**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**Proposed 30% Addition to CCMAS Course Structure/Summary**

**100 level**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course title** | **Units** | **Status** | **LH** | **PH** |
| BUK-PAD 102 | Islamic Administrative Ethics | 2 | C | 30 | - |
| BUK-PAD 103 | Elements of Government | 2 | C | 30 | - |
| BUK-PAD 104 | Introduction to Financial Accounting | 2 | C | 30 | - |
| BUK-PAD 105 | Introduction to Political Science | 2 | C | 30 | - |
| BUK-PAD 106 | Introduction to Sociology | 2 | C | 30 | - |
| BUK-PAD 107 | Principles of Economics I | 2 | C | 30 | - |
| BUK-PAD 108 | Principles of Economics II | 2 | E | 30 | - |
| BUK-PAD 109 | Character Building and Mentoring | 2 | C | 30 | 180 |
|  | **Total** | **16** |  |  |  |

**200 Level**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course title | Units | Status | LH | PH |
| BUK-PAD 203 | Islamic Administrative Institutions | 2 | C | 30 | - |
| BUK-PAD 204 | Public Sector Accounting and Finance | 2 | C | 30 | 45 |
| BUK-PAD 205 | Theories and Practice of Public Administration | 2 | C | 30 | - |
| BUK-PAD 206 | Industrial and Organizational Psychology | 2 | C | 30 | - |
| BUK-PAD 207 | Introduction to Local Government Administration | 2 | C | 30 | - |
| BUK-PAD 208 | Descriptive Statistics for Public Administration | 2 | C | 30 | 45 |
| BUK-PAD 209 | Inferential Statistics for Public Administration | 2 | C | 30 | 45 |
| BUK-PAD 210 | Issues in Development | 2 | C | 30 | - |
| BUK-PAD 211 | Government and Administration of Urban Systems | 2 | E | 30 | - |
|  | **Total** | **18** |  | **30** |  |

**300 Level**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course title | Units | Status | LH | PH |
| BUK-PAD 313 | Islamic Administrative Thought | 2 | C | 30 | - |
|  | Total | 2 |  |  |  |

**400 Level**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course title | Units | Status | LH | PH |
| BUK-PAD 412 | Students Industrial Work Experience Scheme (SIWES) | 4 | C | - | 90 |
|  | Total | 4 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Distributed as: | 70% | 30% | 100% |
| Level 100 | 17 | 16 | 33 |
| Level 200 | 13 | 18 | 31 |
| Level 300 | 28 | 2 | 30 |
| Level 400 | 26 | 4 | 30 |
|  | **84** | **40** | **124** |

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**BUK-PAD 102** **Islamic Administrative Ethics (2 Units C; Core; LH 30)**

**Senate Approved Relevance**

Training and developing high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leadership and administrative services for public, private and non-governmental organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges by producing high-quality graduates in administration/management.

**Overview**

Islamic Administrative Ethics is an important course that is aimed at educating students with Islamic and moral values with a view to mitigate the effect of corruption and decay in public service in Nigeria. The course shall explicitly highlight to the students’ vital ethical values and Islamic norms that guide public service which were mainly promoting accountability and the possible sanctions that are to be followed for dishonesty.

This course is designed in order to extract sections of Qur’an and Hadiths as well as the teachings of Prophets and caliph in the management of public service. The course will also attempt to make a comparative analysis of Islamic administrative ethics and modern conventional/western administrative ethics which at the end will help students to be acquainted with the knowledge of how administrators will be guided. The aim is also to help students particularly in this part of the country to use their religious teachings in advancing ethical and moral conducts in the management of public and private sector.

**Objectives**

The objectives of the course are to:

1. discuss ethics from both Islamic and moral perspective;
2. explain the difference between Islamic and conventional ethics;
3. highlighting Islamic views relating to the process of public administration;
4. discuss administrative offences and their punishment from Islamic point of view;
5. describe the Islamic Market and Business ethics e.g. Hoarding, middleman ship, monopoly, frauds or concealing defects in products etc.;
6. discuss the importance of transparency and accountability in public service and the consequences for not being accountable and transparent.

**Learning Outcomes**

On completion of the course student should be able to:

1. explain the ethics from both Islamic and conventional perspective;
2. list at least three differences and similarities between ethics from Islamic and conventional perspectives;
3. identify at least three major factors and attributes of public administration from Islamic perspective;
4. identify some offences and give at least one punishment on issues bothering; Hoarding, middleman-ship, monopoly, frauds or concealing defects in products etc.;
5. explain at least one issues bothering accountability, transparency, rule of law, ethical and moral conduct of public personnel;
6. list at least three significances of administrative ethics from Islamic perspective.

**Course Content**

Concepts of Ethics from the conventional and Islamic perspectives. Sources of Islamic Administration. Islamic views relating to the process of Public Administration. The professional attitude of employee (Makin al-ami, Hafizun alim). The Islamic Market and Business Ethics; e.g.Hoarding, Middleman ship, Monopoly, Frauds/Concealing Defect in the Products and Ensuring Correct Weight and Measurement*.* Definition of Morality and its place in holy Quran. Islamic moral values. Islamic morals obligations of the leaders and followers. Justice from Islamic perspective. Righteousness in islam. Truthfulness in islam. Dress code in islam. Islamic teaching on unity, equality of mankind and peaceful coexistence. Other Salient Islamic Business Ethics; e.g. the application of the concept Shura (Mutual Consultation) in the process of decision- making at the organizational level.Relevance of the Islamic Administrative Ethics to the contemporary society.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**PAD 103: Elements of Government (2 Units C; Core; LH 30)**

**Senate Approved Relevance**

Training and developing high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leadership and administrative services for public, private and non-governmental organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges by producing high-quality graduates in administration/management.

**Overview**

Effective and efficient governance is the expectation of every civilized society. Therefore understanding theory and practice of how government operates or functions particularly in Nigeria will address the issues of maladministration. These highlight the importance of preparing students in Public Administration with the knowledge and skills on how government operates or functions.

This course is designed to expose students to various forms and system of government, rule of law, citizenship, separation of powers, supremacy of the parliament and delegated legislation. The course will also educate them on different sources of conflict and the techniques for conflict resolution in politics. The objectives of the course, learning outcomes, and contents are provided to address this need.

