance programme, carrying out appraisal services, and making appropriate referrals.
38. The services provided by a school guidance counsellor include orientation services, information services, placement services etc.
39. The types of counselling provided are face to face/individual

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/one–on-one counselling, group counselling and online counselling.

40. The models of counselling are psychodynamic, cognitive behavioural therapy and client centered therapy.

MUSEUM AND ARCHIVES: AN OVERVIEW

1. The word Museum is taken from 'Muses' the Greek goddesses of knowledge. Archives is the collection of historical document. The Greek origin word for 'Archives' is arrival and the meaning of the Greek term, 'Apxelov' is Apex. The Latin word 'Archeion' means archived. During the Roman era, the term Museum was used to describe the art collection of the De Medici family. In modern times, museums are focusing more on Quantitative growth and traditional museums were mere God own of heaps of antiquities as they were planned.
2. The first museum in Nigeria was established in Esie. Also, the first Nigerian museum was established in the year 1945. It should be noted that the Asiatic Society of Bengal set up the first museum in India. This was done by Nathaniel Wallich and James.
3. The first modern museum in India was established in Calcutta. The museum of the Asiatic Society of Bengal had Geology and Zoology sections and Geography and Culture sections. At the beginning of the 20th century, Viceroy Lord Ripon encouraged the Museum movement in India.
4. The first Archives in the western region was located in Ibadan. First hand fact can be gotten from archives.
5. The Prince of Wales Museum of Western India was named for Edward VII. The Museum was the first museum established in Mumbai
6. The first 3 museums in Nigeria was established in Ibadan, Enugu and Kaduna. Museums that have several galleries pertaining to multiple subjects or eras are called Multi museums.

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7. Mani Bhawan Gandhi Sangrahalaya is an example of a General Museum. The Naval Aviation Museum in Goa is an example of a Museum Personalia.
8. The term Curator represents the guardian of a museum and maintaining records is the public relations function of a curator. A good curator should also maintain a good library for research.
9. Wood and Bamboo are materials which can be categorized as organic. The ideal temperature to preserve objects is 30-40 degree. Biodeterioration control shows the combination of low relative humidity of 30%-40% and low oxygen level of 2%.
10. It is important to note that inorganic metals like gold and silver should be cleaned with the help of sulphur acid and to remove stubborn stains, one has to use a mixture of water and soap.
11. The word curing is a process that refers to treatment of stone.
12. Mobile Exhibition is also referred to as Permanent Exhibition. The frequent reorganization of exhibitions in a museum is necessary for the sake of arrangement.
13. The purpose of Folk exhibition is for esthetic purpose.
14. The In-house or Intra-Mural activity of the museum are pictures, pictures talks, and gallery while the explanatory devices in museums are colouring, design and diagram.
15. The difference between a document and a manuscript is that a document can be written or printed while a manuscript is hand written. John C called a document as 'organic' because they are written on

paper and paper is made from trees. A document becomes archives after 3 months of its production.

16. **Meaning of a Record.** A record is something committed to writing in order to preserve the memory of the fact or event. The determination of complete record of everything in museum means cataloguing. The term Retention Value is value based on the curator's records. Records could be understood through history and the forms of documentation include written material, audio-visual aids and slides and computers.

17. The Age of an object can be determined through Carbon dating.

18. Fly stains on record can be removed by citric acid and stains of tea and coffee on records can be removed by bleaching powder.

19. Parchment is made from animals.

20. The most effective method to prevent dust from record to damage is sanitation. The main reason for ink fading is the formation of tannin and wax.

21. Digitally born records are stored and preserved in the archives. Digital files need to be transferred periodically to avoid corruption. The Flattening of record means replacing. Also, the creasing on the paper can be removed by flour. The best method for the removal of decolourization is ironing.

22. What, Where, When, How, Who and any other information translate to documentation of artifacts. The 96.2.11 is an indication that objects was processed in 1996. The Dexion rack is meant for keeping of an item in the museum. Similarly, the Independent

showcase, Display showcase and Two-way showcase are used for storing artifacts.

23. Exhibits is one of the characteristics of a museum. The 1974 general assembly provides information on International Centre of Museum (ICOM).

24. The functions of museum include education, collection and preservations. Generally, collection means acquisition of objects while exhibition implies to showing of things.

25. The Nigerian Army National Museum is located in Lagos while the Nigerian Army Museum is located in Mambilla Barracks. The Nigeria Army has over 300 antiquities of historical significance. It also has a collection of over 3,000 objects including Medals, Maps, and Weapons. The Nigerian Army is an affiliate member of International Council of Museum. Regimental museum was created in Zaria in the year 1951 and opened in 1956. As a policy, the NA museum collects only materials that are of historical significance to the NA.

26. The ACRONYM PVA means Polyvinyl Acetate.

27. Ways of obtaining archives materials can be through donations, purchase and acquisition. Note that Rails is an exhibition fixture. Also Objects/ Artifacts/Antiquities may simply be referred to as collection.

28. The storage unit fixtures comprise shelves, racks and hanging rail. One key requirement for establishing a new museum is a building. The Archives lifecycle is achieved through creation, maintenance and disposition. More so, Carbon dating helps an archival manager to know the age of an object.

29. Archival records are mostly considered as primary sources. Appraisal in Archival studies is one of the documentation managers and Archival materials can be categorized in access, description, and arrangement. Also, acquisition, care and maintenance translate to archival management. Self-studies in archives could be referred to as administrative decision.

30. The Director of records has the mandate to organize trainings and workshops. The Varieties of artifacts can be kept in archival collection and Archives usually contains blueprints records to work with. In an estimation, archives contains 50,000 local and national publications. The Marywood's photographs collection includes approximately 100,000 colors.

USE OF LIBRARY

1. **Meaning of a Library.** Library is an institution which processes readable materials and make them easily available to users through trained personnel for good educational purpose. A library is also considered to be an organized collection of published books, periodicals, audio visual materials and services of professional able to provide and interpret the materials as required to meet the information, research, educational, recreational and cultural need of its users. It is a store house of organized information made accessible by librarians. It is an organization which engages in the collection, processing preservation and dissemination of recorded information in various format most convenient to its target users. Note that Academic libraries are the best developed library in Africa.
2. The objectives of a library include the following:
 - a. To disseminate existing and new information.
 - b. To provide and improve knowledge.
 - c. For recreational purposes.
 - d. Development of reading skills and encouragement of long term reading interest and habits.
 - e. Training students to study independently.
3. The rules and regulations in the library are as follows:
 - a. Opening and closing hours are usually well defined by a particular library for their users.
 - b. Readers must show their library readers ticket on entering the library.
 - c. Readers are expected to complete their registration procedures before using the library.
 - d. Readers must present a ticket for each book or any other

information materials they wish to borrow.

- e. Books or any other library materials must not be mutilated, defaced or marked.
- f. Eating, drinking and smoking are not allowed in the library.
- g. Silence must be strictly observed in the library.
- h. All books must be left on the table; readers are not allowed to put them back on the shelves.
- i. No reservation of seat in the library.
- j. Readers must show all books in their possession to the library staff at the exit counter when he/she is going out.
- k. All books borrowed must be returned as at when due, failure to do so attracts fine.
- l. A library user will be required to pay for any library materials lost.

4. The medium of recording knowledge before the advent of books are Animal skin, Scapular bone, Papyrus and Clay tablet. The places where early library are found were in a Palace, Temple, Monasteries and Madaras.

5. The types of library include National Library, Academic Library, Special Library, School Library, Public Library/Community Library and Private Library. Academic libraries are found Universities, Polytechnics, and Colleges of Education. A National library is an apex library or library of libraries in the country.

6. The characteristics of school library materials are:
- a. A lot of pictures.
 - b. Diagrams.
 - c. Large character of writings.
 - d. Audio-visuals.

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7. The categories of public library users are professionals, students, farmers, artisans and traders. The use of library enhances research by making available the bibliography list, duplication of research is reduced, new research findings, and research materials.
8. The roles of a library in a society are as follows:
 - a. Educational role.
 - b. Research role.
 - c. Information role.
 - d. Cultural role.
 - e. Custodian role.
 - f. Recreational role.
9. The purposes of school library include:
 - a. Encourage the reading habits of the learner.
 - b. Develop in pupils the ability to learn from books without teachers.
 - c. Breakdown the rigid division which the school timetable often creates between different subjects.
 - d. Give social training.
10. The functions of a National library include the following:
 - a. Serves as the national bibliographic Centre.
 - b. Responsible for assigning the International Standard Book Number (ISBN) and the International Standard Serial Number (ISSN) to publishers and authors in the country.
 - c. Helps to advise government on library development and policy.
 - d. Coordinating library co-operation and resource sharing.
11. The characteristics of special library are as follows:
 - a. It offers specialized and personalized services, Selective

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Dissemination of Information (SDI)

- b. The collections are highly specialized and generally with restricted access only to the users.
- c. The collections are directly and narrowly related to the mission of the organization.

12. The sources of public library funding are the community, through donations, government and individuals.

13. The characteristics of public library are:

- a. Provision of free service to all.
- b. Support for the civic and cultural activities of a community.
- c. Provision of library and information services to all irrespective of status in society.

14. The number of copies usually deposited by authors in National library of Nigeria are:

- a. Single author three (3) copies.
- b. State government publication ten (10) copies.
- c. Federal government publication twenty five (25) copies.

15. The forms of catalogue include Card Catalogue, Shelf Catalogue, Machine Readable catalogue, Online Catalogue, Cataloguing –in-publication and Printed book catalogue. The access point of a card catalogue are: author, subject and title, while the dimension of a card catalogue is 5x3 inches or 12.5x7.5cm.

16. The classification schemes include:

- a. Dewey Decimal Classification.
- b. Library of Congress Classification.
- c. Universal Decimal Classification.

- d. Colon Classification.
 - e. Bliss Classification.
17. The purposes of classification in library are to:
- a. Arrange all the books and other documents of a library in a systematic order so that library collection looks organized.
 - b. Bring together all books of same subject so that a user does not have to go to different places for books of his subject.
 - c. Keep books of related subjects nearby.
 - d. Find a particular book of a subject on the shelf as call number distinctly identifies a particular book in the library.
 - e. Find total books on a given subject in the library as all the books of a subject have same class number, and therefore, are kept together.
 - f. Replace the books at their proper place on the shelf after use.
 - g. Allocate proper place to new books in relation to other books of the library, as acquisition of new books is a regular work in all libraries and these books are to be merged with existing library collection.
18. **Meaning of a catalogue.** Cataloguing is the process of putting the descriptive information of a book and non-book materials on a catalogue card.
19. **Meaning of an Academic library.** Academic libraries are libraries that are attached to the institutions of higher learning like Universities, Polytechnics and Colleges of Education.
20. **Meaning of Library Classification.** A systematic way of arranging information materials for easy accessibility and retrieval by those who need them.

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21. The departments in the library are: Circulation/Reader service, Technical/Classification and Cataloguing, Serial, Reference, E-library, Reprographic. Note that newspapers, magazine and journal are found in Serial Section/department/unit/division of the library.
22. An E-library is a form of electronic library.
23. The reference materials in the library are: Encyclopedia, Bibliography, Almanac, Dictionaries, Atlas, Directories, and Handbooks.
24. The part of library where you find encyclopedia is the Reference Section/department/division/unit. Candidates should note that Bibliography is also a reference material.
25. ISBN stands for International Standard Book Number.
26. ISSN stands for International Standard Serial Number.
27. DDC stands for Dewey Decimal Classification.
28. LC stands for Library of Congress Classification.
29. SDI stands for Selective Dissemination of Information.
30. The commonly used classification scheme in academic libraries is the Library of Congress Classification Scheme.
31. The type of library found in Nursery, primary and secondary schools is a school library.
32. The department in the library that is responsible for book display for users is the Circulation/Reader service department.

33. The exchange of library resources between libraries is known as inter library cooperation.
34. The ways library can acquire its materials are by Purchase, Donations, Exchange, and Legal deposit.
35. The Technical Section of the library perform mainly 2 functions namely: Cataloguing and Classification.
36. The Library catalogue cards are in a specially designed drawer called Catalogue cabinet.
37. The Accession number means a unique number for a book inside a particular library. Note that Cataloguing makes retrieval of library materials easy.
38. The informal self-education is usually possible in a public library.
39. Meaning of conservation. This is the process of maintaining proper physical condition of library materials.
40. The Dewey Decimal Classification Scheme divides knowledge into 10 basic categories. Candidates should note that the Bibliography is a citation which guide researcher to specific resources in library. Also, Thesauri is a type of Dictionary and a book is a document that has collection of 49 pages or more. Finally, an Encyclopedia can be General or Subject encyclopedia.

