EDITORIAL BOARD

To Freshmen and Returning Students

FOREWORD

Dear Freshmen and Returning Students,

Congratulations and welcome to the Higher Teacher Training College (HTTC) Bambili of The University of Bamenda (UBa). At HTTC, we will help you to realise your intellectual, digital, social and personal potentials.

This *Students' Orientation Guide* is designed to inform, guide, inspire and orientate students and staff on the regulations governing their stay and activities at HTTC. This manual serves as a valuable resource and guide in all aspects about HTTC. It informs and orientates students on very important issues related to history and creation of HTTC, step-by-step procedures for online registration, phases and uses of the online platform, face-to-face and online teaching, guidelines for Continuous Assessment (CA) and Examinations, examination misconduct and disciplinary sanctions, rights, privileges and obligations of students, medical examination, health insurance, dress code, issues related to Form B, teacher/student relationship, university life, structures and facilities, research and library, as well as classification and award of Diplomas to meritorious students. Students should consult the flyers prepared by their departments, and the Division for Training and Internship for more information on orientation, counselling and mentorship.

Freshmen and returning students are encouraged to read the literature very carefully to ensure that they are at all times in conformity with the expectations of HTTC. They are further advised to see their respective departmental heads, visit the Division of Training and Internship for orientation and counselling regularly, liaise with their class masters or class advisors for help and assistance, and most especially keep to deadlines set by hierarchy of the school.

As a College with excellent professional teaching and grading records, HTTC provides you with a vibrant community and an ideal place to live and learn. I encourage you to get involved with a diverse range of activities which will broaden your horizon and enable you to develop new skills and competencies necessary to complement your academic endowment.

Thank you for helping to make HTTC great. We wish you the best as you pursue your studies at HTTC.

Prof. Mark Bolak Funteh (Professor)
Director, HTTC
The University of Bamenda

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CHAPTER ONE

PRESENTATION, HISTORY AND STRUCTURE OF HTTC

Introduction

This chapter focuses on the vision, mission, values, history, and administrative structure of the Higher Teacher Training College (HTTC) Bambili of The University of Bamenda (UBa).It also presents the different faculties and professional schools of UBa. The chapter presents HTTC as a professional school where graduates are expected to be leaders in the field of teaching in a conducive environment that focuses on student-centered learning.

Vision of HTTC

In order to achieve the aspirations of an emerging nation by 2035 as enunciated by the Head of State, President Paul Biya, the development of intellectual capital that incorporates competiveness, creativity, innovation as well as moral, ethical values is critical. The human capital development agenda rests, to a large part, on the quality of the educational system we offer. This is because a strong foundation in higher education is *sine qua non* if Cameroon has to achieve its national aspirations of an emerging country in 2035. It is therefore incumbent on institutions of higher learning to play a central role in generating the necessary human capital with first class mentality needed to transform Cameroon into an emerging country.

HTTC is one of the most esteemed and productive professional institutions in Cameroon. Given that times do change, and in order to be competitive, the need to produce new ideas as well as new products and resourceful graduates become imperative. To this end, our programmes and teaching methods need to be more creative, rewarding and impactful. We must also sustain our efforts and make strategic, targeted investments in our students, who will mold the minds and productive capacities of Cameroon's future citizens and thinkers. This is particularly important at this point of economic slowdown. It is highly recognized that the provision of higher-level skills to students of all ages empowers them with the adaptability to survive in a changing world order. A strong foundation in Higher Education in general and teacher education in particular is essential to achieve long-term objectives of human capital development as a key enabling factor in the pursuit of prosperity, a sustainable economy and confident advancement into emerging nationhood.

In the light of the aforementioned challenges, HTTC, as a University School, has the lofty task to create that environment which will foster the development of academic and institutional excellence. HTTC Bambili upholds the values of the BMD (Bachelor, Masters and Doctorate) system as the principal organizational framework for its academic and/or professional educational programmes because this system enhances the internalization of higher education in Cameroon by facilitating students and graduate mobility, transferability of credits and recognition of certificates.