**Objectives**

The objectives of the course are to:

1. identify and explain the concept of politics and science of politics;
2. explain the principal organs of modern governments;
3. bring out the relationship among these concepts to understand better how government operates;
4. distinguish between the arts and science of politics;
5. relate these concepts to politics in contemporary Nigeria.
6. identify the sources of conflict and conflict resolution in politics.

describe the forms of government

1. explain sovereignty and its implication
2. explain the meaning of rule of law

**Learning outcomes**

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

1. identify and explain at least two concept of politics and science of politics;
2. explain the three principal organs of modern governments;
3. bring out the relationship that exist between the three organs of government;
4. distinguish between the arts and science of politics;
5. explain at least four relationships of these concepts to politics in contemporary Nigeria;
6. identify and explain the at least four sources of conflict and conflict resolution in politics;
7. Outline three forms of government;
8. describe sovereignty and identify at least three of its implication;
9. explain meaning of rule of law and mention at least five importance of rule of law

**Course contents**

The concept of politics. What is politics? Is there a science of politics? What is government and scope of government? Concept of the State. Sources of conflict and Conflict resolution in politics. Forms of government. Sovereignty and its implication. Rule of law. Citizenship. Separation of powers. Supremacy of parliament its principles and limitations. Delegated legislation.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**BUK-PAD 104 Introduction to Financial Accounting (2 Units C; Core; LH 30; PH 45)**

**Senate Approved Relevance**

Training and developing of high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leadership and administrative services of public, private and non-governmental organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges in producing high-quality graduates in administration/ management.

**Overview**

Financial accounting as a sub-discipline in accounting did not evolve suddenly, but the beginning of accounting was stewardship, where a person is employed in someone else’s property and the employee is expected to give a report of his activities to the employer from one period to the other because it is required in stewards that a man be found faithful. This course help students to know sources of accounting information. It also prepare students to know the users of accounting information.

This course is designed to expose students to understand how to prepare accounting the double entry book-keeping systems, prepare the statement of profit or loss of a sole trader explain types of errors and how they are corrected. Basically, stewards are to give report or account, but not yet satisfied with just giving report, a system was developed later to incorporate the keeping of these records from one period to another in a form and manner that is easy to understand, which is called book keeping. This means that some forms of permanent records should be created whereby both the steward and the owner can have access to present and past events. It will also guide students to prepare bank reconciliation

**Objectives**

The objectives of the course are to:

1. list the qualities of good accounting information;
2. explain the source documents used in posting accounting records;
3. explain books of original entries;
4. describe the double entry book-keeping systems;
5. explain the concept of revenue and capital expenditures, and how they are classified;
6. prepare the statement of profit or loss of a sole trader;
7. explain types of errors and how they are corrected;
8. prepare bank reconciliation statement.

**Learning Outcomes**

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

1. list at least six (6) good qualities of accounting information;
2. explain the source of documents used in posting accounting records;
3. prepare books of original entries;
4. prepare the double entry book-keeping systems;
5. define the concept of revenue and capital expenditures, and how they are classified revenue at different levels of government and sources;
6. prepare the statement of profit or loss of a sole trader;
7. explain at least (5) types of errors and how they are corrected;
8. prepare bank reconciliation statement.

**Course Contents**

The nature and scope of accounting. Definition of bookkeeping and accounting. Differences and similarities between bookkeeping and accounting. Objectives of financial accounting. Financial accounting cycle. Various branches of accounting. Methods of recording accounting data using manual and electronic devices. The functions of accountants in business organizations. The accounting function and its relationship with the information system of organizations. Users and uses of accounting information. Basic accounting concepts and conventions. Source documents and subsidiary books, Double entry book-keeping systems. Trial balance, correction of errors. Capital and revenue expenditures. End of year Adjustments in final accounts of a sole trader. Prepayment, accruals, provisions and reserves. Accounting treatment of control accounts. Final accounts control accounts and bank reconciliations are the main concerns of this course.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**BUK-PAD 105 Introduction to Political Science (2 Units; Core; LH=30)**

**Senate Approved Relevance**

Training and developing of high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leadership and administrative services of public, private and non-governmental organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges in producing high quality graduates in administration/management.

**Overview**

Politics is defined in different ways as; the exercise of power, the making of collective decision, the authoritative allocation of scarce resources, who get what when and how amongst others. When we observes the lives of men around we fail not to be strike by the fact that all parts of man’s life are affected by politics. Therefore, understanding the rudiments of political theory and political behavior can equipped the students of public administration with the relevant skills needed for the observation, verification and quantification of political phenomenon for better policy making.

This is an introductory course designed to help students of public administration have a firm grasp of the rudiments of the discipline of political science. The course should explore constitutions, political institutions, political ideas and political behavior, political socialization, political recruitment, political mobilization, political communication, ideology and sovereignty should be treated. Some selected political thinkers, political institutions and the role of the military in African politics. The course will also educate them on the fundamental questions that drive the field of political science, including: how do we define the changing nature of power? How do you we differentiate legitimate and illegitimate governance? What are the differences political institutions and political behavior? How do leaders define who get to be heard and counted in political community? The objectives of the course, learning outcomes and contents are provided to address these needs.

**Objectives**

The objective of the course is to:

1. discuss the meaning and scope of Political Science
2. explore the meaning and the distinction between politics and political science
3. explain the concepts of political theory and political behavior
4. identify the various approach to study political science
5. discuss the various concepts in political science
6. explain the relationship between political science and other disciplines
7. explain the sub fields of political science
8. describe the concept and types of constitutions
9. define the concept of political ideology
10. identify and explain the concept and types of political parties
11. Identify and explain the contribution of selected political thinkers
12. explain the role of military in African politics
13. describe the concept of public opinion
14. explain politics and social change
15. discuss international organizations
16. explain the process of political mobilization
17. discuss the nature of African politics

**Learning Outcomes**

On completion of the course, students are required to be able to:

1. identify and explain at least three definitions of political science
2. understand at least three distinctions between politics and political science
3. explain four key differences between political theory and political behavior
4. identify at least five approaches to the study of political science such as ecological approach, system approach, philosophical approach , structural functional approach, empirical approach etc
5. identify and explain concepts such as legitimacy, political socialization, political culture, sovereignty
6. explain the relationship between political science and economics, sociology, psychology, public administration
7. explain at least three sub fields of political science such as comparative politics, international relation, comparative governance
8. describe the concept of constitutions and four of its types such as rigid, flexible, written and unwritten
9. identify and explain at least three definitions of the concept of political ideology
10. identify and explain at least three definitions of political science and explain at least four types of political parties
11. explain the contribution of at least four political thinkers
12. discuss at least seven key roles of the military in African politics with emphasis on Nigeria
13. identify and explain at least three definitions of the concept of public opinion and explain at least three ways in which public opinion are formed and measured
14. explain at least three areas of convergence between politics and social change
15. identify explain international organizations such as UN, AU, ECOWAS
16. describe at least four key process of political mobilization
17. explain the nature of interaction among African state with emphasis on west Africa

**Course contents**

Meaning and scope of Political Science. Meaning and the distinction between politics and political science. Concepts of political theory and political behaviour. Approaches to the study political science. Basic concepts in political science. The relationship between political science and other disciplines. Sub fields of political science. The concept and types of constitutions. The concept of political ideology. The concept and types of political parties. The contribution of selected political thinkers to the study of political science. The role of military in African politics. The concept of public opinion. Politics and social change. International organizations. The process of political mobilization. The nature of African politics.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**BUK-PAD106 Introduction to Sociology (2 Units C; Core; LH 30; PH 0)**

**Senate-Approved Relevance**

Training of high quality graduates to be greatly educated and knowledgeable as well as technical know how in realtion to the culturare, traditions, moralities, societal ethics and conventional behaviours relevant to potentials and professionals administrators are in agreement with BUK’s mission to address African developmental cultural challenges in producing potentially professional graduates in the field of Administration and Management. Significant relevance is recorded in providing efficient and responsive leadership as well as administrative sevices from public, private and non-governmental organizations in Nigeria, Africa and beyond.