COMPUTER APPRECIATION

1. A computer is an electronic device used for storing, processing and analyzing data to generate an output. Abacus is the first mechanical computer. The processing in a computer takes place in the Central Processing Unit. The father of Computer is Charles Babbage. However, the basic computer architecture was developed by John Von Neumann. There are 5 generations of computers and the 3 basic components of a CPU are Arithmetic and logic Unit (ALU), Control Unit, and Main Storage.
2. The programming language that is classified as low level language is the assembly language. The 2 basic components of a computer are the hardware and software.
3. Machine language is composed of binary numbers or zeros (0s) and ones (1s).
4. **Meaning of program.** A set of instructions for a computer used to achieve a task. Debugging is the process of finding and removing errors in a computer. A compiler is a program that converts or process high level programming language to machine language while an assembler is a program that converts assembly language to machine language.
5. The 3 levels of programming language in a computer are Machine language, Assembly language and High-level language.
6. **Meaning of Hard devices.** These are the physical features that can be seen and touched in a computer. The physical features can be input devices and output devices.

7. **Meaning of an Operating system.** An operating system is defined as a system software that manages computer hardware and software resources and provides common services for the computer programs.
8. **Meaning of Application software.** Application software or program is a computer program designed to carry out specific task other than one relating to the operation of the computer itself, typically to be used by end-users.
9. A program that can analyze and execute a program line by line is an interpreter.
10. **Meaning of Programming language.** Programming language is a vocabulary and set of grammatical rules for instructing a computer or computing device to perform specific tasks.
11. **The programming languages are:** Python, Java, C++, C, COBOL, Ruby, Fortran, Pascal, BASIC, Ada, JavaScript, HTML, CSS, C#, Swift, SQL, Perl, Objective-C, Scala, Kotlin, Lisp, MATLAB, Prolog.
12. The components of Microsoft Office Software Package are: Word processor (Microsoft Word), A spreadsheet program (Microsoft Excel), Presentation program (Microsoft PowerPoint), Email clients (Microsoft Outlook), Database management system (Microsoft Access), Microsoft One-Note and a desktop publisher app (Microsoft Publisher).
13. **Meaning of an input device.** An input device is any hardware device that sends data to a computer and an output device is any hardware device that converts processed data into audio or visual form.

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14. The input devices of a computer are: Keyboard, Mouse, Joystick, Light Pen, Track Ball, Scanner, Graphic Tablet, Microphone, Magnetic Ink Card Reader (MICR), Optical Character Reader (OCR), Bar Code Reader, Optical Mark Reader, Camera, Video Capture Hardware, Gamepad, Webcam, Electronic Whiteboard, Punch Card Reader, Magnetic Tape Reader. An input device modelled after the typewriter which uses an arrangement of buttons or keys is known as the keyboard.

15. The output devices of a computer include: Printer, Monitor, Loudspeaker, Plotter, Projector, Headphones, Sound Card, Video Card, Visual display Unit. The main output device that displays the information or data in pictorial or text form is known as monitor.

16. A digital mouse generally has 3 buttons which are: Left button, Right button and wheel or center button.

17. The examples of Operating software are: Windows 98, Windows 99, Windows NT, Windows XP, Windows NT, Windows XP, Windows 7, Windows 8, Windows 8.1, Windows 10, Mac, Linux, Ubuntu, PlayStation System Software, Xbox System Software, Nintendo System Software.

18. The examples of Application software are: Word processor, Spreadsheet, Web browser, Media Player, VLC media player, Firefox, Google Chrome, Photo Editor, Video Games, WhatsApp, Adobe PDF Reader, Adobe Photoshop, Microsoft Excel, Microsoft Word, Microsoft PowerPoint, Microsoft OneNote, Skype, CorelDRAW, MySQL, Python, Adobe Illustrator, Matlab, iTunes, AutoCad, WinZip, WinRar, 7-zip, Windows Media Player, Facebook, and Netflix.

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19. Meaning of ROM: Read Only Memory.
20. Meaning of RAM: Random Access Memory.
21. Meaning of ALU: Arithmetic and Logic Unit.
22. Meaning of UPS: Uninterrupted Power Supply.
23. Meaning of HDD: Hard Disk Drive.
24. Meaning of USB: Universal Serial Bus.
25. Meaning of CPU: Central Processing Unit.
26. Meaning of GUI: Graphical User Interface.
27. Meaning of LAN: Local Area Network.
28. Meaning of WAN: Wide Area Network.
29. Meaning of HTML: Hypertext Markup Language.
30. Meaning of URL: Uniform Resource Locator.
31. Meaning of ICT: Information Communication Technology.
32. Meaning of WWW: World Wide Web.
33. Meaning of PSU: Power Supply Unit.
34. Meaning of HDMI: High-Definition Multimedia Interface.
35. Meaning of SSD: Solid State Drive.

36. The 2 types of computer memory are: Random Access Memory (RAM) and Read Only Memory (ROM).
37. Meaning of Short keys. These are special key combination that is used to call a function to make writing tasks easier. To save a document in Microsoft word, the special keys combination is Ctrl + S.
38. Ctrl + P is used in Microsoft word for printing documents.
39. Ctrl + B is used in Microsoft word for to make a text bold.
40. Ctrl + U is used in Microsoft word to underline a text.
41. Ctrl + N is used in Microsoft word to open a new or blank document window.
42. In Microsoft Excel, the operator that is used to enter a formula in a cell is Equal to (=).
43. An area in a spreadsheet where data can be entered is known as cell.

44. Security Classification in Nigerian Army documents is typed on the top and bottom parts in Microsoft word known as Header and Footer.

45. The hotkeys on a keyboard are called function keys.

46. In Microsoft Excel, data are organized in Rows and Columns.

47. A software program that allows one to access sites on the internet is called the web browser.

48. Times New Roman, Cambria, Arial, Comic Sans are examples of Fonts.

49. To center a selected text, the combination of special keys or shortcut keys to be used is Ctrl + E.

50. To copy a selected text, the combination of special keys or shortcut keys to be used is Ctrl + C.

51. To align a selected text to the left, the combination of special keys or shortcut keys to be used is Ctrl + L.

52. To select all text in a document, the combination of special keys or shortcut keys to be used is Ctrl + A.

53. The software used to prevent, scan, detect and delete viruses from a computer is known as antivirus.

54. **Meaning of a Storage device.** A storage device is any type of device used for storing, porting or extracting data files and objects.

55. **Meaning of Mother Board.** The Mother Board is the main printed circuit board in a computer that serves as the central communications backbone connectivity point through which all components and external peripherals connect is called.

56. **The components of a motherboard are:** Fan connectors, Back pane Connectors, Heat sink, Inductor, Capacitor, Power Connector, Central Processing Unit (CPU) socket, Northbridge, Screw hole, Memory slot, Expansion slots (PCI Express, PCI and AGP), Serial ATA

Connectors, Expansion card, Electrical Connector, Parallel ATA, CMOS backup battery, Serial port connectors, USB headers, Jumpers, Integrated Circuit.

57. **Meaning of CMOS:** Complimentary metal-oxide semiconductor.

58. **Meaning of CD-ROM:** (Compact Disc – Read Only Memory) is a compact disc that is used to store data.

59. **Meaning of ISP:** Internet Service Provider.

60. The program that starts a computer up is called Basic Input Output System (BIOS).

61. The difference between 'save' and 'save-as' is that 'Save' is used to update the last saved version of a document while 'save-as' is used to save a document for the first time.

62. **Meaning of Backward compatibility.** Backward compatibility or backwards compatibility is a property of a software that allows it to operate with or function with an older version of the same software.

63. **Meaning of Backup.** Backup is the act of protecting data by copying it from the original source to a different destination.

64. The many ways in which computer manipulate data is called processing.

65. The unwanted messages like unsolicited bulk e-mails are called spam mails.

66. A computer cannot boot if it does not have an operating system.

67. The act of copying data from one computer to another over the internet is called downloading.

68. An application used to access the internet is called Web browser or Internet browser.

69. The examples of application used to access the internet include: Microsoft Edge, Google Chrome, Mozilla Firefox, Vivaldi, Opera, Safari, Avast Safe Browser, Internet Explorer, Brave, Netscape Navigator, Maxthon, UC Browser, Lynx, Yandex Browser, SeaMonkey, Tor Browser, and Epic.

70. The address bar in a web browser is used to used to show the current URL and type new URL. Candidates are to note that when a mail is received, it appears in inbox. Also, in an email, a brief description on what the email is about is typed in the subject bar.

71. A file attached to an email is called attachments.

72. A feature of Microsoft word that saves a document automatically after a certain interval is called Save.

73. The change case feature on Microsoft word is used to make a selected letter all capital letters.

74. The Microsoft office software that is used to create audio-visual presentation is called Microsoft Power point. More so, the side bar in Microsoft PowerPoint that is displayed by the left and is used to view each slide of a presentation as a thumbnail is called the Slide sorter.

75. A spreadsheet software application that comes with the Microsoft office software bundle is known as the Microsoft Excel. You should also note that by default, all pages bear the same header and footer with the exception of page number. Again, word processing is a term used for Creating, Editing, Formatting, Storing, and Retrieving a text document.

CHAPTER SIX

GENERAL KNOWLEDGE

HARMONIZED TERMS AND CONDITIONS OFFICERS (HTACOS)

1. The content of HTACOS is simply the regulations governing conditions of service in the Armed Forces of Nigeria. The other reference material(s) to be applied whenever the provisions of HTACOS are silent over a particular subject are the Public Service Rule (PSR) and the Financial Regulations.
2. The Armed Forces of Nigeria grants 6 types of Commission. These include:
 - a. Regular Combatant Commission (RCC).
 - b. Short Service Combatant Commission (SSCC).
 - c. Direct Regular Commission (DRC).
 - d. Direct Short Service Commission (DSSC).
 - e. Executive (NA)/Special Duty (NN)/Branch Commission (NAF);(EC/SD/BC).
 - f. Concessional Commission.
3. The HTACOS Officers is reviewed every 5 years and/or when necessary. By the definition of HTACOS, the President is the Commander-in-Chief of the Armed Forces of the Federal Republic of Nigeria. As the Minister of Defence is charged with responsibility for matters relating to defence, he is being appointed by the President and ratified by the National Assembly. Hence, the National Assembly is responsible for the formulation of National Defence Policy and the general administration of the Armed Forces of Nigeria regarding the Armed Forces of the Federal Republic of Nigeria.

4. The Chief of Defence Staff (CDS) is an officer vested with day-to-day command and general superintendence of the Armed Forces of Nigeria. The CDS is also appointed by the President and ratified by the National Assembly. The Chief of the Army Staff (COAS) is an officer vested with the command, direction and general superintendence of the Nigerian Army. The COAS is appointed by the President and ratified by the National Assembly. Similarly, an Officer is a person holding a Presidential Commission in the Armed Forces of Nigeria while an Officer Cadet is a status of a soldier/rating/airman/civilian while undergoing training for a commission. A University Cadet is a status of serving soldiers / ratings / airmen/civilian selected by the Army/Navy/Air Force Selection Board to study a professional course in any university, or any equivalent approved institution of higher learning for the purpose of commission.

5. The family members of an officer are his spouse under the Marriage Act or Islamic Law or Native Law and Custom and children under 18 years subject to a maximum of 4. The 4 conditions for an Officer's Child is a child who is under the age of 18 and must be any of the following:

- a. The officer's biological off-spring.
- b. The officer's stepchild, being the biological offspring of a spouse of the officer.
- c. A child adopted by the officer in accordance with any statutory provision.

6. A Next of Kin is a person(s) documented by an officer on attestation or thereafter amended in Service records to whom pensionable emoluments, real or personal 'estates' are entrusted for administration in the event of death or incapacitation of the officer without making a Will.

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7. Military service of an officer is a period of unbroken service in the Armed Forces of Nigeria from the date of commissioning to date of retirement from service. The military service of soldiers/ratings/airmen for SSCC, DSSC, DR C and EC/SD/BC/CC officers commences from date of enlistment into service to date of retirement from service. Whereas, the military service of soldiers/ratings/airmen for RC officers commences from date of commission.

8. An officer is eligible to apply to retire when he has served for at least 15 years of commissioned service. Another name for Reckonable service is Pensionable service. Non-Reckonable Service is the period(s) of service forfeited by sentence of Court Martial, or by a summary award. Active Service is the period of service of an officer, which includes War/Operations and official duties.

9. Pensionable Emoluments. This refer to the total annual consolidated salary and allowances earned by an officer at the time of retirement.

10. The 3 categories of Nigerians eligible for Regular Combatant Commission in the Armed Forces of Nigeria.

- a. Officers holding the Short Service Combatant Commission (NA only).
- b. Soldiers/ratings/airmen with appropriate qualifications.
- c. Civilians with appropriate qualifications.

11. The age ceiling of Capt rank for a DSSC/DRC officer is 47 years while that of a Maj rank for a DSSC/DRC officer is 52 years. The age ceiling of Lt Col rank for a DSSC/DRC officer is 54 years and that of a Col rank for a DSSC/DRC officer is 56 years. The age ceiling of Brig Gen rank for a DSSC/DRC officer is 58 years and that of a Maj Gen rank for a DSSC/DRC officer is 60 years.