HTTC programmes have consequently been upgraded in conformity with the BMD system, and to prepare its students for the award of professional teaching certification. In addition, it provides the possibility of transition from one Cycle to another (when appropriate) without the need to attend different institutions for degrees or other certifications. This will prevent graduates in the field from abandoning their posts in

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pursuit of a degree which will permit them meet the basic entry requirements into the Second Cycle. This will also permit the recruitment of HTTC graduates (when appropriate) as teachers at the School. The BMD system will also arm HTTC graduates who are academically and professionally strong enough to meet the emerging challenges of Secondary and High School Education in Cameroon, and enable them participate competitively in exchange programmes.

Mission of HTTC
The core mission of the HTTC is the preparation of teachers in various teaching subjects and selected educational services for Secondary and High Schools in Cameroon. This mission entails raising the capacity for knowledge and innovation as well as producing first class mentality and developing the potentials of graduates in a holistic and integrated manner. The selection of students based on academic merit and other holistic criteria is crucial and the composition of the student body must reflect the demographic profile of the country (and when possible with a mix of top international students without compromising the admission criteria).

Values
HTTC produces confident graduates who are knowledgeable and competent in their fields, as well as able to put into practice the knowledge gained. In addition, these graduates must innovate, possess high cognitive, technological and entrepreneurial skills, be bilingual, able to communicate efficiently, able to inculcate good values and to contribute to the well-being of the society and the global community.

Our graduates are expected to be leaders in the field of teaching and the development of a conducive environment that focuses on student-centered learning. A high standard of academic excellence should be continually and consistently demonstrated by all students throughout the duration of training at HTTC. The performance of students must be assessed continuously, at all levels of study at HTTC to ensure that the highest standards are maintained that will permit the award of certificates only to the best candidates.

Administrative Structure of HTTC
The Director
The Deputy Director
The Director of Studies
The Secretary General
Heads of Division
Heads of Department
Heads of Service

Departments and Programmes Offered at HTTC

No	Department	Diploma
1	Bilingual Letters	DIPES I; DIPES II
2	Biology	DIPES I; DIPES II
3	Chemistry	DIPES I; DIPES II
4	Computer Science	DIPES I; DIPES II
5	Economics	DIPES I; DIPES II
6	English Modern Letters	DIPES I; DIPES II
7	French Modern Letters	DIPES I; DIPES II
8	Geography	DIPES I; DIPES II

9	Geology	DIPES I; DIPES II
10	Guidance and Counselling	DIPCO II
11	History	DIPES I; DIPES II
12	Mathematics	DIPES I; DIPES II
13	Science of Education	DIPEN II
14	Philosophy	DIPES II
15	Physics	DIPES I; DIPES II

Brief History

In 1967, the Government of Cameroon, through a Ministerial decision No. 38 of 13 September 1967, created an annex of the Advanced Teacher Training College (ENS) Yaounde, the school of education of the Federal university of Cameroon specialized in teacher training. The 1967 decision establishing this institution stipulated that ENS Annex Bambili (ENSAB) would be jointly administered with the Cameroon College of Arts, Science and Technology (CCAST). In this arrangement, the Principal of CCAST acted as Director-Delegate of ENSAB. From 1967 to 1970, Dioh held two functions: Principal of CCAST and pioneer Director-Delegate of ENSAB. Since 1970, several Director-Delegates piloted the affairs of ENSAB.

In 2009, a Ministerial decision no.000009/MINESUP of 27 March 2009 by Prof. Jacques Fame Ndongo, Minister of Higher Education, brought drastic reforms in ENSAB. The institution was given a full fledged status with the creation of 18 departments integrating training for general and technical education teachers for secondary schools. The pioneer head of this new phase became Prof. Mathew Basung Gwanfogbe, the incumbent Director Delegate of ENSAB assisted by Dr. Lukong Keneth Mengnjo.