**Overview**

The development and survival of any society depend largely on the cultural and traditional norms and values as well as social changes experienced by the administrators marshalling and steering the administrative affairs of that society. This shows the significance of preparing students in the field of Public Administratioin with the critical knwoledge on how to conceptualise the societal norms, values, traditional and cultural ethics in confronting African cultural developmental challenges in relation to its leadership.

This course is meant to expose students to the sociological concept, family, marriage, divorce, socialization, leadership, power, authority, deviance, culture and society, conformity, social change, social stratification, social mobility, religion, group, social organization, social interactions, social differentiation, collective behavior, symbolic interactions. This is important because the critical issues of African developmental hindrances are connected with lack of exposing the student to the positive cultural disposition that the African traditional societies inherited from the morality of predecessors. The objectives of the course, learning outcomes and contents are provided to address this need.

**Objectives**

The objectives of the course are to:

1. explain the definition of sociology, its scope, its origin, its methods and its uses;
2. explain the meaning of family and marriage with their activities and relationships;
3. define the conceptual framework of socialization;
4. explain conformity and its types;
5. discuss deviance and its features;
6. discuss the concepts of leadership;
7. define power and authority, and their relationships;
8. explore the concepts of group, social organization and social interactions;
9. highlight the concepts of social stratification, social differentiation and social mobility;
10. identify the processes and importance of collective behavior;
11. discuss public opinion and social change.

**Learning Outcomes**

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

1. explain the origin and at least five (5) definitions of sociology;
2. outline at least three (3) meanings of family and marriage, their activities and relationship;
3. discuss at least three (3) conceptual definitions of socialization
4. highlight at least three (3) definitions of conformity and identify its five (5) types
5. discuss at least three (3) definitions of deviance and list at least five (5) features of it.
6. explain at least three four (4) different definitions of leadership
7. describe at least three (3) definitions of power and authority and identify their relationship
8. describe the three (3) concepts of group, three (3) concepts of social differentiation, and three (3) concepts of social mobility.
9. list at least four (4) analytical judgments on social stratification, social differentiation and social mobility
10. identify at least three (3) processes and three (3) importance of collective behavior.
11. explain at least three (3) definitions public opinion, and three (3) definitions of social change.

**Course Contents**

The industrial revolution, the period of enlightenment/ rationalization, capitalist democracy and their impact on the emergence of sociology as a discipline are introduced. This course introduces the basic concepts and the analysis and description of social structure and dynamics of human society, the field of sociology, sociology and other social sciences, basic concepts and the principles of sociology. The methods and major theoretical perspectives usually employed by sociologists in their explanation of the nature of social relations and society are presented and discussed. Institutions such as the family, education, religion, the economy, law, the polity and the state. Substantive areas of attention include problems of social stratification/inequality, power, work, bureaucracy, socialization/education, deviance, gender roles and social change.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**BUK- PAD 107 Principles of Economics I (2 Units C; Core; LH 30; PH 0)**

**Senate Approved Relevance**

Training and developing high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leadership and administrative services for public, private and non-governmental organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges by producing high-quality graduates in administration/management.

**Overview**

Economics is a social science that studies how individuals, businesses, and governments allocate resources to satisfy their unlimited wants and needs. The principles of economics are the basic concepts and theories that form the foundation of the field. They provide a framework for understanding how markets work, how prices are determined, and how prices are determined, and how economic agents make decisions.

Overall, the principles of economics provide a framework for understanding how individuals, businesses, and governments make decisions, how markets work, and how resources are allocated in an economy. These principles are essential for anyone who wants to understand how the economy works and make informed decisions about their own economic behaviour.

**Objectives**

The objectives of the course are to:

1. develop a clear understanding of the nature of economic science and its basic problem of scarcity and choice;
2. enable the student to clearly understand the methodology of economics and major areas of specialization;
3. describe the historical development of ideas from the classical, neoclassical, utilitarian and welfare economists;
4. develop a clear understanding of major findings in the various areas of specialization and elementary principles of microeconomics;
5. describe the partial equilibrium analysis;
6. show a clear understanding of demand and supply; and their laws, determinants and types in statement and graphical format;
7. discuss the firms and production functions, as well as market structure.

**Learning outcomes**

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

1. identify at least 5 basic problems of scarcity and choice;
2. list at least 2 major areas of specialization in economics;
3. describe at least 2 historical developments of ideas from the classical, neoclassical, utilitarian and welfare economists;
4. list at least 3 elementary principles of microeconomics;
5. highlight at least 2 types of demand and supply; and their laws, determinants and types in statement and graphical format;
6. list at least 3 factors of production.

**Course contents**

An introduction to the nature of economic science and its basic problem of scarcity and choice. The methodology of economics and major areas of specialization. Historical development of ideas from the classical, neoclassical, utilitarian and welfare economists. Major findings in the various areas of specialization and elementary principles of microeconomics, as well as partial equilibrium analysis. Demand and Supply; and their laws. Determinants and types in statement and graphical format. The firms and production functions, as well as market structure.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**BUK- PAD 108 Principles of Economics II (2 Units C; Elective; LH 30; PH 0)**

**Senate Approved Relevance**

Training and developing high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leadership and administrative services for public, private and non-governmental organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges by producing high-quality graduates in administration/management.

**Overview**

The principles of economics provide a broad framework for understanding how the economy works, how markets allocate resources, and how public policy can be used to promote economic efficiency and equity. These principles are essential for anyone who wants to make informed decisions about their economic behaviour or participate in policy debates about the economy.

This course is also designed to expose students to understand money and the banking system, aggregate supply, unemployment, inflation and some of the basic terminology in external economy like exchange rates, balance of payment andGlobal interdependence. It also exposes students to the concepts of economic growth, economic development as well as social change. The objectives of the course, learning outcomes, and contents are provided to address these issues.

**Objectives**

The objectives of the course are to:

1. develop a clear understanding on basic concept of functions index numbers and dependent and independent variables in functions;
2. describe the basic concept of national income accounting;
3. understand the circular flow of income, withdrawals and injections;
4. understand the national income determination and analysis;
5. describe the nature of consumption, savings and investments;
6. highlight the processes of taxation and government expenditure;
7. enable the student to clearly understand money and the banking system;
8. develop a clear understanding on aggregate supply, unemployment and inflation;
9. understand the exchange rates, balance of payment and global interdependence.