12. The Commander-in-Chief has power to deem it fit and approve extension of service of an officer who has already served for a maximum of 35 years after commission.

13. The period of debarment from voluntary retirement or resignation for an officer sponsored by the military or self-sponsored for a course session of 9 months is 3 years. The period of debarment from voluntary retirement or resignation for an officer sponsored by the military or self-sponsored for a course more than 9 months session is 5 years.

14. The reasons that effect compulsory retirement or resignation of an officer by the Service Council/Board, otherwise the officer is called upon to retire voluntarily are: on disciplinary grounds as serious offence(s), incompetence/ indolence etc, and disloyalty to constituted authority on written order both in peace time and in operations.

15. The minimum period of length of service for Direct Short Service Commission to be considered for grant of DRC is minimum of 3 years of service. The length of service granted for a Direct Short Service Commission is a period of 15 years for an initial 8 years service and renewable yearly for another 7 years.

16. The determinants for acceptance of an application by an officer for extension of service are the requirements of the Service and the recommendation of the Commanding Officer/Commander. At least, an officer's application for extension shall be made through the officer's Commanding Officer/Commander at least 6 months before his current commission is due to terminate. An officer's application for extension of service be referred to for approval to the related Service Council/Board.

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17. The period of maternity leave entitled to a female personnel who is pregnant is 16 weeks at a stretch with full pay.

18. The 2 reference manuals that the Pension and gratuity shall be in accordance with are the Manual of Financial Administration for the Armed Forces of Nigeria (MFAAFN) and the Armed Forces Pension Act (AFP).

19. The minimum officer rank eligible for approval to study for degree/professional qualification and sponsorship is Capt or equivalents.

20. An officer can leverage on the services of the various Services Housing Loan Scheme or the Federal Mortgage Bank to supplement the Federal Government Staff Housing Loan Scheme to own a house especially from rank of Capt.

21. The paramount decision making body also saddled with endorsing approvals regarding HTACOS is the Service Council/Board.

22. An officer intending to voluntarily retire but wants Service to assist him in resettling gives 2 years notice.

23. The minimum educational standard to be attained by a soldiers/ratings/airmen to be considered for the grant of the Executive/Special Duty/Branch Commission is ACE1/NCE/SSCE or equivalent and above. The minimum length of unbroken service for soldiers/ratings/airmen to be considered for the grant of the Executive/Special Duty/Branch Commission is 12 years.

24. The purposes of the Concessional Commission are to reward hard work, enhance the retirement benefits of the beneficiaries,

recognize meritorious service to the nation and to serve as a motivation to non-commissioned officers to aspire for such elevation. The rank to be considered for the grant of the Concessional Commission is Master Warrant Officer (MWO) and above or equivalent. The minimum length of unbroken service to have been completed to be considered for the grant of Concessional Commission is 33 years. The rank on commissioning for Concessional Commission is Captain or equivalents.

25. The 2 types of training of the Armed Forces of Nigeria are professional training to enhance operational capabilities and academic training enhance professionalism for general knowledge. The 2 avenues for education and training of officers in the Armed Forces of Nigeria are nomination for professional courses and self-improvement educational scheme.

26. The dress code for a serving personnel undergoing training/education at any civil institution is mufti. Also a serving personnel who is undergoing training in any civil institution must not take part in student unionism and strikes/demonstrations etc. no matter how legitimate.

27. **Meaning of a Legal Aid.** Service to serving personnel who incurs a civil or criminal liability while carrying out official duties or duty sanctioned by the Service authority.

28. An officer may be permitted to change his/her Corps/Branch/Specialty at the rank of Capt and equivalent and below. The Inter- Corps/Branch/Specialty transfer Board sits once a year at Service HQ for the purpose of determining suitability of all applicants. An applicant for Inter- Corps/Branch/Specialty transfer directly writes through his/her Unit Commanding Officer/ Commander. An applicant accompanies his application with 2 proceeding PERs to the time of

application for Inter- Corps/Branch/Specialty transfer.

29. All substantive promotions of officers are published in the respective Service Orders and Federal Government Gazette. The substantive promotion of junior officers up to rank of Maj and equivalent is determined by time/length of years. The substantive promotion of senior officers above the rank of Maj and equivalent is determined by selection, 3 good PERs preceding the time of presentation and success in Promotion Board. An officer loses 12 months seniority at each pass over by the Promotion Board.

30. The 4 categories of officers to be placed on non-promotable list are officers who:

- a. Fails promotion examination for a rank thrice.
- b. Passed over 3 times by a Promotion Board.
- c. Is undeployable for being medically unfit for duties in his Corps/Branch/Specialty.
- d. Have reached the retiring age rank ceiling.

31. The total working days to be granted a serving officer during Annual Leave is 30 working days and the total days to be granted a serving officer during Compassionate Leave is 14 days. The total days to be granted a serving officer during Sick Leave subject to the recommendation of a competent medical authority is 21 days.

32. **Meaning of Disembarkation Leave.** Leave for a serving personnel after completion of courses or attachments outside Nigeria. The dismemberment leave for a course duration of 3 - 6 months is 7 working days. The dismemberment leave for a course duration of above 6 months is 14 working days.

33. **Meaning of Terminal Leave.** A leave granted an officer prior to

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retirement. The total days to be granted a serving officer during terminal leave is 90 working days.

34. All retired officers and their families shall be entitled to receive free medical treatment at Armed Forces of Nigeria and Government Hospitals.

35. The Head of the respective Medical Corps recommends a Service Medical Board's consideration for treatment of an officer outside Nigeria.

ARMY HEADQUARTERS DEPARTMENTS

1. There are 10 Departments in AHQ as follows:
 - a. AHQ DAPP – Department of Army Policy and Plans.
 - b. AHQ DAT – Department of Army Training.
 - c. AHQ DAOPs – Department of Army Operations.
 - d. AHQ DOAA – Department of Army Administration.
 - e. AHQ DOAL – Department of Army Logistics.
 - f. AHQ Dept of MS – Department of Military Secretary.
 - g. AHQ DASE – Department of Army Standard and Evaluation.
 - h. AHQ DCMA – Department of Civil Military Affairs.
 - i. AHQ DATI – Department of Army Transformation and Innovation.
 - j. AHQ DSSP – Department of Special Services and Programmes.

EMOTIONAL INTELLIGENCE

1. Emotional Intelligence. Emotional Intelligence is defined as knowing one's emotions, managing one's emotions, motivating oneself, recognizing emotions in others and handling relationships skillfully (Goleman, 1995).

2. Emotional Intelligence. Emotional Intelligence means to effectively understand and express oneself, to understand and relate well with others and to successfully cope with the daily demands, challenges and pressures of life (Olaseinde Williams, 2010). Emotional Intelligence is divided into 4 major parts namely:
 - a. Self awareness.
 - b. Self management and motivation.
 - c. Social awareness.
 - d. Relationship management.

3. The 2 sets of Skills or Competences in Emotional Intelligence. They are Intrapersonal and Interpersonal competences:
 - a. Intrapersonal competence. This involves the awareness of one's emotions, strengths and weaknesses as well as the ability to clearly express one's feelings and thoughts. Self-Awareness and Self-Management are intrapersonal skills that are required for leadership competence and effectiveness.
 - b. Interpersonal competence. This involves the ability to be aware and recognize other people's emotions, feelings and needs as well as the capability to establish and maintain a relationship that is mutually gratifying and satisfying. Social Awareness and Relationship Management are interpersonal skills or competencies.

4. **Self-Awareness.** Self Awareness is the ability and skill to do the following:
 - a. Recognize your emotions when they rise.
 - b. Differentiate between your emotions.
 - c. Know and understand why you are feeling the emotion.
 - d. Understand and acknowledge the impact of your emotions on the people around you.
5. **Self-Management.** Self Management is the individual's capacity and willingness to do the following:
 - a. Control emotions so that they do not take over your behaviour.
 - b. Use the appropriate emotion at the appropriate time and with appropriate intensity.
 - c. Be emotionally resilient.
 - d. Motivate yourself.
6. **Social Awareness.** Social Awareness is the ability and skill to do the following:
 - a. Identify, articulate and appreciate people's feelings.
 - b. Express your understanding of other people's feelings without judging them.
 - c. Show interest and concern for others.
7. **Relationship Management.** Relationship Management deals with how well and how often you do the following:
 - a. Recognize different communication styles in other people and address them in their preferred styles.
 - b. Notice the mood in a group and adapt appropriately.
 - c. Build connections with people who are different from

you.

d. Motivate and inspire others.

8. **How Emotional Intelligence can help you.** E m o t i o n a l

Intelligence can help you in the following ways:

- a. To become less impulsive.
- b. To be able to control your temper better.
- c. To be able to cope more effectively with stress.
- d. To be able to speak up for yourself with greater confidence.
- e. To become more positive about yourself.
- f. To make better decisions.
- g. To get yourself motivated.
- h. To be able to interact better with other people.
- i. To be able to influence people more positively.
- j. To become more emotionally resilient.

ESTIMATE PROCESS

1. An estimate is a logical process of reasoning by which a commander, faced with an ill-structured problem, arrives at a decision in order to achieve his mission. It is a step by step method of approaching a problem.
2. The 6 stages of an Operational Estimate are:
 - a. Review of the Situation (Geo-strategic Analysis).
 - b. Identifying and Analyzing the Problem.
 - c. Formulation of Potential CoAs by the Commander.
 - d. Development and Validation of CoAs.
 - e. CoA Evaluation.
 - f. Commander's Decision.
3. The Review of the Situation can be referred to as the Geo – Strategic Analysis.
4. In Step 4 which is the Development and Validation of the CoAs, the various CoAs are supposed to meet **FACES** test which stands for Feasibility, Acceptability, Completeness, Exclusivity and Suitability.
5. A particular CoA may be assessed and compared against an opponent's most likely and most dangerous CoAs using Comparative war gaming and Operational analysis.
6. Joint Force Commander (JFC)'s selected CoA is what usually translates into a concise statement of the JFC's decision.
7. What the joint force is to do and why are usually explained in the elements of When, Where, Who and How.

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8. Meaning of CONOPS and ME. This means Concept of Operations and Main Effort.
9. The JFC's CONOPS and subordinate mission statements can be disseminated as a Warning Order.
10. The correct framing of the problem which is the essential initiation of the operational planning process falls under the Review of the Situation.
11. The ability of the commander to visualize the extent of the problem that he faces and how he might shape and alter the environment to his advantage refers to the Review of the Situation.
12. The campaign planning concepts serves as a means to plan and articulate a campaign plan. A campaign plan therefore should be kept under review throughout its execution. It should be used as a resource to conduct the estimate as well as appraise campaign progress formally with a frequency that matches the tempo of the operations.

(Excerpts from JSWM Chapter 11 - Introduction to the Estimate Process)

MANOEUVURIST APPROACH TO WARFARE

1. The Manoeuvrist Approach to Warfare (MAW) is also known as Manoeuvre Warfare and the best command philosophy that best suits it is Mission Command.
2. The aim of the Manoeuvrist Approach to Operations is to shatter the enemy's cohesion (physical and moral) and the will to fight
3. **The Centre of Gravity.** This is the source of the enemy's freedom of action, physical strength or will to fight. It is that aspect of the enemy's overall capacity which if attacked and eliminated, will lead to inevitable defeat or a wish to sue for peace through negotiations.
4. **The 6 Combat Functions** in MAW are Command, Information Operations, Manoeuvre, Firepower, Sustainment, and Protection.
5. **Command.** Command is the execution of military authority by a designated commander for the planning, direction, co-ordination and control of military.
6. **Information Operations.** Information Operations integrate all aspects of information such as intelligence, communications and information systems, public affairs, civil affairs etc to support and enhance the other combat function.
7. **Manoeuvre.** This is primarily the employment of forces through movement in combination with speed, firepower, or fire potential, to achieve a position of advantage in respect to the enemy to achieve the mission.
8. **Firepower.** Firepower encompasses the collective and

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coordinated use of target acquisition data from all sources, direct and indirect fire weapons, armed aircraft of all types, and other lethal and non-lethal means against air, ground and sea targets.

9. **Sustainment.** Sustainment is achieved through the balance of military administration and civilian support through host nation support, other governmental departments and agencies, and civilian contractors.

10. **Protection.** This encompasses those measures a force takes to remain viable and functional by protecting itself from the effects of an enemy weapon system and natural occurrences.

11. **Combat Power.** The total means of destructive and/or disruptive force which a military unit or formation can apply against the opponent at a given time.

12. **Commander's Intent.** This is a concise expression describing why a mission is being conducted and the desired end-state situation.

13. **Operational Command (OPCOM).** The authority granted to a commander to assign missions and tasks to subordinate commanders to deploy units, to re-assign forces and to retain or delegate operational and/or tactical control as may be deemed necessary.