On 8 December 2010, the President solemnly pronounced, during the 50th anniversary of the Armed Forces at the Grand Strand in Bamenda that "I am pleased to announce to you the creation of the University of Bamenda" raised hopes among Northwesterners. By Decree No. 2010/372 of 14 December 2010, the University of Bamenda was created and ENSAB was divided into two professional teacher training schools: Higher Teacher Training College(HTTC); and Higher Technical Teacher Training College(HTTTC).

These two schools were piloted by Prof. Mathew Basung Gwanfogbe and Dr. keneth Mengnjo Lukong, as Acting Directors respectively. These two personalities coordinated the affairs of the university from December 2010 when it was created to October 2011, when the pioneer. Vice Chancellor, Tafah Edward Oki Edokat was installed. The first Director of HTTC was Prof. Lukong Cornelius Fai. After him, several other Directors have served in the college, with Prof. Tita Margaret Awah, being the first female Director since the creation of the College. The following personalities have served at the helm of this College.

1. Omer Weyih Yembe, 1970 – 1971 (Director delegate and Principal of CCAST);
2. Dr. A.S. Bokosah, 1971 – 1974;
3. T. M. Mofor, 1974 – 1989;
4. Dr. Omer Weyih Yembe, 1989 – 1993;
5. Prof. Moses Fon Asanji, 1993 – 2000;
6. Prof. Victor Bong Amaazee, 2000 – 2004;
7. Prof. Mathew Basung Gwanfogbe, 2004 – 2012;
8. Prof. Lukong Cornelius Fai (Professor), 2012-2014 ;

9.   Prof. Nsamenang Augustine Bame, 2014-2017;
10.   Prof. Tita Margaret Awah, 2017-2022;
11.   Prof. Mark Bolak Funteh (Professor), 2022-Present

Faculties and Professional Schools in UBa
Pursuant to Decree No. 2011/045 of 8 March 2011, to organize UBa, this institution comprises six faculties and five professional schools; from which some of our students can obtain certificates.

Faculties
The Faculty of Arts;
The Faculty of Science;
The Faculty of Economics and Management Sciences;
The Faculty of Law and Political Sciences;
The Faculty of Education
The Faculty of Health Sciences.

Professional Schools
The College of Technology;
The higher Institute of Commerce and Management;
The Higher Institution of Transport and Logistics;
The Higher Teacher Training College;
The Higher Teacher Technical Training College;
The National Higher Polytechnic Institute.

Conclusion
This chapter has examined the key issues about HTTC Bambili. It enables individuals and students to better understand and appreciate the vision, mission, values, history, and administrative structure of the school, as well as the different faculties and schools of UBa.

CHAPTER TWO
ORIENTATION, REGISTRATION, FACE-FACE
AND ONLINE TEACHING

Introduction
This chapter sets out to orientate freshmen and returning students on the procedures for online registration, the phases and use of the online platform, access to results and the roles of the different actors like students, academic staff, Heads of Department, Deans and Directors, Registrar and the Vice Chancellor on the online platform.

Orientation
Orientation shall be done at two levels:
- General orientation by the School
- Orientation by Departments

General orientation by the School will involve presentations on the following:
- Registration
- General provisions.
- Internship/Teaching Practice
- Code of conduct of all students
- Students rights, privileges and obligations
- Quality assurance
- Sport and recreation
- Health insurance benefits/Medical issues

Step by Step Procedure for Registration
a.Fresh Students

1. Go to the University Website (www.uniba.edu.cm) .
2. Get your registration Number from the admission list under the ADMISSION tab, or www.ubastudent.online/amission list.
3. Create a Student Account at www.ubastudent.online using your Registration Number.
4. Log into your student account.
5. Click on the Pay Fee Tab.
6. Pay your Online Service Charge with MTN MoMo.
7. Select to pay your Registration Fee and Medical Fee.
8. Select your fee Payment Channel.
9. Make payment to University Account (Registration and Caution Fees = 60000CFA and Medical and Insurance Fees = 8700CFA).
10. Click on your Profile Picture (or icon) to go to Drop-down Menu.
11. Click on the Transaction Details Link to View, Download and Print Receipts.
12. Take the receipts to the Finance Office of HTTC for signature.
13. Go to your Department and present Originals of your Certificates to be Validated Online.
14. Go for your Medical Examination and Validation Online.
15. Log into your Student Account and Register for your courses.
16. Download and Print 3 copies of your Form B.
17. Take the 3 copies of the form B to your Head of Department for signature, and a copy submitted to the Director of Studies.
18. Obtain a Form A from the Admissions Office of HTTC.