**Learning outcomes**

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

1. explain at least 2 functions of index numbers, dependent and independent variables;
2. explain at least 3 basic concepts of national income accounting;
3. discuss at least 3 processes of taxation and government expenditure;
4. discuss at least 3 uses of money and explain the nature of the banking system;
5. explain at least 2 aggregate supply and 3 types of unemployment and inflation;
6. describe at least 2 types of exchange rates, balance of payment and global interdependence

**Course contents**

Treatment of functions. Index numbers. Variables and functional relationships. Basic concept of national income accounting. The circular flow of income. Withdrawals. Injections. National Income determination and analysis. Introduction to consumption, savings and investments. Elementary understanding of government activities: taxation and government expenditure. Money and the banking system. Aggregate supply. Unemployment. Inflation. The basic terminology in external economy. Exchange rates. Balance of payment.Global interdependence.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**BUK-PAD 203 Islamic Administrative Institutions (2 Units C: Core; LH = 30)**

**Senate Approved Relevance**

Training and developing high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leadership and administrative services for public, private and non-governmental organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges by producing high-quality graduates in administration/management.

**Overview**

Islamic administrative institution is a vital course that is aimed at introducing and educating the students on the role of Institutions from Islamic perspective. It is also concerned with identifying key Islamic Institutions, their role and functions to leadership, governance and administrative development.

The guiding principle for this course was the success of major institutions established during the early administration of Islam. In particular, the role of Hisba which is an institution that is promoting good deeds and prohibits vices is highly essential to modern Islamic societies. Other vital institutions of Zakat and Shurah council will be of importance to our students in this part of the country. It is important to note that, institutions like Shurah (consultative council) is indicating the presence of democratic ideals in the Islamic societies during the prophet era, and it will go a long way in advancing democratic tenets in modern societies especially in our societies that are Islamic.

**Objectives**

The objectives of the course are to:

1. explain the nature, scope and importance of the Islamic Administrative Institutions;
2. out line at least 15 functions of Islamic institutions to administrative development;
3. explain at least 5 role played by zakat (alms) in bringing economic and social development and to show the its role in poverty reduction and general development;
4. give at least 5 definitions each on the concepts of Administration, Islamic administration and Islamic institutions;
5. conduct a case study analysis of Islamic institutions such as Hisbah, zakat, wizarah, khilafa etc.;
6. explain at least 5 objectives and rationale of establishing institutions mention above;
7. Identify at least five functions of Diwan al-Mazalim (Public Complaint commission) and explain its critical role in Management and administration.

**Learning** **Outcomes**

On completion of the course student should be able to:

1. explain the nature, scope and identify at least five Islamic administrative institutions;
2. out line at least 15 functions of Islamic institutions to administrative development;
3. explain at least 5 role played by zakat (alms) in bringing economic and social development and to show the its role in poverty reduction and general development;
4. describe at least one definition each on the concepts of Administration, Islamic administration and Islamic institutions;
5. conduct a case study analysis of Islamic institutions such as Hisbah, zakat, wizarah, khilafa e.t.c;
6. explain at least 5 objectives and rationale of establishing institutions mentions in ‘e’ above;
7. identify at least five functions of Diwan al-Mazalim (Public Complaint commission) and explain its critical role in Management and administration.

**Course Contents**

Nature, scope and importance of the Islamic Administrative Institutions. Major institutions established during the early administration of Islam, which include the Institution of Khilafah, the institution of Zakat, the institutions of Wizarah (ministry), Diwans (secretariat/agencies) and Diwan al-Mazalim (Grievances Investigation Board/ Public Complaint Commission). The concept, nature and scope of the institution of Hisbah, its modus operandi and a case study.

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**B.Sc. Public Administration**

**Proposed 30% Addition to CCMAS**

**BUK-PAD 204 Public Sector Accounting** **and Finance** **(2 Units C; Core; LH 30; PH 45)**

**Senate Approved Relevance**

Training and developing of high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leadership and administrative services of public, private and non-governmental organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges in producing high-quality graduates in administration/ management.

**Overview**

Effective and efficient management of resources is essential in the running of every organisation be it public or private. Therefore, understanding how to account revenue and resources in public sector is very important to the students of public administration. These highlight the importance of preparing students in Public Administration with the knowledge and skills on how to compute revenue and other resources in public sector.

This course is designed to expose students to various sources of financial information, how to prepare budget, auditing process and investigation, Trial Balance and Balance Sheet. Preparation of Government Vouchers. Also, to build the capacity of students in the area of computation of the government and private sector income and expenditure. The significance of the course will also enlighten students to know how to prepare government accounting in order to achieve transparency and accountability in the public and sectors as well as nongovernmental organisations. The objectives of the course, learning outcomes, and contents are provided to address these needs.

**Objectives**

The objectives of the course are to:

1. explain what is Public Sector Accounting (PSA);
2. explain what is Private Sector Accounting;
3. distinguish between public and private sector accounting;
4. identify sources of accounting information;
5. relate treasury accounting with PSA;
6. describe profit and loss accounting;
7. explain revenue and expenditure of government;
8. distinguish between federation account, federal, states and Local government consolidated accounts;
9. compute pension and gratuity in the public sector;
10. Identify and explain the roles of the auditor general of the federation and the auditor general of the state;
11. identify and explain the roles of accountant general to the federation and that of the states

**Learning Outcomes:**

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

1. discuss at least three (3) definitions of public sector accounting;
2. explain at least any two definitions of private sector accounting;
3. identify at least four (4) differences between public and private sector accounting;
4. identify at least five (5) sources of accounting information;
5. explain the at least three (3) relationship between treasury and public sector accounting;
6. prepare profit and loss account;
7. identify at least seven (7) sources of government revenue and mentions three (3) expenditures;
8. prepare federation account, federal, state and local government consolidated accounts;
9. compute pension and gratuity in the public sector;
10. explain at least five (5) roles of the auditor general of the federation and that of the state;
11. discuss at least five (5) roles of the accountant general of the federation and that of the state.

**Course Contents**

Overview of Public Sector Accounting. Financial information. Social Accounting. Budget &. Budgeting Process. Budgeting Systems and Auditing and Investigation. Overview of Business Accounting. Profit and Loss Account. Principle of Double-Entry Booking, Trial Balance and Balance Sheet. Preparation of Government Vouchers; Functions of Cash office; Treasury Final Accounts; Stores and Store Accounting; Government Revenue and Expenditure Federation Account. Consolidated Accounts of federal, state and Local Government. Public Debts; Pension and Gratuity in the public sector. Roles and responsibilities of Auditor General of the federation, State Auditor General and other auditors. Roles and responsibilities of Accountant General to the federation (AGF) and the Accountant General of the state.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**BUK-PAD 205 Theories and Practice of Public Administration (2 Units C; Core; LH 30)**

**Senate-Approved Relevance**

Training of high quality graduates to be greatly educated and knowledgeable as well as technical know how in the theoretical underpining of Public Administratiion and its practices in Nigeria are in covenant with BUK’s mission to address African developmental challenges in producing potentially professional graduates in the field of Administration and Management. Significant relevance is recorded in providing efficient and responsive leadership as well as administrative sevices from public, private and non-governmental organizations in Nigeria.