14. **Operational Control (OPCON).** The authority granted to a commander to direct forces assigned so that the commander may accomplish specific missions or tasks which are usually limited by function, time or location.

15. **Tactical Command (TACOM).** The authority delegated to a commander to assign tasks to forces under his command for the

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accomplishment of the mission assigned by higher authority.

16. **Tactical Control (TACON).** The detailed and, usually, local direction and control of movements or manoeuvre necessary to accomplish missions or tasks assigned.

17. **Concept of Operations (CONOPs).** A clear and concise statement of the line of action chosen by a commander, usually describing the immediate subordinate level's general contribution, in order to accomplish the mission.

18. **Main Effort (ME).** A concentration of forces or means, in a particular area, where a commander seeks to bring about a decision.

19. **End State.** The end-state is that state of affairs which needs to be achieved at the end of the campaign or operation to either terminate or resolve the conflict on favourable terms.

20. **Mission.** A clear, concise statement of the task of the command and its purpose.

21. **Tempo.** The rhythm or rate of activity in operations, relative to the enemy within tactical engagements and battles, and between major operations.

22. The core functions required to achieve success on the battlefield are Find, Fix and Strike.

23. The approaches to attack the enemy's cohesion and will to fight are: Pre-emption, Disruption, and Dislocation.

24. **Pre-emption.** Attack first and catch the opponent off guard

while still assessing the situation and making his plan.

25. **Disruption.** Attack always even on the defence. Hence, a bold aggressive spirit must be generated in your military force.

26. **Dislocation.** Attack to force movement into a position to your advantage, conversely, when dislocated, the opponent no longer has the ability to bring strength to bear.

SERVICE WRITING (SOME BASIC RULES)

1. The agreed rules for the preparation and layout of Service Writing and standardized staff procedures refers to Joint Service Writing Manual (JSWM) (JSWM Chapter 1 para 1).
2. The reasons why the 3 Services adopt a common procedure and format in writing are:
 - a. To achieve economy of effort in training.
 - b. Flexibility in staff appointments.
 - c. Efficiency in joint staff work (JSWM Chapter 1 para 1).
3. **Service Writing.** This means all forms of writing originated from the Services which can be Operational and Non-Operational writing. Operational writing are written in note form with maximum use of authorized abbreviations/acronyms in the Nigerian Armed Forces. The Non-Operational Writing covers all other forms of Service Writing and it follows the normal rules of English usage (JSWM Chapter 1 para 3).
4. The types of Operational writing that can be found in the services are:
 - a. Operational directives, operational reports, operational orders and instructions.
 - b. Administrative orders and instructions.
 - c. Confirmatory notes.
 - d. Estimate Process.
 - e. Signal messages.
 - f. Memoranda.
 - g. Electronic Short Message (JSWM Chapter 1 para 3).

5. **Staff Duties.** Staff Duties refers to techniques, procedures, processes and tools used in the accomplishment of the duties and responsibilities of the various branches. Staff Duties is divided into Major and Minor Staff Duties. Major Staff Duties is the planning and preparation necessary to define and implement the intentions, orders or mission statement of a commander or higher element. Examples are Estimate Process, orders, instructions and directives. Minor Staff Duties is the application of the rules and conventions of Service Writing to the attainment of the task assigned. Service Correspondence refers to a letter or other forms of written communication prepared by members of the Services in the course of their duties. The determining factor is that correspondence is addressed to, or meant to be read by others officially (JSWM Chapter 1 para 4 – 5).

6. The major 5 characteristics of Service Writing are:
- a. **Accuracy.** The facts and wordings must be accurate.
 - b. **Clarity.** Writing must be intelligible, reasoned and unambiguous.
 - c. **Brevity.** Use the shortest way consistent with accuracy and clarity.
 - d. **Relevance.** Irrelevant word, phrase or idea must be excluded.
 - e. **Logic.** Deductions must be justified and contained in sentences and paragraphs which flow in a logical sequence related directly to the argument (JSWM Chapter 1 para 6).

7. In standard conventions, most documents have 3 parts which are superscription, the text and the subscription. The knowledge of this helps a writer to organize his/her work well. In line with these conventions, there are different types of headings found in a non-operational writing. These headings are the Main Heading, Subject Heading, Group Heading, Paragraph Heading, Sub-paragraph Heading,

and Hanging Heading. A **Hanging heading** is said to have occurred when the heading is on one page and its text on another. This happens when the space below the heading is not enough to contain the text. Since this is not acceptable, the heading is to be moved to the next page to align with its text or where possible, the text or part of the text is brought back to align with the heading (Details in JSWM Chapter 2 para 3 – 10).

8. A single paragraph document is not numbered and the first line is not indented (JSWM Chapter 2 para 11).

9. Meaning of an **Annex**. An Annex is a supplementary document that amplifies the parent document. An Annex is used when the inclusion of all the details in the body of the parent document would make it cumbersome. Under the features of an Annex, the rule states that an Annex should be referred to in the text of the parent document, be lettered alphabetically in capitals in the order in which they appear in the text (a single annex being lettered Annex A), and have their own subject headings. Also the annex(es) should be listed at the close of the parent document and the wording used to identify them being the same as their subject headings. It should have the identifying reference at the top right corner of the first page. This is done for identification and easy retrieval in case of loss or detachment of the annex from the parent document or vice versa (JSWM Chapter 2 para 12).

10. As for Appendices, they refer to supplementary documents that amplify the annex. Appendices are referred to in the text of the parent annex, be numbered consecutively in Arabic numerals (e.g Appendix 1) in the order in which they appear in the text, have their own subject headings. The appendices should be listed numerically at the close of the parent annex and should **NOT** be listed or referred to in the main parent document. The wording used to identify them should be the same as their subject headings and it should have the identifying

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reference at the top of the right corner of its first page. It should be copy-numbered if classified SECRET or above (JSWM Chapter 2 para 13). On the other hand, **Enclosures** are complete documents in themselves and are forwarded with a covering document. Enclosures are referred to in the text of the covering document and listed numerically (for e.g Enclosure 1, Enclosure 2 etc) at the end of the document under the heading 'Enclosure(s)' (JSWM Chapter 2 para 14). Thus, the arrangement at the letter is in this order: Annexes, Appendices (listed in the parent annexes), Enclosures before Distribution.

11. When a Routine Letter has "See Distribution" on the salutation column, it simply means that it has 2 or more addressees. These addressees are to be listed under the heading 'Distribution' after the annexes and enclosures. The term See Distribution is then inserted in the normal addressee position (JSWM Chapter 2 para 15). When it is necessary to ensure that correspondence is seen by a certain individual, the expression 'Attention:.....' is inserted beneath the addressee. In a multiple addressee document, it should be inserted beside the addressee in brackets (JSWM Chapter 2 para 21).

12. In the units, letters are usually signed for commanders as this:

BB BISMAK

Capt
for Comd

However, there may be occasions when a commander or senior staff officer has to personally sign an urgent policy or other important document and he is unavoidably absent. In this circumstance, the document can be signed over the the commander's complete signature block by an officer on his behalf (JSWM Chapter 2 para 24). The word 'for' is written in manuscript against the name of the commander on the

left side of the signature block; e.g

for **GG GOLFA**
 Brig Gen
 Comd

13. The word **DRAFT**, when written at the top of the first page below the security grading or privacy marking, is made bold and not underlined. The reason for not underlining it is not to confuse it with the subject heading (JSWM Chapter 2 para 27).

14. The disclosure of any official information whether classified or not, may nevertheless constitute an offence under the Official Secrets Act Cap 03 (LFN) 2004. Hence, the unauthorized disclosure of a Top Secret information will cause exceptionally grave damage to the nation while the unauthorized disclosure of a Secret information will cause serious injury to the interest of the nation. Furthermore, the unauthorized disclosure of a Confidential information would be prejudicial to the interests of the nation and the unauthorized disclosure of a Restricted information would be undesirable in the interest of the nation (JSWM Chapter 2 para 29 – 34).

15. In Non-operational writing, the Date, Rank, Appointment, Formation and Unit can be abbreviated. The following can also be abbreviated:

- a. Words for which there are commonly accepted abbreviations such as UN, AU, ECOWAS, ADC etc.
- b. The word 'extension' in connection with telephone numbers 'Ext', and 'No' for number, in connection with telephone numbers and copy numbers of documents.

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c. Other words which due to their length and the number of times that they appear in the text waste both the writer's and the typist's time. For example the Nigerian Army College of Education (NACOE) can be explained the first time they appear in the text and written in abbreviation subsequently (Check JSWM Chapter 2 para 60 for further reading).

16. The types of service correspondence that can be generated in the Services are Commanded letters, Directed letters, Routine letters, Formal letters, Demi-official letters and Memoranda. Others are Electronic Short Message, Loose Minutes, Electronic Mail, Signal messages and Minutes of a meeting (JSWM Chapter 3 para 2).

CONTINENTAL GENERAL STAFF SYSTEM (CGSS)

INTRODUCTION

1. The Continental General Staff System (CGSS) which is closely associated with the Manoeuvrist Approach to Warfare (MAW) is used in most armies in the world. The CGSS gives room for elaborate staff contributions to the Commander's decision making process. There are 9 staff branches in the CGSS which are under the direct supervision and control of a Chief of Staff (COS). The Staff Branches which are headed by Deputy Chiefs of Staff (DCOS) are:

- a. G1 – Administration
- b. G2 – Intelligence
- c. G3 – Operations
- d. G4 – Logistics
- e. G5 – Future Plans
- f. G6 – Communication
- g. G7 – Training
- h. G8 – Finance
- i. G9 – Civil – Military Co-operation (CIMIC)

DUTIES OF THE STAFF/CELLS

2. **Chief of Staff.** The following are the duties of the Chief of Staff:
- a. The Chief of Staff (COS) is the most senior staff in the Headquarters and coordinates the work at the main HQ. During Operations, He is at the main HQ and he supervises the G2, G3 and G5 cells directly.
 - b. Initiates staff led estimates.
 - c. Coordinates with the DCOS to ensure the integration of logistics component of the estimate and plan.

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- d. Leads the decision brief.
- e. Orchestrates and coordinates the delivery of orders.
- f. Ensures the dissemination and distribution of orders.
- g. Ensures the production of estimates, like the Surveillance Target Acquisition Plan (STAP), Targeting list, Communication Equipment Information (CEI), Task Orgs, Fragmentation Orders and Contingency Plans.
- h. Works closely with signals and DCOSs on movement of HQ.
- i. Works closely and liaises with combat arms advisers and their staff.
- j. Keeps the Commander informed of the latest situation and remains in the picture to be able to plan ahead.

3. **Deputy Chief of Staff**. The following are the functions of the Deputy Chief of Staff:

- a. Coordinates and works with the COS for the proper functioning of the HQ. Coordinates the HQ work at the rear HQ Brigade Support Group (BSG) and Division Support Group (DSG).
- b. Coordinates Rear Area Security with manoeuvre commander.
- c. Directs supervision of his staff branch.
- d. Initiates Command Service Support (CSS) estimate and plan.
- e. Conducts logistical risk analysis of analyses and management and management of Ops plan.
- f. Prepares the Combat Service Support Orders (CSSO), which forms part of the Operations Orders.
- g. Briefs the Commander on personnel and logistical matters.
- h. Works closely and liaises with CSS Commanders and

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their staff.

- i. Coordination of Orders group, preparation and production of CSSO.

- 4. **G1 Cell.** The following are the responsibilities of the G1 Cell:
 - a. Maintaining and coordinating casualty state.
 - b. Maintaining and coordinating manning state.
 - c. Control and Issue of personnel reinforcement including Battle Casualty Replacement (BCR).
 - d. Protection and coordination of the Prisoners of War (PW) including location of PW cage.
 - e. Management and disposal of stragglers and refugees.
 - f. Coordination of medical staff.
 - g. Liaison with civil and military police including the co-ordination of their efforts.
 - h. Providing close protection for designated high treat personnel.
 - i. Personnel administration and field records.
 - j. Burial and grave registration.
 - k. Population movement control.
 - l. Work closely with specialist branches; chaplains, medical, provost, legal, finance and education.
 - m. Spiritual welfare.
 - n. Recruitment and discharge.
 - o. Ceremonial, medals, welfare and leave.
- 5. **G2 Cell.** The following are the responsibilities of the G2 Cells:
 - a. Maintaining database of adversary.
 - b. Preparing detailed information collection plan.
 - c. Conducts interrogation.
 - d. Prepares trafficability studies
 - e. Compiles intelligence annexes of Operations Order.

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- f. Intelligence and security liaison with other agencies.
- g. Prepares intelligence Preparation of the Battlefield (IPB) and intelligence estimate.
- h. Provides intelligence for psychological operations, deception and counter deception.
- i. Censorship
- j. Security.