19. Submit the following documents at the Admissions and Records Office of HTTC:

   - A certified copy of your birth certificate.
   - A photocopy of the candidate's birth certificate.
   - A certified copy of your 'O' Levels Certificate or *Probatoire* (for First Cycle Students, to be collected from the Admission and Records Office).
   - A certified copy of your 'A' Levels Certificate or *Baccalauréat,* to be collected from the Admission and Records Office.
   - A certified copy of your Degree (certified by the competent issuing academic authority).
   - A certified copy of your Transcripts from Levels 1 to 3 (certified by the competent issuing academic authority, to be collected from the Admission and Records Office).
   - A copy of your School Fees Receipt signed at the Finance Office.
   - Your Form B.

NB: It is only when you have gone through the above procedure that you will be considered a registered student of HTTC.

   b.   Returning Students
   1. Log into your Student Account and Submit Your Information Online for Verification.
   2. Click on the Pay Fee Tab.
   3. Pay your Online Service Charge with MTN MoMo.
   4. Select to pay your Registration Fee, Medical fee.
   5. Select your fee Payment Channel.
   6. Make Payment to University's Account (Registration fee: 50,000 CFA, and Medical: 3,000 CFA and Insurance Fees = 3,700 CFA)
   7. Click on your Profile Picture (or icon) to go to Drop-down Menu.
   8. Click on the Transaction Details Link to view, Download and Print Receipts.
   9. Go to your Medicals at the Health Unit and Validation Online.
   10. Log into your Student Account and Register for your Courses.
   11. You can print your form B for your Records. However, you will be expected to submit copies of your Form B and School Fees Receipts at the Admissions and Records Office

Step 5: Orientation

   The schedule for orientation will be published by HTTC. All Freshmen must undergo Form Bs orientation before their Form Bs are signed by their respective Departments. Students will be issued with tickets to show as proof that they have undergone orientation.

Step 6: Course Registration at the Departments

   The photocopy of fees receipt marked 'Departmental copy' should be presented to the students' department, together with the attestation from the University Health Centre, the orientation ticket and copies of Form B for the signature of the Head of Department (HOD). The signing of the Form B by the HOD implies that the student has been registered. Students should take note that they will not be registered without these three documents.

Step 7: Production of ID Cards

   The last photocopy of receipt marked 'ID Card Centre' will be presented at the time and place that will be announced by the service in charge of producing ID Cards.

Students are advised that if they have problems with their registration, they should seek assistance from staff of the University, preferably those in their host Department. Academic orientation will involve explanation to students (new/returning) about courses offered in the respective programmes and the details of those they need to register for. This orientation will be carried out by the College/departments during the registration period. General orientation for all students, particularly new students, will take place at the end of the registration process before classes begin.

Online Registration
1. Pay registration fee of 50,000FCFA at the NFC Bank SA: Account No 0301730101738719. Pay medical tests fee of 3,000FCFA (or 5,000FCFA for freshmen), Insurance coverage of 3,700 FCFA (and refundable caution of 10,000FCFA for freshmen) at the UBA Bank SA: Account No. 10033 05204 04004000051 58.
2. Log on to the HTTC registration platform at https://www.formb.httcbambili.com/web - click sign up and enter your UBa registration number and your current email address – click submit query;
3. Access your mail box to take cognizance of your user name and password (personal) for use to log on to the registration platform;
4. Log on to https://www.formb.hhttcbambili.com/web/login, and enter your user name and password. Click login ;
5. Click on generate Form B, then go through the following steps:

Step 1: Choose your Year of study and indicate your current status (repeater or not) – click next;

Step 2: Fill your personal information on the fields provided-click next:

Step 3: Select the Medical Fees payment point and the receipt number. – click next

Step 4: Select the payment point of your registration fee, the corresponding amount enter the receipt number – click next;

Step 5: Verify the exactness of your recorded information. Click on upload Your passport photograph to upload your passport photograph and click the button at the end of the page.