**Overview**

The development and survival of any society depend largely on the theories and practice of public administration in Nigeria put in place by the potential and or professional administrators during discharging their administrative activities. This shows the significance of preparing students in Public Administratioin with the vital knwoledge and first hand skills on how to conceptualise, theorise and practice the techniques, strategies and methods of public administration in Nigeria.

This course is meant to expose students to the concept of administration, public administration, management, organization and their relevance in the development of a nation. It provides the theoretical underpinnings and practical applications of broad-based knowledge of cardinal principles of public administration, transparency and accountability, and abilities required for improving the delivery of public services and implementation of government policies and programs. This is important because the critical issues of underdevelopment in most communities across the world are not unconnected with the failure of governance or public administration. The reasons why there are successes and failures of the use of power and authority by leaders or government officials and different perception of governance across the globe will be made clear in this course. The objectives of the course, learning outcomes and contents are provided to address this need.

**Objectives**

The objectives of the course are to:

1. explore the background information and knowledge in Theories and Practice of Public  
   Administration;
2. discuss the nature and scope of Public Administration;
3. identify the similiarities and differences between Administration, management and organization;
4. list and explain the various approaches and theoretical perspectives to the study of Public Administration;
5. explain conceptual and operational definitions of an organization, types of organization,  
   characteristics of organization; theories of organization, theories of motivation;
6. discuss the meaning of leadership, skills and styles of leadership as well as leadership theories;
7. explain the application of administrative principles, theories and models to the development and progression of Public Service Organization in Nigeria
8. highlight the challenges and hindrances of practicing administration in the Public Service Organization(s) in Nigeria
9. discuss practicable solutions to enhance cardinal principles of administration in the Public Service Organization(s) in ) in Nigeria

**Learning outcomes**

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

1. discuss the five (5) paradigmatic shifs that led to the background information and knowledge in the theories and practice of Public Administration

2. explain at least three (3) important nature and scope of public administration

3. identify and discuss at least five (5) similarities and five (5) differnces between administration, managment and organization

4. List and explain at least five (5) different approaches and five theoretical perspectives to the study of Public Administration

5. identify at least three (3) concetual and operational definitions of an organization, five (5) types of organization, four (4) charcateristics of organization; five (5) theories of organization, three (3) theories of motivation,

6. discuss at least three (3) definitions of leadership, five (5) skills and styles of leadership as well as three (3) leadership theories;

7. explain at least three administrative principles, theories and models to the development and progression of Public Service Organization in Nigeria;

8. identify five (5) challenges and hindrances of practicing administration in the Public Service Organization(s) in Nigeria.

9. list at least five (5) practicable solutions to enhance cardinal principles of administration in the Public Service Organization(s) in Nigeria.

**Course Contents**

The concept of administration, management, organization. The evolution of modern public administration as a specialised discpline. Nature and scope of public administration. Significance of public administation. Similarities between public administration and private administration. Differences between public administration and private administration. Relationship between public administration and other disciplines. Ecology of public administration. Approaches to the study of public administration. Theoretical perspectives of public administration. Scientific management theory. Bereaucratic management theory. Functional management theory. Administrative management theory. Human relation movement.Behaviorial science theory. System theory. Contingency theory. Group theory. Elite theory. Marxist theory. Modern theory. New public management.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**BUK-PAD 206 Industrial and Organizational Psychology (2 Units; Core; LH=30)**

**Senate Approved Relevance**

Training and developing of high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leadership and administrative services of public, private and non-governmental organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges in producing high quality graduates in administration/management.

**Overview**

Our lives as individuals revolve around industries and organisations from where we sojourn either as workers or owners of businesses to make ends meet. Since our home, market place, shopping malls, and schools are all forms of organisation, there is no escaping the grip of the rules, relationships that range from the very simple to complex forms and the conforming structures and processes that are features of organisations. In the same vein, industries are forms of organisation and although they are commonly associated with machines and equipment, man is an important component.

The purpose of this course is to apply psychological research and theory to issues in the workplace to provide a basis for understanding individual and group behaviour at work for students. The course will also educate them on topics which include psychological underpinnings of employee selection and training, performance appraisal, motivation and job satisfaction, group processes and power and leadership in an organizations. The objectives of the course, learning outcomes and contents are provided to address these needs.

**Objectives**

The objective of the course are to:

1. explain the meaning of Psychology;
2. describe the distinction between Industrial Psychology and Organizational Psychology;
3. explain the goals of Industrial/Organizational Psychology;
4. Know in brief, some of the other sub-fields of psychology;
5. identify the various roles of Industrial Psychologists;
6. describe the major historical events in industrial and organizational psychology;
7. assessment of human attributes at work;
8. identify and explain work and Job design;
9. understand the concept of Selection and placement of people on jobs;
10. explain Training and learning at work;
11. describe Performance appraisal;
12. explain Organizational change and development;
13. discuss Ergonomics, equipment design and man-machine fit;
14. explain Attitudes, attitude measurement, job satisfaction, pay satisfaction, organizational commitment, organizational citizenship, work motivation and performance;
15. explain Social and interpersonal skill; self-esteem, self-efficacy, leadership, assertiveness, negotiation, communication, mentoring;
16. discuss Self-Assessment, Career choice and development;
17. describe Industrial accident, safety and health.

**Learning Outcomes**

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

1. identify and explain at least three definition or meaning of psychology;
2. explain the meaning and distinction between Industrial Psychology and Organizational Psychology;
3. identify the 5 goals of Industrial/Organizational Psychology;
4. identify at least 4 some of the other sub-fields of psychology;
5. Identify at least 5 the roles of Industrial Psychologists;
6. describe at least 3 major historical events in industrial and organizational psychology;
7. identify at least 5 human attributes at work;
8. explain the 2 types of work and Job design;
9. discuss the concept of Selection and placement of people on jobs;
10. explain at least two types of Training and learning at work;
11. describe at least 5 importance and process of Performance appraisal;
12. explain Organizational change and development ;
13. discuss Ergonomics, equipment design and man-machine fit ;
14. explain any 2 importance of Attitudes, attitude measurement, job satisfaction, pay satisfaction; organizational commitment, organizational citizenship, work motivation and performance;
15. discuss at least 2 importance of Social and interpersonal skill; self-esteem, self-efficacy, leadership, assertiveness, negotiation, communication, mentoring;
16. explain the meaning of Self-Assessment, Career choice and development;
17. explain at least 3 impact of Industrial accident, safety and health.

**Course contents**

Introduction to industrial and organizational psychology. Meaning and differences between industrial and organizational psychology, the science and practice of industrial/organizational psychology, early roots of I/O psychology. Goals of I/O psychology, other sub-fields of psychology. Various roles of industrial psychologists, types of work and job design, job analysis (methods and techniques). Employee selection, steps in employee selection process, employee recruitment and screening, employee selection and placement, evaluation of employee performance, employee training and development, employee attitudes and behaviour, motivation of employee, work organization and leadership. Accidents in organization, processes of safety and health.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**BUK-PAD 207 Introduction to Local Government Administration (2 Units C; Core; LH 30)**

**Senate Approved Relevance**

Training and developing of high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leadership and administrative services of public, private and non-governmental organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges in producing high-quality graduates in administration/ management.