6. **G3 Cell.** The following are responsibilities of the G3 Cell:

- a. Manages current operations.
- b. Plans tactical movement.
- c. Coordination of Combat Support.
- d. Watch Keeping
- e. Contingency planning.
- f. Organization and Deployment.
- g. Public information.
- h. Command Control Communication and Intelligence (C3I)
- i. Nuclear, Biological and Chemical related matters.
- j. Operational planning and coordination.
- k. Production of Operations orders.
- l. Deception.
- m. Internal Security.
- n. Liaison duties.
- o. Training policy, preparation and modification.
- p. Tactical doctrine and lessons learnt.
- q. Maintain Order of Battle.
- r. Allocation of Troops for Specific Operations.

7. **G4 Cell.** The following are the responsibilities of the G4 Cells:

- a. Transportation matters.
- b. Administrative and logistical matters.

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- c. Holding and distribution of Combat supplies.
 - d. Holding and commandeering of materiel.
 - e. Catering services.
 - f. Pioneer services.
 - g. Logistics planning for future operations.
 - h. Planning and allotment of accommodation.
 - i. Postal services.
 - j. Real estate construction and management.
 - k. Preparation and issue of Logistics orders.
8. **G5 Cell.** The following are the responsibilities of the G5 Cells:
- a. Contingency planning.
 - b. Situation awareness.
 - c. War-gaming.
 - d. Future operations
 - e. Strategic plan and policy.
9. **G6 Cell.** The following are the responsibilities of the G6 Cells:
- a. Organization and coordination of deployments functions.
 - b. Control, management and operation of electromagnetic spectrum.
 - c. Information management.
 - d. Procurement, planning and coordination of electromagnetic requirements.
10. **G7 Cell.** The following are the responsibilities of the G7 Cell:
- a. Doctrine development and review
 - b. Exercises.
 - c. Lessons learnt.
 - d. Development of manuals.

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11. **G8 Cell:** The following are the responsibilities of the G8 Cell:
- a. Forecast and collection of demands.
 - b. Budgeting.
 - c. Finance.
 - d. Accounts.
 - e. Internal auditing.
12. **G9 Cell.** The following are the responsibilities of the G9 Cell:
- a. Forecasting.
 - b. Humanitarian CIMIC policies.
 - c. Peace building.
 - d. Quick impact project management.
 - e. Cultural awareness.
 - f. Media relations.
 - g. Liaison with civil organizations.
 - h. Negotiations, Memoranda of Understanding (MOU), Status of Force Agreements (SOFA), customs, taxes, etc.
 - i. Negotiation for CIMIC projects.

THE BASIC RULES OF DOCUMENT SECURITY

13. The basic rules of document security are:
- a. Classify correctly.
 - b. Keep classified papers to a minimum.
 - c. Ensure that papers are easily traceable.
 - d. Ensure that checks will reveal losses.
 - e. Prevent unauthorized access.
 - f. Ensure that the staff knows the rules.

NAEC TECHNOLOGICAL INNOVATION

1. The NAEC demonstrated technological in the production of the Outdoor/Outside Broadcasting Van (OB VAN) in the NAEC inventory.

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The equipment is the Electronic Field Production (EEP) of television or radio programmes (typically to cover television news and sports, EX and events) from a mobile remote broadcast television studio. Professional video camera and microphone signals come into the production van for processing, recording and possibly transmission. The mobile Production Control Room (PCR) is known as a “production van” Scanner/Mobile unit. Other details of the OB VAN include the following:

a. **Functions of the OB VAN.** The functions of the OB VAN are categorized into War time and Peace time roles as follows:

(1) **War Time Roles.**

- (a) Documentations of war events.
- (b) Coverage of enemy action after forward line.
- (c) Coverage of activities at observation post.

(2) **Peace Time Roles.**

- (a) Coverage of military exercise.
- (b) Coverage of training conferences.
- (c) Production of training films/aid manual.
- (d) Production of video/audio tapes.
- (e) Simulation & animation for battle map marking & computer gaming system.
- (f) Design, develop materials/tools for training.

b. **Year of Production.** The OB VAN was produced in the year 1994.

c. **Key Components of the OB VAN.** T h e k e y
components of the OB VAN are as follows:

- (1) Drones.
- (2) Cameras.
- (3) Video mixer.
- (4) A complete set of inverter.
- (5) Inverter AC.
- (6) CCTV cameras.
- (7) Generator.
- (8) Coloured printer etc.

CHAPTER SEVEN

SAMPLE QUESTIONS

QUESTIONS AND ANSWERS ON EDUCATIONAL PSYCHOLOGY

1. What is the origin of the word psychology?
 - a. The word 'Psychology' is derived from two Greek words, 'Psyche/ Psycho and 'Logos'. Psyche means 'soul/ mind' and 'Logos' means 'science/ Study'. Thus psychology was first defined as the 'science/study of the soul/ mind’.

2. What is the concept of Education?

Education is the transmission of the ideals of a society from one generation to the other. Education is from a Latin word “Educare” and “Educere” meaning to lead out or to bring out. Education therefore, is bringing someone out of the dark cave of ignorance to the limelight of knowledge.

3. What is the relationship between Education and Psychology?
 - a. Education is the modification of behaviour in a desirable direction or in a controlled environment and psychology is the study of behaviour or science of behaviour. To modify the behaviour or to bring about some changes in the behaviour it is necessary to study the science of behaviour. Thus, education and psychology are logically related.

4. Why is Educational Psychology an applied science?
 - a. It is the application of psychological principles in the field of education. By applying the principles and techniques of psychology, it tries to study the behaviour and experiences of the students.

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5. What is Educational Psychology?
 - a. Educational Psychology is the application of psychological principles and techniques in the field of Education.
 - b. Educational psychology is the branch of psychology which deals with teaching and learning.
 - c. Educational psychology describes and explains learning experience of an individual from birth to old age.
 - d. Educational psychology is the science of education.
 - e. Educational psychology is the study of psychological aspects of educational situations.
 - f. Educational psychology is the study of educational growth and development.
6. A relatively permanent change in behavior, skills and knowledge is _____.
 - a. Learning.
7. When a previously reinforced behaviour no longer attract reinforcement, the learned behaviour gradually diminishes. This process is called _____.
 - a. Extinction.
8. Mention 4 techniques used in behaviour modification.
 - a. Reinforcement.
 - b. Punishment.
 - c. Flooding.
 - d. Systematic desensitization.
 - e. Aversion therapy.
 - f. Extinction.
 - g. Implosive therapy.
 - h. Cognitive restructuring.

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- i. Shaping.
 - j. Fading.
9. List the 2 types of Motivation.
- a. Intrinsic Motivation.
 - b. Extrinsic Motivation.
 - c. Conscious Motivation.
 - d. Unconscious Motivation.
10. The quantitative increase in height, weight and size is referred to as _____
- a. Growth.
11. Mention 5 factors that affect learning.
- a. Motivation.
 - b. Attention.
 - c. Readiness.
 - d. Ability of the learner/ level of intelligence.
 - e. Level of aspiration of the learner.
 - f. Health condition of the learner.
 - g. Maturation of the learner.
 - h. Methods of learning.
 - i. Over learning.
 - j. Conducive Atmosphere.
12. List 5 Principles of Growth and Development.
- a. Development is Continuous.
 - b. Development is Gradual.
 - c. Development is Sequential.
 - d. Rate of Development Varies from Person to Person (Differentiated Principle).
 - e. Development Proceeds from General to Specific.

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- f. Growth and Development is a Product of Both Heredity and Environment.
 - g. Development is Predictable.
 - h. There is a Constant Interaction between All Factors of Development.
 - i. Cephalocaudal Principle (head to tail).
 - j. Proximodistal principle.
13. Are all behaviours learned? Yes/No and why?
- a. No. involuntary behaviours like blinking when an object gets close to eyes are not learned.
 - b. N/B only No as an answer should attract half mark.
14. Educational Psychology is composed of 2 fields of study namely _____ and _____
- a. Education and Psychology.
15. Mention the 2 types of Reinforcements.
- a. Positive Reinforcement.
 - b. Negative Reinforcement.
16. _____ is when an officer has the drive to read in order to pass a promotion examination.
- a. Extrinsic Motivation.
17. _____ is the application of a stimulus or removal of a stimulus to decrease/ reduce the frequencies of an undesirable behaviour.
- a. Punishment.
18. The factors affecting growth and development are categorized into 2, namely _____ and _____
- a. Hereditary.
 - b. Environmental Factors.

19. Mention 3 Post Natal stages of growth and development.
- Infancy stage.
 - Toddler.
 - Childhood.
 - Adolescence.
 - Adulthood.
20. What is the relevance of Educational psychology to an instructor?
- To understand the Stages of Development.
 - To Know the Learner.
 - To Understand the Nature of Classroom Learning.
Educational Psychology helps the teacher to adapt and adjust his teaching according to the level of the learners.
 - To Understand the Individual Differences.
 - To Solve Classroom Problems.
 - To develop Necessary Skills and Interest in Teaching.
Educational psychology helps the teacher to acquire and develop necessary qualities and skills to deal with the problems created by the pupils, maintain a healthy atmosphere in the classroom and show concern regarding the progress of the child.
 - To Understand Effective Methods of Teaching:
Educational Psychology has discovered several new approaches, principles, methods and techniques of teaching which are very helpful in today's teaching-learning process.
 - To Understand the Influence of Heredity and Environment on the Child.
 - To Understand the Mental Health of the Child.
 - To Understand the Procedure of Curriculum Construction.
 - To Provide Guidance and Counselling.

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- l. Understand Principles of Evaluation and Assessment.
- m. To inculcate Positive and Creative Discipline.
- n. To Know yourself.
- o. Educational Psychology Helps in Professional Growth, Changing Attitude and Innovative Thinking.

21. Mention 5 other branches of psychology aside Educational Psychology.

- a. Clinical psychology.
- b. Cognitive psychology.
- c. Developmental psychology.
- d. Evolutionary psychology.
- e. Forensic psychology.
- f. Health psychology.
- g. Neuropsychology.
- h. Occupational psychology.
- i. Social psychology.
- j. Industrial psychology.
- k. School psychology.
- l. Adolescent psychology.
- m. Developmental psychology.
- n. Environmental psychology.

22. _____ is when a desirable event or reward is presented as a consequence of a desirable behavior in order to increase its manifestation.

- a. Positive reinforcement.

23. When an activity is desired and engaged in because it is inherently interesting or enjoyable, it is called _____

- a. Intrinsic motivation.

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24. _____ is when the rate of a behavior increases because an aversive event or stimulus is removed or prevented from happening.
a. Negative reinforcement.
25. Who is the founder of Classical Conditioning Theory of Learning?
a. Ivan Pavlov.
26. The experiment in classical Conditioning Theory of Learning was carried out on _____
a. Dog.
27. _____ is a stimulus or trigger that elicits an automatic response.
a. Unconditioned stimulus.
28. _____ is a stimulus that doesn't initially elicit or trigger a response on its own.
a. Neutral stimulus.
29. _____ is an automatic response or a response that occurs without thought when an unconditioned stimulus is presented.
a. Unconditioned response.
30. _____ is a response that is elicited by a conditioned stimulus.
a. Conditioned response.
31. Mention 2 pre-natal stages of growth and development.
a. Germinal Stage (Zygotic stage).
b. Embryonic stage.
c. Fetal stage.
32. The application of knowledge learned in one setting or for one purpose to another setting and/or purpose is called _____
a. Transfer of Learning.

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33. When learning in one context improves learning or performance in another context this is called _____
a. Positive Transfer of Learning.
34. when previous learning or experience inhibits or interferes with learning or performance in a new context, it is called _____
a. Negative transfer of learning.
35. What is behaviour modification?
a. It is the technique and process of changing an undesirable behaviour to a desirable one.
36. Outline the Psychosexual stages of development.
a. Oral Stage.
b. Anal stage.
c. Phallic stage.
d. Latency stage.
e. Genital stage.
37. The last post- natal stage of growth and development is _____
a. Adulthood Stage.
38. What is the first post-natal stage of growth and development?
a. Infancy Stage.
39. _____ is the stage of development when the genital organs reach maturity and secondary sex characteristics begin to appear, signaling the start of adolescence.
a. Puberty.

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40. Outline 5 secondary sex characteristics of an adolescent girl.
- Enlargement of breasts and erection of nipples.
 - Growth of body hair, most prominently underarm and pubic hair.
 - Widening of hips.
 - Elbows hyperextend 5–8° more than male adults.
 - Upper arms approximately 2 cm longer, on average, for a given height.
 - Labia minora, the inner lips of the vulva, may grow more prominent and undergo changes in color with the increased stimulation related to higher levels of estrogen.
41. Outline 5 male secondary sex characteristics in adolescence stage.
- Growth of body hair, including under arm, abdominal, chest hair and pubic hair.
 - Growth of facial.
 - Enlargement of larynx (Adam's apple) and deepening of voice.
 - Increased stature; adult males are taller than adult females, on average.
 - Heavier skull and bone structure.
 - Increased muscle mass and strength.
 - Broadening of shoulders and chest; shoulders wider than hips.
 - Increased secretions of oil and sweat glands.
42. _____ is the drive to achieve set goals.
- Motivation.
43. Who is the founder of Operant Conditioning Theory of Learning?