6. Take the **original receipts** of your Medical tests fee, Insurance coverage fee and Registration fee to the Finance Office of HTTC for confirmation;
7. Log on to the online platform at https://www.forb.httcbambili.com/web/login, and enter your user name and password – click login;
8. Click on generate Form B and go through the following steps:

Step 1: Choose your Year of study and indicate your current status(repeater or not) - click next;

Step 2: Proofread your personal and payments information on the page displayed – click next;

Step 3: The list of courses for the corresponding semesters will appear already pre-selected;
   i) If you are a repeater, tick to select the courses you are taking for each of the two semesters.
   ii) If you are owing some courses at the lower level, click on the link provided at the bottom of the page to display courses of the lower level and tick to select those you are taking at that level;

Click the **submit** button at the bottom of the page to complete your course registration form. Depending on your browser, your course registration form (Form B) will either be directly downloaded or simply displayed.

9. Verify the accuracy of information edited on your FORM B, get it printed and take it to your HOD, then to the Dean of Studies for signature.
10. Take your signed Form B to the Admission Office of HTTC for the final validation of your academic registration.

Use of the Online Platform

UBa is in the process of transforming data management system from a paper-based system to an online platform. The Online platform is for all prospective and full-time students of the University from HND through Bachelor to PhD students. This manual is based on the following:

- Application for admission;
- Generation of admission letters;
- Registering for courses;
- Recording continuous assessment (CA);
- Publishing of examination marks and student results.

Online Course Registration and Access to Result

With UBa Online, course registration becomes a matter of clicks. UBastudent.online is powered by Go-Groups Ltd www.go-groups.net. If you have not paid your platform charge, tuition and medical fees, pay them first before course registration. The "course registration" tab has the following sub tabs:

1. Course Registration information
2. Register major courses
3. Register minor courses
4. Register elective courses
5. Register required courses
6. Final registered courses

UBa Online Course Registration Stages

1) Click on "Register Major courses" tab to add a major course;
2) Click on "Add Major courses" button to select a major course. Repeat this same procedure for your Minor and Elective courses;
3) Select your Level to see the Major courses available for you;
4) Click here to Select your major courses from the list of courses that appears;
5) Click here to save your selected courses. Repeat this same procedure for your Minor and Elective courses;
6) Click "Register required courses" to register required courses;
7) Select your convenient slot for a required course. Slots are either empty or full depending on their colours;
8) Click on "save changes" button to save your selected course;
9) Click on final registered courses to view your registered courses so far.
10) Scroll down to preview. If there are no modifications, click the "download" button to download. This can be used as your form B. You can always go back to step 2 to make changes to your registered course as long as course registration is still open and you do not have a CA for the course;
11) Click the "CA Results" tab to view the most recent published CA results;
12) Select "Academic year" and "Semester" to view past published results;
13) Click the "Get Results" button to display your results;
14) Click the "CA Results" tab to view the most recent published CA results;
15) Select "Academic Year" and "Semester" to view past published results;

16) Click the "Get Results" button to display your results.

Roles of Actors of the Online Platform
1.Students
• Returning and newly admitted students must register their courses Online;
• Student must register for courses each semester and during Resit examination;
• Students must print their receipts and Form 'Bs' from the platform;
• Receipts and Form Bs must thereafter be presented to their respective departments.

2. Academic Staff
• Each course Master must have an access code obtained through the Focal Point in the Establishment and the Head of Department (HOD);
• To see the number of students registered for a given course;
• To upload Continuous Assessment Marks (CA) and final examination marks.