**Overview**

Local government as an important tier of government, has for long been considered as the government closer to the people at grass root level. Therefore, importance of local administration cannot be over emphasized as far as democratic governance is concerned. For student of public administration, it is quite imperative to understand and examine what transpires at the grassroots by looking at the path of local government. In Nigerian contest, Local governance had always been an essential element of Nigeria’s political system if not the most significant. This is so because local governments are the closest tier to the people that any change(s) in them directly affect the larger chunk of the Nigerians in the rural areas.

This course is design to equip public administration graduates with the basic knowledge of local government and local administration. . The objectives of the course, learning outcomes and contents are provided to address these needs.

**Objectives**

1. explain the Meaning of Local Government;
2. identify the Features of local Government;
3. discuss the Economic Justification for Local Government;
4. explain the Social Justification for Local Government.;
5. discuss the Political Justification for Local Government;
6. examine the Criteria for the Creation of Local Government;
7. explain the Sources for Local Government Revenue;
8. discuss the Structure of Local Government;
9. examine the Functions of Local Government;
10. discuss Local Government Reform;
11. highlight the Challenges of Local Government Reforms;
12. examine the Control of Local Government;
13. explain the Federal – Local Relations;
14. discuss the State – Local Relations;
15. explain the Local- Local Relation;
16. list the Spending Limits of Local Government Officials;
17. discuss the role of Local Government on National Development;

**Learning outcomes**

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

1. explain the Meaning of Local Government (i.e. Scholarly interpretations of the concept);
2. explain at least 5 the Features of local Government;
3. discuss at least 3 economic reasons for the need of Local Government;
4. explain at least 3 social justification for Local Government;
5. identify and discuss any 3 political justification for Local Government;
6. explain at least 4 criteria for the creation of Local Government;
7. identify and explain the two important sources for Local Government Revenue;
8. discuss the two structures of Local Government;
9. explain at least 5 Functions of Local Government;
10. identify and explain at least 3 major Local Government Reforms;
11. highlight at least 4 major challenges of Local Government Reforms;
12. explain at least 3 major source of Control of Local Government;
13. explain the Federal – Local Relations and list 3 reasons nd why the relations;
14. discuss the State – Local Relations and list 3 reasons and why the relations;
15. explain the Local- Local Relations and list 3 reasons and why the relations;
16. discuss at 4 reasons for the Spending Limits of Local Government Officials;
17. explain at least 5 roles of the Local Government on National Development.

**Course Contents**

Definition of Local Government. Features of local Government. Economic Justification for Local Government. Social Justification for Local Government. Political Justification for Local Government. Criteria for the Creation of Local Government. Sources for Local Government Revenue. Structure of Local Government. Functions of Local Government. Local Government Reforms. Challenges of Local Government Reforms. Control of Local Government. Federal – Local Relations. State – Local Relations. Spending Limits of Local Government Officials. Local Government and National Development.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**PAD 208 – Descriptive Statistics for Public Administration (2 Units C; Core; LH 30; PH 45)**

**Senate Approved Relevance**

Training and developing of high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leadership and administrative services of public and non profit organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges in producing high-quality graduates in public administration.

**Overview**

Statistics allow students and researchers to easily quantify and describe the basic characteristics of a given data set. Descriptive Statistics for Public Administration serve as a starting point for data analysis, allowing administrators to organize, simplify, and summarize data. It also allows for data to be presented in a meaningful and understandable way, which, in turn, allows for a simplified interpretation of the data.

This course is design to equip public administration graduates with the basic statistical skills needed in understanding, organizing, summarizing and presenting data in a simple and meaningful ways for easy analysis and decision making. The objectives of the course, learning outcomes, and contents are provided to address this need.

**Objectives**

The objectives of the course are to:

1. Describe statistical measures used in descriptive statistics in public administration
2. Understand the uses of statistics in everyday life
3. develop a clear understanding of measures of central tendency
4. develop a clear understanding of measures of location and partition;
5. understand measures of dispersion.
6. explain the nature of probability
7. Describe methods for determining sample size

**Learning** **Outcomes**:

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

1. describe at least three statistical measures used in describing data in Public Administration
2. explain at least four uses of statistics in everyday life.
3. explain at least three measures of central tendency
4. discuss at least two measures of location and partition.
5. discuss at least two measures of dispersion.
6. Identify at least four basic laws of probability
7. highlight the procedures for determining sample size

**Course Content**

Introduction to statistics with reference to public administration. uses of statistics in everyday life. Tabulation and presentation of data. Frequency Distributions. Diagrammatical presentation of data (pictogram). Graphical presentation of data (histogram). Measures of central tendency (mean, median & mode). Parameter and importance of parameter in statistical analysis. Measures of location and Partition. Measures of Dispersion. Elementary probability theory. Probability distractions. Sampling and sampling distributions. Normal distributions. Hypotheses testing in general and in practice. Type I and type II errors.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**PAD 209 – Inferential Statistics for Public Administration (2 Units C; Core; LH 30; PH 45)**

**Senate Approved Relevance**

Training and developing high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leaders hip and administrative services for public, private and non-governmental organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges by producing high-quality graduates in administration/management.

**Overview**

Statistics enable students and researchers to easily describe and quantify the basic characteristics of a given data set. Inferential Statistics for Public Administration allow students to acquire the basic skills of analyzing and interpreting a given data with the aim of making inferences. The course also enables them to critically understand and develop ways of addressing administrative issues.

This course is design to equip public administration graduates with the basic statistical skills needed in understanding, organizing, summarizing and presenting data in a simple and meaningful ways for easy analysis and decision making. The objectives of the course, learning outcomes, and contents are provided to address this need.

**Objectives**

The objectives of the course are to:

1. explain the meaning /definition of inferential statistics for public administration;
2. provide the definition of sampling distribution and explain the difference between a sample and a population;
3. list the steps in hypothesis testing and explain the difference between the null hypothesis and the alternative hypothesis;
4. explain the basic logic of significance test and in the different significance tests;
5. explain Chi-square distribution and text of goodness of fit;
6. discuss correlation coefficient;
7. explain regression analysis;
8. explain Time series and analysis of time series;

**Learning** **Outcomes**:

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

1. explain the meaning /definition of inferential statistics for public administration;
2. discus the meaning of sampling distribution and explain the difference between a sample and a population;
3. list the at least 3 steps in hypothesis testing and explain 2 difference between the null hypothesis and the alternative hypothesis;
4. explain the basic logic of significance test and mention the 3 different levels of significance tests;
5. explain Chi-square distribution and text of goodness of fit;
6. differentiate between Pearsons’ Product Moment Corelation Coefficient and Spearmans’ Ranking Correlation coefficient;
7. explain regression analysis;
8. explain Time series and analysis of time series;

**Course contents**

The meaning /definition of inferential statistics for Public Administration. Elementary sampling theory. Types of hypotheses for small and large samples. Levels of Significance (1%, 5% 10%). Chi-square distribution and test of goodness of fit. Analysis of variance ANOVA. Z Statistics. F. Statistics. Correlation (Pearsons’ Product Moment Corelation Coefficient and Spearmans’ Ranking Correlation). Regression Analysis (Linear, multiple and logistics). Calculation of index numbers. Time series analysis. Permutation. Combination.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**BUK-PAD 210: Issues in Development (2 Units C; Core; LH 30)**

**Senate Approved Relevance**

Training and developing of high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leadership and administrative services of public, private and non-governmental organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges in producing high-quality graduates in administration and management.