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- a. B.F. Skinner.
44. What is the first pre-natal stage of growth and development?
- a. Germinal stage (zygotic stage)
45. The principle of growth and development that states that growth and development starts from the head towards the tail region is called_____
- a. Cephalo-caudal Principle.
46. The principle of growth and development that states that parts of the body that are closer to the body mature and develop first before those at the periphery is_____
- a. Proximodistal Principle.
47. In behaviour modification,_____ is used to increase the frequencies of desirable behaviours and _____ is used to decrease the frequencies of undesirable behaviours.
- a. Reinforcement.
 - b. Punishment.
48. In Classical Conditioning Theory of learning, 'the bell' is referred to as _____ stimulus.
- a. Neutral Stimulus.
49. List the 2 types of behaviour in Operant conditioning Theory of Learning.
- a. Respondent behaviours (i.e Involuntary).
 - b. Operant behaviours (i.e voluntary).
50. In Operant Conditioning Theory of Learning, the experiment was carried out on _____ in a box called _____

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- a. Rats.
- b. Skinner Box.

N/B one answer carries half mark.

QUESTIONS AND ANSWERS **ON CURRICULUM STUDIES**

1. What do you understand by the term "curriculum"?

Answers

- a. Curriculum is what happens to the students in school as a result of what the teachers do. Curriculum includes all of the experience of students for which the school accepts responsibility.
- b. Curriculum is the planned composite effort of any school to guide students toward predetermined learning outcomes.
- c. Curriculum is a structured series of intended learning outcomes.
- d. It is a reconstruction of knowledge and experience systematically developed under the auspices of the school to enable the learner to increase his control of knowledge and experience.

2. Mention all the steps in which the curriculum could be broken down.

Answers

- a. Syllabus.
- b. Scheme of work.
- c. Unit plan.
- d. Lesson plan/note.
- e. Class activities.

3. Enumerate five (5) types of curriculum.

Answers

- a. Subject-centered curriculum.

- b. Broad-field or integrated curriculum.
- c. School based curriculum.
- d. Activity-based curriculum.

4. What do you understand by the term hidden curriculum?

Answers

- a. Hidden curriculum refers to unofficial, unwritten curriculum of a school which cannot be found on the time table.
- b. Hidden curriculum represent social training and messages which school environment transit to students.

5. Identify three (3) major tasks of curriculum design/development.

Answers

- a. Planning the outline of the training activities/programme.
- b. Preparing both human and material resources.
- c. Bringing out the implementation strategies/methodologies.

6. Mention five (5) factors to be considered during curriculum design/development.

Answers

- a. Contemporary life outside the school environment.
- b. Manpower needs.
- c. Needs of the learner.
- d. Nature of the subject matter.
- e. Facilities and equipment.

7. Mention five (5) factors influencing curriculum design/development in Nigeria.

Answers

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- a. National policy on education.
- b. Human and material resources.
- c. Parents.
- d. Influential people in the society.
- e. Universities, colleges, manufacturing industries etc.
- f. Examination bodies.
- g. Regulatory bodies.
- h. Time-table.

8. List the five components/elements of curriculum design/development.

Answers

- a. Situational analysis/need analysis.
- b. Objectives.
- c. Content.
- d. Methods/procedures.
- e. Evaluation.

9. Mention at least five (5) agencies responsible for curriculum design/development in Nigeria.

Answers

- a. Nigerian Educational Research and Development Council (NERDC).
- b. Curriculum units of federal and state ministries of education.
- c. National Teachers' Institute (NTI).
- d. Examination bodies such as WAEC, NECO, NBTE, NTI, etc.
- e. Regulatory bodies such as NUC, NCCE, NBTE, TRCN etc.
- f. Faculty of Education of universities.
- g. Subject and discipline associations such as STAN, NBA, NMA, MAN etc.

11. State four (4) interrelationship of steps in curriculum design/development.

Answers

- a. Objectives.
- b. Selection of learning experiences.
- c. Organization of learning experience.
- d. Evaluation.

12. What is a Curriculum Model?

Answers

- a. Curriculum Model is defined as a framework or plan of action for designing the structured set of learning experience.
- b. Curriculum development model can be described as a method of showing the relationship amongst the curriculum elements in the curriculum design/development process.

13. State the three (3) prominent categories of curriculum design/development model.

Answers

- a. Objectives model.
- b. Interactive model.
- c. Process model.

14. Mention four (4) prominent curriculum design/development model you know.

Answers

- a. Tylers' linear model.
- b. Wheelers' cyclical model.
- c. Kerrs' model.
- d. Skillbecks' model.

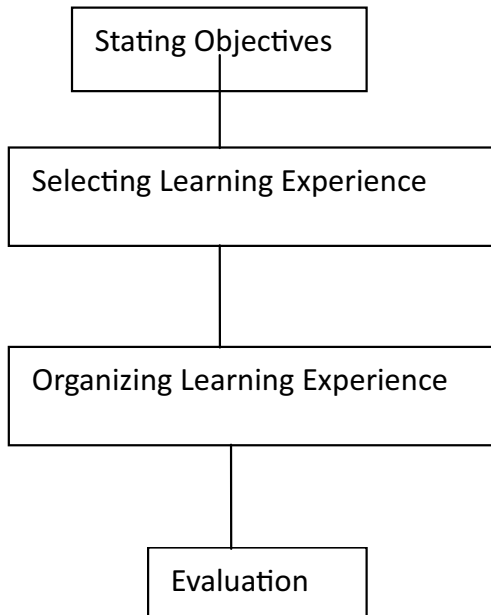
15. Enumerate four (4) fundamental questions of Tylers' objective model.

Answers

- a. What educational purposes should the school seek to attain?
- b. What educational experiences can be provided that are likely to attain these purposes?
- c. How can these educational experiences be effectively organized?
- d. How can we determine whether these purposes are being attained?

16. With the aid of diagram state the linear model of Tylers' objective model.

Answers



17. Identify all the curriculum elements of wheelers' cyclical model.

Answers

- a. Aims and objective.
- b. Learning experience.
- c. Selection of content.
- d. Organization and integration of learning experience.
- e. Evaluation.

18. Mention all the five (5) stages of Skillberk curriculum design/development model.

Answers

- a. Situation analysis.
- b. Goal formation.
- c. Programme building.
- d. Interpretation and implementation.
- e. Monitoring, feedback, assessment and reconstruction.

19. State two (2) advantages of adopting/adapting the objective model of curriculum design.

Answers

- a. Provide clear direction and guide for the entire process to the curriculum design.
- b. The model is simple and easier to adopt/adapt by curriculum designers.

20. State two (2) disadvantages of adopting/adapting objective model of curriculum design/development.

Answers

- a. Sources of curriculum objectives are not properly explained.
- b. The model cannot account for many complex outcome of learning since what is learnt and the process of learning

cannot always be so predictable.

21. State five (5) criteria for defining and selecting appropriate objective during curriculum development process.

Answers

- a. Social adequacy.
- b. Appropriateness.
- c. consistency and non-contradiction.
- d. Unambiguity.
- e. Behaviouristic intervention.
- f. Replacement
- g. Feasibility

22. Mention at least three (3) goals of curriculum development.

Answers

- a. To draw out, cultivate and inspire full development of a learner.
- b. To create an atmosphere in which students will learn to think, seek truth, solve problems and develop the power of thought.
- c. To develop the character or student integrity, honesty, judgment, cooperation, friendliness and good character.
- d. Prepare men and women for citizenship in a democratic society.
- e. To create community of scholars with research curiosity, free inquiry and discovery of advance knowledge.
- f. To meet the needs not only of more students but students with a wide range of ability, aptitude and interest.

23. Identity five (5) principles for constructing curriculum.

Answers

- a. Curriculum should be student-centred.

- b. The curriculum should provide a fullness of experiences for students.
- c. The curriculum should be flexible.
- d. should be able to develop a rationale outlook.
- e. Should be able to promote social justice, democratic values and national integration.
- f. Should be related to life needs and aspiration of the people.

24. What are the essential elements for stating behavioural objectives during curriculum implementation?

Answers

- a. The objectives should be stated in observable behavioural terms which will help in identifying whether learning has taken place or not.
- b. The condition under which the behaviour is expected should be specific.
- c. The criteria for acceptable performances should equally be stated.

25. State four (4) advantages of stating behavioural objectives during curriculum implementation.

Answers

- a. Help to identify the behaviour to be changed.
- b. Increase inter-school and intra-school communication.
- c. Direct instructional activities.
- d. Provide meaningful basis for evaluation.

26. What are the three (3) important factors to take into account when stating behavioural objectives during curriculum implementation?

Answers

- a. Affective domain.
- b. Cognitive domain.
- c. Psychomotor domain.

27. Differentiate between instructional objectives and expressive objectives in curriculum studies.

Answers

Instructional objectives specify what type of behaviour a student is expected to acquire during implementation of the curriculum, on the other hand expressive objectives do not determine the expected terminal behaviour of a learner during curriculum implementation.

28. Enumerate five (5) principles of curriculum development.

Answers

- a. The curriculum should fit the student rather than the student fit the curriculum.
- b. It should begin where the students and teachers are.
- c. Should involve group effort and give opportunity for all.
- d. Should make use of recent research findings and discoveries.
- e. Should go with contemporary issues and accept changing situation in the society.

29. State five (5) factors affecting curriculum planning.

Answers

- a. Sources of curriculum objectives.
- b. The learners.
- c. Cultural demands.
- d. Political situation.
- e. Economic realities.

30. Mention four (4) models of curriculum innovation.

Answers

- a. Research, development and diffusion model.
- b. Social interaction model.
- c. Problem solving model.
- d. Linkage model.

31. State at least five (5) contributions of subject/discipline association to curriculum development in Nigeria.

Answers

- a. They conduct research in relevant areas that needed some input.
- b. They publish books, magazines, produce journals and other instructional materials.
- c. They organize workshops, seminars and conferences in relation to curriculum innovation.
- d. Create a forum for suggestions, discussions and exchange ideas among curriculum experts.
- e. They pressurize practitioners and institutions to implement new ideas in their respective curriculum.

32. Differentiate between broad-field or integrated curriculum and core curriculum.

Answers

- a. Broad-field or integrated curriculum is a compartmentalization and atomization of separate subjects/disciplines while core curriculum is a curriculum for compulsory subject which every student must offer in addition to his/her specialization.
- b. Example of broad/field curriculum is a curriculum for subjects such as basic science and technology, social studies, business studies among others, on the other hand core

curriculum are curriculum for subject such as English language and mathematics.

33. What are the factors to be put into consideration during curriculum implementation?

Answers

- a. Objective of the lesson at hand.
- b. Student preparedness.
- c. Individual differences.
- d. Systematic/gradient.
- e. Use of varieties of instructional materials.
- f. Relevance of the learning contents.

34. Enumerate the characteristics of a good lesson plan.

Answers

- a. General information.
- b. Behavioural objectives.
- c. Previous knowledge.
- d. Introduction.
- e. Presentation.
- f. Evaluation.

35. What are the importance of lesson planning to a teacher during curriculum implementation?

Answers

- a. Keeps the teacher on track.
- b. It is essential for effective teaching.
- c. It is systematic and orderly.
- d. Helps the teacher to delimit the teaching field.
- e. It encourages appropriate choice of learning procedures.
- f. Another teacher could use the plan to teach in the

absence of the main teacher.

- g. It serves as an unplanned curriculum.
- h. It gives teacher confidence and freedom.

36. Mention the four (4) minimum essentials that a daily lesson plan should contain for effective curriculum implementation.

Answers

- a. Objectives of the lesson.
- b. Activities during instructional process.
- c. Instructional materials relevant to the lesson.
- d. Evaluation of what has been taught to the students.

37. Differentiate between syllabus and scheme of work.

Answers

- a. A syllabus is a yearly activity while scheme of work is a weekly activity.
- b. A syllabus contains learning activities to be learnt in a session while scheme of work is a breakdown of the learning activities to be learnt by students in a week.

38. What do you understand by the term behavioural objectives during curriculum implementation?

Answers

It is an intended behavioural outcome of a lesson plan or statement of specific behaviour which the teacher expects his student to demonstrate at the end of the lesson.

39. Mention five roles of curriculum materials during learning process.

Answers

- a. Stimulation of learners' interest.
- b. Making teaching and learning more productive.

- c. Taking care of large number of learners.
- d. Make learning real and concrete.
- e. Help to individualize instruction.

40. Enumerate five (5) criteria for selecting curriculum materials.

Answers

- a. Instructional objectives.
- b. Availability.
- c. Practicability.
- d. Characteristics of curriculum materials.
- e. Instructional resources.
- f. Learner characteristics.