Heads of Department
• Make available on the platform courses students can register during the semester and Resit;
• Verify and amend (where necessary, with the Dean's or Director's consent) the Status (S) and Credit Value (CV) of each course respecting APC Resolutions;
• Set the manner of evaluation for each course e.g. CA marks on /30, Examination marks on /70;
• Assign courses online to the Course Masters at the start of each semester;
• Generate Course Lists with the names of students registered for each course in the Department;
• Generate the frequency distribution table for examination results before the Departmental Board for approving results at the end of each semester and Resit examination.

4. Deans and Directors
• Check the number of students who have paid fees within the Establishment and by Department from time to time;
• Supervise the assignment of Course Masters at the level of Departments;

• Supervise the rate of CA and final examination marks submission by Departments; Authorize and implement the correction of CA marks and examination marks before Senate.
• Authorize and implement Establishment Examination Board Resolutions on deliberations on results before Senate;
• Implement corrections to CA and examination marks after Senate under the authority of the Chairperson of Senate.

5. Registrar
• To advertise programs for admission on the platform including fees structure for each programme;
• Produce admission letters for all students with special codes to reflect the various Establishments and HND Organ;
• Monitor rate of fees payment in all Establishments;
• Generate transcripts in concert with the Establishments;
• Effect corrections to transcripts as approved and authorized by the Chairperson of Senate.

6. Vice-Chancellor
• Publishes results after Senate on the online platform;
• The privileges of the Vice-Chancellor also include all those assigned to the other levels of administration.

Phases of the Use of the Online Platform
Phase I: Application for Admission
Phase II: Course Registration
Phase III: Processing Continuous Assessment (CA) Marks
Phase IV: Processing Examination Marks
Phase V: Producing Frequency Distribution Tables
Phase VI: Publishing Examination Results

Face-to-Face Teaching
What is face-to-face teaching? Face-to-face teaching is an instructional method where course content and learning material are taught in person to a group of students. This allows for a live interaction between a learner and an instructor. It is the most traditional type of learning instruction. Learners benefit from a greater level of interaction with their fellow students as well. In face-to-face learning, students are held accountable for their progress at the class's specific meeting date and time. Face-to-face teaching ensures a better understanding and recollection of lesson content and gives class members a chance to bond with one another.

Face-to-face teaching is essentially a teacher-centered method of education, and tends to vary widely among cultures. Many modern education systems have largely shifted away from traditional face-to-face forms of educational instruction, in favour of individual students' needs.

At HTTC, both face-to-face and online teaching are used alternatively. There are weeks reserved for face-to-face teaching, while others are programmed for online teaching to enable all students to be conversant with both methods of instruction.

Advantages of face-to-face Teaching
- The lecturer supplies study notes in class, and additional notes can be taken to help you pass your exams.
- You can share and compare notes with your classmates.
- Your questions get answered in real time, which means you don't have to wait for the lecturer to get back to you.
- The lecturer may point out important sections in the textbook, which can help you prepare for your exams.
- Attending classes and speaking to a lecturer, would feel like you get your money's worth.
- You do not have to worry about setting up your own schedule. The institute will give you a timetable with your class dates and times.
- Assignments are handed in personally, which means you do not have to worry about your work getting lost or not handed in.
- You can get feedback on your assignments and exams in real-time. No long waiting periods.

- The lecturer only has a certain amount of time to get through subjects. If you cannot keep up with the rest of the class, you will have to schedule extra classes, which could cost you extra money.
- Due to time constraints in class, the lecturer cannot answer each and every student's questions.
- You will have to carry your textbooks to class every day. They tend to be heavy.
- If you forget a textbook or your class notes at home, you will either have to get along without it, or ask a fellow student to share his/her books with you.
- Textbooks are rarely included in the course price, which means you will have to pay for it out of your own pocket. Extra expenses.
- You will have to spend additional money on travelling and secure parking.
- Face-to-face classes are at set times. If you miss a class, it is your responsibility to book an extra class to catch up.
- Classes vary from early morning to afternoons. If you have a day-time job or other responsibilities, it might not fit into your schedule.