**Overview**

Issues in development is one of the course designed to highlight challenges militatingdevelopment in developing societies and Nigeria in particular. The course introduced the students to know the theories underpinning development modernization dependency theories and to also know new strategies for achieving development goals. The course also explains how population growth mitigate development in developing societies.

This course is also designed to exposed students to understand how environmental challenges hindered development. The course also build the capacity of the student in the area of fighting corruption as well as poverty in our countries. This course also expose students to know the important of national and international policies and programs such as national economic Empowerment Development Strategies (NEEDS), African Peer Review Mechanism (APRM) for the implementation of New Partnership for Africa’s Development (NEPAD) and Sustainable Development Goals (SDGs). The students will also understand challenges militating Nigerian National Development planning from precolonial to date. The objectives of the course, learning outcomes, and contents are provided to address these needs

**Objectives**

The objectives of the course are to:

1. explore theories and methodological issues of development;
2. identify goals and changing strategies of development;
3. describe poverty and development issues;
4. explain inequality and development issues;
5. explain Population Growth and Economic Development in Nigeria and other developing societies;
6. identify Issues in Nigerian Planning;
7. discuss concept of good governance;
8. explain corruption and Nigerian economic development;
9. list and explain Sustainable Development Goals (SDG) and other international Development policies;
10. identify Human Development Index (HDI) indicators;
11. explain how to Improve the Capacity of Local Governments and Local Institutions to deal with Development Issues in Nigeria

**Learning Outcomes**

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

1. explain at least two (2) major theories of development;
2. identify at least five (5) goals and changing strategies of development;
3. describe poverty and identify at least three (3) forms and causes of poverty;
4. explain inequality and enumerate four (4) negative consequences on development ;
5. highlight at least five (5) causes of Population Growth and how it affects economic Development in Nigeria and other developing societies as well as suggesting five (5) solutions;
6. outline at least seven (7) issues in Nigerian Planning;
7. explain concept of good governance and list five features of good governance;
8. describe corruption and list at least eight (8) forms of corruption in Nigerian economy;
9. list and explain Sustainable Development Goals (SDG) and other international Development policies;
10. identify explain all Human Development Index (HDI) indicator;
11. identify and discuss Human Development Index (HDI) indicator
12. explain at least 5 ways on how to Improve the Capacity of Local Governments and Local Institutions to deal with Development Issues in Nigeria.

**Course Contents**

Theoretical/Methodological Issues. Conceptions, Goals and Changing Strategies of Development. Poverty. Inequality and Development. Population Growth and Economic Development. Issues in Nigerian Planning. Concept of good Governance. Corruption and Nigerian economic development. National Economic Empowerment Development Strategies (NEEDS), African Review Mechanism (APRM) and New Partnership for Africa’s Development (NEPAD), African Growth and Opportunity Act (AGOA), Sustainable Development Goals (SDG) and other international Development policies. Urbanization and Urban –Rural Migration. Human Capital Development Index (HDI). Agricultural Transformation and Rural Development. Environment and Development. Improving the Capacity of Local Governments and Local Institutions to deal with Development Issues.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**BUK-PAD 211** **Government and Administration of Urban Systems (2 Units C; Elective; LH 30)**

**Senate Approved Relevance**

Training and developing high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leadership and administrative services for public, private and non-governmental organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges by producing high-quality graduates in administration/management.

**Overview**

Better management of human settlements in the less developed countries has become a priority if the aspirations of citizens, governments and the concerned international community are to be realised. Recognition of this need has been prompted by a growing awareness that cities, towns, and villages have functions to perform which are as important as those of rural areas. While urban centres have undergone substantial growth and change, urban systems have been neglected, resulting almost everywhere in conditions which are unacceptable by any criteria. This neglect has not only taken the form of meagre resources for essential actions and indifference to the absence of institutions capable of acting, but it has also cultivated a general vagueness about the specific nature of the responsibilities involved and who will bear them. The call for better management of urban areas is an attempt to respond to past neglect.

This course is designed to expose students to various forms of urban size and urban product, followed by urban growth how to measure urban size, urban sprawl, characteristics of urban sprawl, job sprawl and spatial mismatch, including leapfrog development, the factors that contribute to the growth of urban areas, the arguments against urban sprawl, automobile dependency and the risk of increased housing prices. The objectives of the course, learning outcomes, and contents are provided to address this need.

**Objectives**

The objectives of the course are to:

1. explain the meaning of urban system;
2. differentiate between urban size and urban growth;
3. explain urban sprawl and urban agglomerate;
4. discuss the concept of Migration.
5. discuss the concept of Rural Urban Migration.
6. explain the reasons for Rural Urban Migration.
7. discuss the Push Factors.
8. explain the Pull Factors.
9. identify the Impact of Rural Urban Migration.
10. discuss Government efforts to Curtailing Migration.
11. discuss the Rise of Urban Centers.
12. identify the Challenges of Urban Centers.

**Learning outcomes**

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

1. explain the meaning of urban system;
2. list at least five difference between urban size and urban growth;
3. identify and explain urban sprawl and urban agglomerate;
4. explain the concept of Migration give at least five reasons why people migrate;
5. discuss the concept of Rural Urban Migration;
6. explain at least four reasons for Rural Urban Migration;
7. identify and discuss at least three the Push Factors;
8. identify and explain at least three Pull Factors;
9. identify four Impact of Rural Urban Migration;
10. List at least five Government efforts to Curtailing Migration;
11. discuss at least five causes of the Rise of Urban Centers;
12. identify at least seven Challenges of Urban Centers and their possible solutions.

**Course Contents**

Meaning of Urban Areas. Meaning of Rural Areas. Distinction between Urban and Rural Areas. The Concept of Urbanization. Urban Planning. Urban Sprawl. Urban Political Systems. Migration. Rural Urban Migration. Reasons for Rural Urban Migration. The Push Factors. The Pull Factors. Impact of Rural Urban Migration. Govrnment efforts to Curtailing Migration. The Urban Centers. The Rise of Urban Centers. The Challenges of Urban Centers. Solution to the Challenges of Urban Centers.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**BUK-PAD 313 Islamic Administrative Thought (2 Units C; Core; LH 30)**

**Senate Approved Relevance**

Training and developing high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leadership and administrative services for public, private and non-governmental organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges by producing high-quality graduates in administration/management.