41. Mention five (5) qualities of good curriculum materials.

Answers

- a. Appropriateness of the age of the learner.
- b. Relevance.
- c. Simplicity in presenting essential details.
- d. Adequacy of size.
- e. Interest of the learner.
- f. Durability.
- g. Simplification of concept.

42. List at least five (5) examples of curriculum materials.

Answers

- a. Textbooks.
- b. Graphic materials.
- c. Charts.
- d. Motion pictures.
- e. Television.
- f. Projected and electronic materials.
- g. Models and mock-ups.

j. Projector.

43. Identify five (5) factors influencing curriculum innovation/change.

Answers

- a. Change in social value or belief.
- b. Change in the nature of knowledge or content of learning activities.
- c. Change in the learning process.
- d. Change in system of education.
- e. Change necessitate by feedback from curriculum education.

44. State three advantages of curriculum change.

Answers

- a. Provides opportunity for training and re-training of curriculum implementers.
- b. It solve fundamental problems associated with curriculum implementation.
- c. Materials and prototypes are produced by specialist and experts as a result of change in curriculum.

45. What are the important questions normally asked by experts during curriculum development/modification?

Answers

- a. What are the goals of the nation?
- b. What should be the educational policy of the nation?
- c. What knowledge should be learnt?
- d. What are the students' needs?
- e. What is necessary for the progress of the nation?
- f. What skills do people expect from education?

46. State at least five (5) importance of good communication during curriculum implementation.

Answers

- a. Learning is facilitated easily.
- b. Learners are enthusiastic.
- c. It engenders spirit of competition among learners.
- d. Learning is made simple and attractive.

47. What are the six factors to consider in the selection of learning experiences by curriculum developers?

Answers

- a. Validity and significance of content.
- b. Consistency with social reality.
- c. Balance of breadth and depth of experience.
- d. Provision for a wide range of objectives.
- e. Learnability and adaptability of experience to the life of students.
- f. Appropriateness to the needs and interest of learners.

48. Identify the three (3) classification of goals and objectives in curriculum planning.

Answers

- a. Broad goals or purposes.
- b. General or specific objectives.
- c. Behavioural objectives.

49. State four (4) disadvantages of using behavioural objectives to plan curriculum.

Answers

- a. They are sometimes simplistic, human behaviour is more than some of its parts.
- b. They disregard the interrelatedness of human activity.

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- c. They frequently limit choice by removing or prohibiting alternatives.
- d. They limit concurrent learning in the classroom.

50. What are the six (6) factors to consider in adopting curriculum at classroom level?

Answers

- a. Determining the teaching tasks and students outcomes.
- b. Matching objectives to student activities.
- c. Designing the instructional process.
- d. Delivering the planned curriculum.
- e. Using feedback to analyze curriculum and instruction.
- f. Adjusting instructional process to the level of students.

51. Give the six (6) Cognitive level of Bloom's taxonomy used for cognitive development during curriculum implementation.

Answers

- a. Knowledge.
- b. Comprehension.
- c. Application.
- d. Analysis.
- e. Synthesis.
- f. Evaluation.

52. What are the three (3) factors to consider for effective implementation of curriculum?

Answers

- a. The instructional objective.
- b. The learners (students) and group size.
- c. The learning/training environment.
- d. The learning activities (content).

53. Identify five (5) steps to be taken into consideration in procuring curriculum materials.

Answers

- a. Analysis of the material need of the school.
- b. Study of the sources of curriculum materials to plan for procurement.
- c. Preparation of educational specification for each curriculum material recommended.
- d. Involvement of curriculum experts in material planning, selection, utilization and evaluation to design or advice on each separate material based on approved specification.
- e. Procurement of curriculum materials either directly or by partnership or by improvisation.
- f. Making available the curriculum materials for use during instructional process.

54. Mention five (5) criteria for acceptability of curriculum materials.

Answers

- a. Legitimacy of the document.
- b. Credibility of the developer.
- c. Specification of intended learners.
- d. Specification of intended users.
- e. Specification of document purpose.

55. Give at least five (5) purpose of curriculum evaluation.

Answers

- a. To discover whether the designed curriculum is producing the desired results or not.
- b. To identify the strengths and weaknesses of the curriculum.
- c. To validate and match the learning objectives and

outcomes.

- d. To serve as basis for innovating the curriculum for programme improvement.
- e. To assist evaluators to draw conclusions and furnish data that will support decision making.

56. State the five (5) criteria for curriculum evaluation.

Answers

- a. Meaning.
- b. Potentiality.
- c. Conditionality.
- d. Judgment.
- e. Process.

57. Enumerate six (6) phases of curriculum evaluation.

Answers

- a. Determination of a phenomena to be evaluated.
- b. Collecting the needed information.
- c. Organization of the information.
- d. Organizing information.
- e. Analyzing information.
- f. Reporting the information.
- g. Recycling the information.

58. Identify five (5) types of curriculum evaluation.

Answers

- a. Initial/diagnostic/recursive evaluation.
- b. Formative evaluation.
- c. Summative evaluation.
- d. Longitudinal evaluation.
- e. Illuminative evaluation.

59. What are the five (5) appraisal techniques used for evaluating curriculum.

Answers

- a. Paper and pencil test.
- b. Direct observation.
- c. Indirect observation.
- d. Interview.
- e. Questionnaire.
- f. Note based method.
- g. Short discussion method.

60. What do you understand by the term evaluation models?

Answers

- a. Evaluation models are described as procedures used for structuring and organizing thought for making complex phenomena less complex.
- b. it is a framework that assist an expert or evaluator in the act of planning, implementing and evaluating curriculum.

61. State the seven (7) categories of evaluation models proposed by curriculum scholars.

Answers

- a. Behavioural objectives model.
- b. Decision making model.
- c. Models that place premium on valuing.
- d. portraiture model.
- e. Illuminative model.
- f. Goal free model.
- g. Quantitative and Qualitative model.

62. Mention at least five (5) curriculum scholars belonging to behavioural objectives model of evaluation camp.

Answers

- a. Ralph Tyler (1949).
- b. D.K Wheeler (1967).
- c. J.K Kerr (1968).
- d. Taba and Hieda (1962).
- e. Donald Kirkpatrick (1998).
- f. W Popham (1975).

63. List the four (4) names of curriculum scholars belonging to decision making models.

Answers

- a. Stufflebean (1983).
- b. Malcolm Provus (1971).
- c. Lee Croubuch (1963).
- d. Parleh and Hamilton (1976).

QUESTIONS AND ANSWERS ON COMPUTER APPRECIATION

1. Who is the father of Computer?
2. How many generations of computers are there?
3. An electronic device used for storing, processing and analyzing data to generate an output is called a ___
4. Where does the processing in a computer take place?
5. List the three basic components of a CPU
6. Which programming languages are classified as low level languages?
7. List the two (2) basic components of a computer
8. Machine language is composed of ___
9. A set of instructions for a computer used to achieve a task is called ___
10. Define debugging?
11. What is a compiler?
12. What is an assembler?
13. List the three (3) levels of programming language in a computer
14. The physical features that can be seen and touched in a computer are called ___
15. How many classes of these physical features in the question above exist? List them.
16. What is an operating system?
17. What is application software?
18. A program that can analyze and execute a program line by line is ___
19. What is a programming language?
20. List six (6) programming language you know
21. List four (4) components of Microsoft Office Software Package
22. What is an input device?
23. What is an output device?
24. List five (5) input devices of a computer
25. List five (5) output devices of a computer

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26. A digital mouse generally has three (3) buttons. List them.
27. The main output device that displays the information or data in pictorial or text form is called ____
28. An input device modeled after the typewrite which uses an arrangement of buttons or keys is called ____
29. List five (5) examples of operating software
30. List five (5) examples of application software
31. ROM stands for ____
32. RAM stands for ____
33. ALU stands for ____
34. UPS stands for ____
35. HDD stands for ____
36. USB stands for ____
37. CPU stands for ____
38. GUI stands for ____
39. LAN stands for ____
40. WAN stands for ____
41. HTML stands for ____
42. URL stands for ____
43. ICT stands for ____
44. WWW stands for ____
45. PSU stands for ____
46. HDMI stands for ____
47. The two (2) types of computer memory are ____ and ____
48. Abacus is the first ____
49. ____ is a special key combination that is used to call a function to make writing tasks easier.
50. To save a document in Microsoft word, what special keys are used in combination?
51. Ctrl + P is used in Microsoft word for ____
52. Ctrl + B is used in Microsoft word for ____
53. Ctrl + U is used in Microsoft word for ____

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54. Ctrl + N is used in Microsoft word for ___
55. The basic computer architecture was developed by ___
56. In Microsoft Excel, which operator is used to enter a formula in a cell?
57. An area in a spreadsheet where data can be entered is called ___
58. Security Classification in Nigerian Army documents is typed on the top and bottom parts in Microsoft word. What are they called?
59. Which Microsoft Office Software is used for typing Nigerian Army documents?
60. What are the hotkeys on a keyboard called?
61. How are data organized in Microsoft Excel?
62. A software program that allows one to access sites on the internet is called ___
63. Times New Roman, Cambria, Arial, Comic Sans are examples of ___
64. To center a selected text, the combination of special keys or shortcut keys to be used is ___ + ___
65. To copy a selected text, the combination of special keys or shortcut keys to be used is ___ + ___
66. To align a selected text to the left, the combination of special keys or shortcut keys to be used is ___ + ___
67. To select all text in a document, the combination of special keys or shortcut keys to be used is ___ + ___
68. ___ is a software used to prevent, scan, detect and delete viruses from a computer.
69. What is a storage device?
70. SSD stands for ___
71. The main printed circuit board in a computer that serves as the central communications backbone connectivity point through which all components and external peripherals connect is called ___
72. Mention five (5) components of a motherboard
73. What is the full meaning of CMOS?

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74. What is a CD-ROM?
75. The program that starts a computer up is called ____
76. Differentiate between 'save' and 'save-as'
77. What do you understand by backward compatibility?
78. RAM is hardwired and cannot easily be reprogrammed. True or False.
79. Briefly explain what a backup is?
80. Computer manipulate data in many ways. This manipulation is called ____
81. Unwanted messages like unsolicited bulk e-mails are called ____
82. A computer cannot boot if it does not have an ____ system
83. ISP stands for ____
84. The act of copying data from one computer to another over the internet is called ____
85. An application used to access the internet is called ____
86. Mention five (5) examples of application used to access the internet
87. The address bar in a web browser is used to ____
88. When you receive an email, it appears in your ____
89. In an email, a brief description on what the email is about is typed in ____
90. A file attached to an email is called ____
91. A feature of Microsoft word that saves a document automatically after a certain interval is called ____
92. The change case feature on Microsoft word is used to ____
93. The Microsoft office software that is used to create audio-visual presentation is called ____
94. A spreadsheet software application that comes with the Microsoft office software bundle is called ____
95. By default, all pages bear the same header and footer with the exception of page number. True or False
96. The options Portrait and Landscape is under page rotation. True

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or false

97. Word processing is a term used for ____, ____, ____ and ____ a text document.

98. The background document of Microsoft word document is always grey or ash. True or False

99. The side bar in Microsoft PowerPoint that is displayed by the left and is used to view each slide of a presentation as a thumbnail is called

100. In a Microsoft Excel document, the workbook is a collection of related worksheets. True or False.

ANSWERS TO COMPUTER QUESTIONS

1. Charles Babbage.
2. There are five (5) generations of computers.
3. Computer.
4. Central Processing Unit (CPU).
5. Arithmetic and logic Unit (ALU), Control Unit, and Main Storage.
6. Assembly Language.
7. Hardware and Software.
8. Binary numbers OR zeros (0s) and ones (1s).
9. Program.
10. Debugging is the process of finding and removing errors in a computer.
11. A compiler is a program that converts or process high level programming language to machine language.
12. An assembler is a program that converts assembly language to machine language.
13. Machine language, Assembly language and High-level language.
14. Hardware devices.
15. Two (2) classes. Input devices and Output devices.

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16. An operating system is defined as a system software that manages computer hardware and software resources and provides common services for the computer programs.
17. Application software or program is a computer program designed to carry out specific task other than one relating to the operation of the computer itself, typically to be used by end-users.
18. Interpreter.
19. A programming language is a vocabulary and set of grammatical rules for instructing a computer or computing device to perform specific tasks.
20. Python, Java, C++, C, COBOL, Ruby, Fortran, Pascal, BASIC, Ada, JavaScript, HTML, CSS, C#, Swift, SQL, Perl, Objective-C, Scala, Kotlin, Lisp, MATLAB, Prolog.
21. Word processor (Microsoft Word), A spreadsheet program (Microsoft Excel), Presentation program (Microsoft PowerPoint), Email clients (Microsoft Outlook), Database management system (Microsoft Access), Microsoft One-Note and a desktop publisher app (Microsoft Publisher).
22. An input device is any hardware device that sends data to a computer.
23. An output device is any hardware device that converts processed data into audio or visual form.
24. Keyboard, Mouse, Joystick, Light Pen, Track Ball, Scanner, Graphic Tablet, Microphone, Magnetic Ink Card Reader (MICR), Optical Character Reader (OCR), Bar Code Reader, Optical Mark Reader, Camera, Video Capture Hardware, Gamepad, Webcam, Electronic Whiteboard, Punch Card Reader, Magnetic Tape Reader.
25. Printer, Monitor, Loudspeaker, Plotter, Projector, Headphones, Sound Card, Video Card, Visual display Unit.
26. Left button, Right button and wheel or center button.
27. Monitor.
28. Keyboard.
29. Windows 98, Windows 99, Windows NT, Windows XP, Windows

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NT, Windows XP, Windows 7, Windows 8, Windows 8.1, Windows 10, Mac, Linux, Ubuntu, PlayStation System Software, Xbox System Software, Nintendo System Software.