Disadvantages of Face-to-Face Teaching

- The lecturer only has a certain amount of time to get through subjects. If you cannot keep up with the rest of the class, you will have to schedule extra classes, which could cost you extra money.
- Due to time constraints in class, the lecturer cannot answer each and every student's questions.
- You will have to carry your textbooks to class every day. They tend to be heavy.
- If you forget a textbook or your class notes at home, you will either have to get along without it, or ask a fellow student to share his/her books with you.
- Face-to-face tuition can be quite expensive.
- Textbooks are rarely included in the course price, which means you will have to pay for it out of your own pocket. Extra expenses.
- You will have to spend additional money on travelling and secure parking.
- Face-to-face classes are at set times. If you miss a class, it is your responsibility to book an extra class to catch up.
- Classes vary from early morning to afternoons. If you have a day-time job or other responsibilities, it might not fit into your schedule.

Online Teaching

What is online teaching? Online teaching refers to education that takes place over the Internet. A significant number of universities in Cameroon and abroad are moving from the traditional face-to-face classes into fully online, web-based courses. Online education, often called distance education or web-based education, is currently the latest, most popular form of distance education. It has recently become an integral part of many university programmes in Cameroon.

For online teaching to be successful, it is recommended that the instructor should follow the following seven principles:
1) encourage student participation
2) encourage student cooperation
3) encourage active learning
4) give prompt feedback
5) emphasize time on task
6) communicate high expectations
7) Respect diverse talents and ways of learning.

To these principles one may add seven more: (1) address individual differences, (2) motivate the student, (3) avoid information overload, (4) create a real-life context, (5) encourage social interaction, (6) provide hands-on activities, and (7) encourage student reflection.

Online technology is applicable in every aspect of human life including learning. Today, individuals do not need to be in a physical building to learn something. There are many online learning platforms to help with that including websites, blogs, video-based sites and even social media. These avenues offer a variety of learning material that has benefited many. Even with an online video conferencing app such as ezTalks Cloud Meeting, zoom meeting, and WhatsApp, with people sharing and learning a lot about different issues.

Now, you need to know the advantages and disadvantages of online learning.

Advantages of Online Learning
There are several things to love about this type of learning. Here are the advantages of online learning:
1) **Saves time**: With online learning, you do not drive or take a taxi to class. This helps you save time, which you invest in online learning and any other task that needs your attention.
2) **Learn from anywhere on the globe:** This kind of learning allows you to participate from wherever part of the world you are. You can learn from the office during your break and even from home. An institution in another country could be offering a course. This does not bar you from benefiting from the course, thanks to online learning avenues.
3) **Fosters convenience**: The traditional classroom setting is boring at times. Worse, even, you may not have time to get to class. Online learning allows you to learn even from your bed, as long as you understand the content. You learn from a place you are comfortable with, whenever you want.
4) **Reduces expenses**: The fact that you learn from wherever you are means there are no fuel or transport costs. This helps you cut on expenses especially if you have a tight budget.
5) **Less tiring and less boring**: Routine encourages boredom. Getting on the bus every morning and evening is tiring. Online learning spares you much trouble. You do not have to go anywhere.
6) **Readily available learning materials**: With traditional learning, absenteeism comes with its troubles. Imagine it is a weekend and every friend you know in class is busy. Where will you get notes to catch up? You will have to wait for Monday. Online learning is different.

7) All learning resources are accessible anytime. Besides, with Apps such as ezTalks, you can even record learning sessions for future reference.

8) **Fast and easy sharing of resources**: Online learning provides resources in soft copy. This way, you can always share with a friend who needs them. It is a matter of emailing or using whatever sharing App you find suitable.

9) **Reaches a wider audience:** This is for those creating online learning posts such as uploading videos on YouTube. Such learning platforms enable a content creator reach as many people as possible all over the world. This translates to more money to support the learning program.