**Overview**

Islamic Administrative thought as a course is a course that is aimed at exposing ideological and philosophical groundings in Islamic Administrative thought. It is a course that is advancing the classical work of Islamic thinkers in the field of Administration. Most importantly it is highlighting areas of critical thinking from Islamic perspective.

The course is founded on highlighting the epistemological foundation of Administrative thought from the work of Ibn al-Muqaffa (724-789 A.D.) down to the work of Ibn Khaldun (733/1332-809/1406). Thus, many classical works will be discussed in the course coupled with the work of modern thinkers and reformers. The work of Ibn al-Muqaffa (724-789 A.D.) down to the work of Ibn Khaldun (733/1332-809/1406). Also, the work of Al-Buraey Abdullah (Management and Administration in Islam), Yusof Ismail (Development of Islamic Management theory), Shamsus-ur-Rehman (An Islamic leadership theory) among others will be looked into.

**Objectives**

The objectives of the course are to:

1. explain the origin and trace the development of Islamic Public Administration;
2. discuss the Islamic Administrative theories;
3. highlight the difference between western classical thinking and Islamic thinkers (show differences in methodologies, approaches and mode of analysis between the two);
4. explain the contributions and works of Ibn al-Muqaffa (724-789 A.D.) and Abu Yusof (731-798 A.D.);
5. Compare and contrast between classical administrative theories and Islamic administrative theories;
6. explain the bases for Islamic administrative thought and their relations with modern management and government

**Learning** **Outcomes**

On completion of the course student should be able to:

1. identify the origin and trace the development of Islamic Public Administration;
2. discuss at least 2 Islamic Administrative theories;
3. highlight the difference between western classical thinking and Islamic thinkers (show differences in methodologies, approaches and mode of analysis between the two);
4. examine and fully understand the contributions and works of Ibn al-Muqaffa (724-789 A.D.) and Abu Yusof (731-798 A.D.)
5. identify at least four similarities and differences between classical administrative theories and Islamic administrative theories;
6. explain the at least four bases for Islamic administrative thought and their relations with modern management and government

**Course Contents**

Origin, concepts and development of Islamic Public Administration. The pioneers of Islamic Administration and their contributions to the Islamic Administrative Thought. They include; Ibn al-Muqaffa (724-789 A.D), Abu Yusuf (11/731-182/798), Al-Mawardi (364/975-450/1058), Al-Ghazali (450/1058-505/1111), Ibn Taymiyyah (661/1262-728/1327) and Ibn Khaldun, (733/1332-809/1406), etc. Relevance of the Islamic Administrative Thought to the contemporary period. Analysis on the contributions of the contemporary Islamic Thinkers in the field that includes; Al-Buraey Abdullah, (Management & Administration in Islam), Abdun Noor, (Process of Public Administration in Islamic ), Yusof Ismail, (Development of Islamic Management Theory), Ruhul Amin, (Organizational Motivation from Islamic Perspective), Shamas-ur-Rehman, (An Islamic Leadership Theory), etc.

**Minimum Academic Standards**

As prescribed in CCMAS

**Bayero University, Kano (BUK)**

**Faculty of Management Sciences**

**Department of Public Administration**

**B.Sc. Public Administration**

**BUK-PAD 412 SIWES (4 Units C: Core; LH = 0; PH = 180)**

**Senate Approved Relevance**

Training and developing of high-quality graduates equipped with required knowledge, skills and creativity capable of providing effective and efficient leadership and administrative services of public and non profit organizations in Nigeria, Africa and beyond. This is in agreement with BUK’s mission of addressing Nigerian and African developmental challenges in producing high-quality graduates in public administration.

**Overview:**

The Students Industrial Work Experience Scheme (SIWES) is a skills training programme designed to expose and prepare students of universities and other tertiary institutions for the Industrial Work situation they are likely to meet after graduation.  It is also a planned and structured programme based on stated and specific career objectives which are geared towards developing the occupational competencies of participants.

This course is designed to bridge the knowledge gap between theory and practice for the public administration students.  It is aimed at exposing students to operations and practice of public and non-profit organizations in Nigeria, Africa and beyond. It will also allow for effective administration of organizations.

**Objectives:**

The objectives of the course are to:

1. provide an avenue for students to acquire industrial skills and experience during their course of study;
2. prepare students for the work situation they are likely to meet after graduation;
3. expose the students to work methods and techniques in handling office equipment and machinery that may not be available in their universities;
4. allow the transition phase from school to the world of working environment easier and facilitate students’ contact for later job placements;
5. provide students with an opportunity to apply their theoretical knowledge in real work situation thereby bridging the gap between theory and practice.

**Learning Outcomes**

1. provide an avenue for students to acquire at least four (4) industrial skills and experience during their course of study;
2. prepare students for the work situation they are likely to meet after graduation;
3. expose the students to at least three (3) work methods and techniques in handling office equipment and machinery that may not be available in their universities;
4. allow the transition phase from school to the world of working environment easier and facilitate students’ contact for later job placements;
5. provide students with an opportunity to apply their theoretical knowledge in at least four (4) ways in real work situation thereby bridging the gap between theory and practice.

**Course Contents**

The students will engage in an applied experience in their area of specialization to gain relevant experience and to practice the skills and concepts learned in the classroom. Supplemental reports and/or reading may be required. The internship is a required for a minimum of four (12) weeks’ involvement in public organizations to obtain practical administrative knowledge, skills and competencies. Students may have their internship in between sessions (preferably, between Level 300 and Level 4000). Upon completing the internship, students are required to write a comprehensive report on their engagement for evaluation. Completion of Internship is compulsory for all students of public administration programme.

Students are required to attend institution’s SIWES orientation programme before going on industrial attachment; comply with the employers rules and regulations; keep proper records of training activities and other assignments in the logbook; arrange their own accommodation during the period of attachment; Submit Log Books, Reports and other documents related to SIWES as required by their institution at the end of the training period; Submit to ITF through their institution, Evaluation Form (ITF Form 8) completed by the students the employer and the institution; Avoid changing of place of attachment except in special circumstances and with the permission of your Centre Director and the SIWES Directorate.

The report of the Industrial Training/SIWES is an essential part of the programme.  The programme is, therefore, not deemed to have been passed through by the student, by the departmental board, faculty board and the University Senate until a satisfactory report has been written.  The guidelines for writing the reports are therefore set out below and the student should write the report stressing what he/she did during his/her attachment.

The plan of the report is the student’s own responsibility.  To streamline all reports, the following outline is as follows: Title. Name of Student (Surname first). Matriculation Number. Course and Year. Location & Firm of Training. Summary or Abstracts of report (about ¾ – 1 page) it should contain all the essentials inside the report). **Introduction. Main Body of the Report. Conclusion. Acknowledgements. References. Appendices**(if any**).**

**Minimum Standard Additional to CCMAS**

As contained in 70% developed CCMAS