30. Word processor, Spreadsheet, Web browser, Media Player, VLC media player, Firefox, Google Chrome, Photo Editor, Video Games, WhatsApp, Adobe PDF Reader, Adobe Photoshop, Microsoft Excel, Microsoft Word, Microsoft PowerPoint, Microsoft OneNote, Skype, CorelDRAW, MySQL, Python, Adobe Illustrator, Matlab, iTunes, AutoCad, WinZip, WinRar, 7-zip, Windows Media Player, Facebook, Netflix.

- | | |
|--|-------------------------------|
| 31. Read Only Memory. | 32. Random Access Memory. |
| 33. Arithmetic and Logic Unit. | |
| 34. Uninterrupted Power Supply. | |
| 35. Hard Disk Drive. | 36. Universal Serial Bus. |
| 37. Central Processing Unit. | 38. Graphical User Interface. |
| 39. Local Area Network. | 40. Wide Area Network. |
| 41. Hypertext Markup Language. | |
| 42. Uniform Resource Locator. | |
| 43. Information Communication Technology. | |
| 44. World Wide Web. | |
| 45. Power Supply Unit. | |
| 46. High-Definition Multimedia Interface. | |
| 47. Random Access Memory (RAM) and Read Only Memory (ROM). | |
| 48. Mechanical Computer. | 49. Shortcut keys. |
| 50. Ctrl + S (Control + S). | 51. Printing documents. |
| 52. To make a text bold. | 53. To Underline text. |
| 54. Open new or blank document window. | |
| 55. John Von Neumann. | |
| 56. Equal to (=). | 57. Cell. |
| 58. Header and Footer. | 59. Microsoft Word. |
| 60. Function keys. | 61. In Rows and Columns. |
| 62. Web Browser. | 63. Fonts. |

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- 64. Ctrl + E (Control + E).
- 65. Ctrl + C (Control + C).
- 66. Ctrl + L (Control + L).
- 67. Ctrl + A (Control + A).
- 68. Antivirus.
- 69. A storage device is any type of device used for storing, porting or extracting data files and objects.
- 70. Solid State Drive
- 71. Motherboard.
- 72. Fan connectors, Back pane Connectors, Heat sink, Inductor, Capacitor, Power Connector, Central Processing Unit (CPU) socket, Northbridge, Screw hole, Memory slot, Expansion slots (PCI Express, PCI and AGP), Serial ATA Connectors, Expansion card, Electrical Connector, Parallel ATA, CMOS backup battery, Serial port connectors, USB headers, Jumpers, Integrated Circuit.
- 73. Complimentary metal-oxide semiconductor.
- 74. CD-ROM (Compact Disc – Read Only Memory) is a compact disc that is used to store data.
- 75. Basic Input Output System (BIOS).
- 76. Save is used to update the last saved version of a document while save-as is used to save a document for the first time.
- 77. Backward compatibility or backwards compatibility is a property of a software that allows it to operate with or function with an older version of the same software.
- 78. False.
- 79. Backup is the act of protecting data by copying it from the original source to a different destination.
- 80. Processing.
- 81. Spam emails.
- 82. Operating system.
- 83. Internet Service Provider.
- 84. Downloading.
- 85. Web browser OR Internet browser.
- 86. Microsoft Edge, Google Chrome, Mozilla Firefox, Vivaldi, Opera, Safari, Avast Safe Browser, Internet Explorer, Brave, Netscape Navigator, Maxthon, UC Browser, Lynx, Yandex Browser, SeaMonkey, Tor Browser, Epic.

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- 87. Address bar is used to show the current URL and type new URL.
- 88. Inbox. 89. Subject bar. 90. Attachments. 91. Save.
- 92. The change case feature is used to make a selected letter all capital letters.
- 93. Microsoft PowerPoint. 94. Microsoft Excel.
- 95. True. 96. False.
- 97. Creating, Editing, Formatting, Storing, Retrieving.
- 98. False.
- 99. Slide sorter. 100. True.

QUESTIONS AND ANSWERS ON GLOBAL POSITIONING SYSTEM (GPS)

1. The first GPS Satellite was launched in
(a) 1990 (b) 1987 (c) 1904 (d) 1978
2. A full constellation of 24 satellites was achieved in
(a) 1940 (b) 1994 (c) 1894 (d) 1849
3. Each satellites is built to last about
(a) 100 years (b) 1,100 years (c) 10 years (d) 1000 years
4. The replacements of the satellites are being built and launched into
(a) Climatic belt (b) Air (c) Weather belt (d) Orbit
5. A GPS Satellite weighs approximately
(a) 2.000 pounds (b) 2,000 pounds (c) 20.00 pounds
(d) 200 pounds.
6. The satellite solar panels extended is about
(a) 77ft (b) 71ft (c) 17ft (d) 70ft
7. Transmitter power of a satellite is only
(a) 500 watts (b) 5000 watts (c) 50 watts (d) 5,050 watts
8. One of the factors that can degrade the GPS signal is
(a) Almanac data (b) Number of satellites visible (c) incomplete number of information (d) Incomplete number of data
9. Psedorandom code could be defined as
(a) The location of each satellites (b) The identity of each satellites (c) The unhealthy nature of each satellites
(d) The constellation of satellites
10. All these are among the ground control stations except
(a) Hawaii (b) India (c) Kwejalim (d) Colorado
11. The GPS unit receivers are powered by
(a) Solar energy (b) Electrical energy (c) Kinetic energy
(d) Alkaline battery
12. The official U.S Department of Defence name for GPS is

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- (a) GLONASS (b) GALILEO (c) NAVSTAR (d) BUDOU
13. Another name for Navy Navigational Satellite System (NNSS) is
(a) TRILATERATION GPS (b) Receiver electronic system (c) TRANSIT (d) WAAS system
14. The GPS Satellites are powered by
(a) Service providers antenna (b) Beacon antenna (c) Solar power (d) Electrical energy
15. The GPS unit receiver can be used in the following areas except
(a) On land (b) In space (c) In tunnel (d) On water
16. The GPS unit receiver can be used for the following except
(a) Sending text messages (b) Scanning and monitoring (c) Peer-to-peer positioning (d) Sending satellite messages to the space
17. One of the simplified principles of the functionality of GPS is
(a) Mapping of features (b) Collection of data (c) Grouping the satellites constellation (d) Explaining glossary of GPS terms
18. The NASS GPS was made available for civilian use in the year
(a) 1980 (b) 1976 (c) 1967 (d) 1907
19. Beidou (Big Dipper) is a name given to a type of GPS invented by which country?
(a) U.S.A (America) (b) England (c) China (d) India
20. The GPS Satellite complete its movement on a particular orbit in every
(a) 24 hours (b) 12 hours (c) 42 hours (d) 48 hours
21. GPS is used for providing accurate location and as a navigation tool for these set of people except
(a) Hikers (b) Actors (c) Hunters (d) Boasters

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22. Radio waves travel at the speed of light, which is called
(a) 168,000 miles per sec (b) 100,000 miles per sec (c) 199,000 miles per sec (d) 186,000 miles per sec
23. In computing, the distance between your position and the GPS Satellites, which formula is correct?
(a) Time taken/Speed (b) Time taken + Rest (c) Speed x Time (d) Distance x Speed
24. Which one is constant among the following variables?
(a) GPS Satellite signal (b) GPS receiver signal (c) Distance from satellites (d) Speed of light.
25. GPS users can get better accuracy with
(a) GPRS (b) DGPS (c) GIS (d) GPS
26. A GPS receiver must be locked on the signal of at least three satellites to calculate
(a) 3D position (b) 4D position (c) 2D position (d) All the above position
27. The unit's electronic can be trace to
(a) The space (b) Unit receiver (c) Control station (d) User's segment
28. With four or more satellites in view, the receiver can determine the user's
(a) Latitude, longitude and time (b) Longitude, altitude and latitude (c) Latitude, longitude and bearing (d) Longitude, latitude and distance
29. The full meaning of NAVSTAR
(a) Navigation Station and Training GPS (b) Navigation Signal and Tracking GPS (c) Navigation Station and Trapping GPS (d) Navigation Signal Timing and Ranging GPS
30. The GLONASS GPS was invented by
(a) Soviet Union (b) U.S.A (c) European Union (d) Japan
31. The GPS Satellites on board are inclining at what degree

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- (a) 45° (b) 35° (c) 50° (d) 55°
32. The GPS Satellites constellation which is about 10,900 nautical miles in altitude is approximately how many kilometers?
(a) 17,400 km (b) 16,450 km (c) 18,440 km (d) 14,450 km
33. The segmental part of the GPS that is responsible for the monitoring of the flight path of the GPS satellites is
(a) The ground station (b) The space segment (c) The receiver segment (d) The segment in U.S Department of Defence
34. When did the U.S GPS policy further enhance the commercial and civilian use of the system?
(a) 1909 (b) 1990 (c) 1999 (d) 1991
35. What is initialization in GPS?
(a) It is a process through which selection and highlight is achieved
(b) It is a process by which the GPS is switched on or off
(c) It is a process by which 3D is acquired
(d) It is a process by which the thumb stick is use to highlight the channel or code
36. One of these is not among the statues bar of 'RINO 120' GPS
(a) Using solar power on (b) New batteries install (c) Batteries fully discharged (d) Using external power
37. There are various types of GPS series, one of these is not among
(a) 310 GPS (b) 315 GPS (c) 301 GPS (d) 72 GPS
38. 'RINO 120' GPS is of which product?
(a) USA (b) RUSSIA (c) JAPAN (d) GERMANY
39. What is the full meaning of this acronym regarding GPS? FRS:
(a) Federal Road Safety (b) Federal Radio Service (c) Federal Radio System (d) Family Radio Service
40. The acronym 'RINO' stands for
(a) Radio Intelligence for Navigation in Outdoors
(b) Radio Integrated with Navigation for Outdoors
(c) Radio International for Navigation in Outdoors

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- (d) Radio Intelligence with Navigation for Outdoors use
41. The GMRS in communication of GPS stands for
- (a) General Manager of Radio Station
 - (b) General Manager of Radio Service
 - (c) General Mobile Radio Service
 - (d) General Mobile Radio Station
42. The following are parts of the status bar except
- (a) Ringing tone on (b) Per to per on location ready to send (c) Radio on (d) Alarm clock on
43. These are notes on battery use except
- (a) When replacing batteries use only new Alkaline
 - (b) Do not mix different types of batteries
 - (c) Remove the batteries from the unit if not for long
 - (d) Always dry your batteries in the sun when weak
44. Among these pages on the GPS unit receiver, which one cannot be deleted?
- (a) Radio page (b) Main menu (c) Satellite page (d) Map page
45. How many page does 'RINO 120' GPS contain?
- (a) 10 pages (b) 17 pages (c) 12 pages (d) 15 pages
46. On which page of 'RINO 120' GPS can you zoom in and zoom out?
- (a) Map page (b) Satellites page (c) Track log page
 - (d) Radio page
47. On which page can you perform Stationary Navigation?
- (a) Satellite page (b) Trip Computer page (c) Main menu page
 - (d) Map page
48. Which page of the GPS do we use to perform Main Navigation?
- (a) Main menu page (b) Satellite page (c) Compass page
 - (d) Radio page
49. On which page of RINO 120 GPS do we insert our ID?
- (a) Computer page (b) Radio page (c) Track page
 - (d) Map page

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50. Which page contains all the following functions that allow tailoring of items such as time format, units of measure, display backlighting, timeout and contrast adjustment, heading selection, interface and system software information?

- (a) Satellite page (b) Trip computer page (c) Set up
(d) LCD Screen Navigation

ANSWERS TO GPS QUESTIONS

1. D	2. B	3. C	4. D	5. A
6. C	7. C			
8. B	9. B	10. B	11. D	12. C
13. C	14. C			
15. C	16. D	17. A	18. C	19. C
20. B	21. B			
22. D	23. C	24. D	25. B	26. C
27. C	28. B			
29. D	30. A	31. D	32. A	33. A
34. B	35. C			
36. A	37. C	38. D	39. D	40. B
41. C	42. A			
43. D	44. B	45. B	46. A	47. D
48. C	49. B			
50. C				