10) **Supports flexible schedules**: If you are the busy type, yet you want to add value to your resume, online programs will be great for you. They are not set for any specific time. You take them whenever you have the time. Therefore, it is easier squeezing them at any time on your busy schedule.

11) **Offers a variety of courses on one platform**: Online learning programmes are found at one place: the internet. It is a matter of searching for the course you want online, applying for it and starting to enrich your knowledge base. Some learning avenues are absolutely free. All you need is an internet connection. Traditional learning requires you to move from one institution to another to get the course you are looking for.

12) **Builds a learner's character**: Online learning calls for discipline, dedication, and punctuality. With usual classes, an instructor is present to keep you on feet, reminding you and even threatening. With online learning, your personal character is the key to success. It helps you to be a self-driven person with great time conscious skills.

Disadvantages of Online Learning

Online learning has a few negatives on its plate. They include:

1) **Internet connection problems**: When there is a problem with your internet system, online learning is impossible. There is nothing you can do. Slow connections are even worse.

2) **Requires a good grasp of tech skills**: Learning from a website, blog or whichever online platform requires you to understand online technology. It is not just about knowing how to start your computer and getting to the site. You need to know how to navigate the screen. This is very easy for people who are always online on different sites. They can figure out how to maneuver around a video, task or text. Without such skills, online learning becomes stressful.

3) **Lacks the warmth of face to face interaction**: Learning in a physical classroom is interesting and more involving as human interaction is present. There are classmates to connect with and an instructor to consult for immediate feedback. This lacks in online learning.

4) **Unsuitable for hands-on fields**: There are courses that require many practical sessions such as surgery, medicine, and the sciences. You will need a lab, which online programs cannot offer.

5) **Stressful for those with weak character**: If you are the lazy type, never punctual and love postponing tasks, online learning will be a waste of time and money. This is especially for the professional courses. There is no tutor to follow you up. Better go for ordinary classroom-based courses.

6) **Possibility of distractions**: If you are taking online programs from home or a park, for example, be sure that there will be disturbances. It could be noise from your children, people moving around, friends who want to say hey or you may easily switch off. Bottom-line, the environment is so tempting that without discipline you may lose track of your goal.

However, the dual usage of the face-to-face and the online teaching approaches blend each other, meets the needs of the students within the context of professionalism, digitalism and entrepreneurship. Each approach comes in to support these values adequately for an effective and comprehensive training.

Conclusion
This chapter has examined the different types of orientations offered to freshmen and returning students, on the procedures for online registration, the phases and use of the online platform, access to results and the role of the different actors like students, academic staff, Heads of Department, Deans and Directors, registrar and the Vice Chancellor on the online platform. It has also demonstrated that, UBa is in the process of transforming data management system from a paper-based system to an online platform. There are many online learning platforms to help, including websites, blogs, video-based sites and even social media. These avenues offer a variety of learning material that have benefited both students and teaching staff.

CHAPTER THREE
COURSES, CONTINUOUS ASSESSMENTS AND EXAMINATIONS

Introduction

This Chapter treats the guidelines for Continuous Assessment (CA) and examinations, highlights examination misconduct and disciplinary sanctions, tackles the various sanctions for the violation of registration and course related requirements, analysis the contents and classifications of the different diplomas offered at HTTC.

Guidelines for Continuous Assessment

In setting continuous assessment/coursework, the possibility of plagiarism and cheating must be kept in mind.

- All students who are duly registered for courses in a given semester are eligible to sit for examinations in those courses, except those students who were absent for up to six weeks.
- Continuous Assessment shall constitute 30% for a course.
- Students must see their continuous assessment mark before exams and all corrections must be done before the publication of exams.
- Assessments should be designed to reduce the risk of this happening, e.g. regularly varying written assignments.
- Be aware that weaker students are more likely to plagiarise; they should not be allowed to get so far behind that they are tempted to cheat simply to catch up.
- Lecturers should make clear the extent to which group discussion is permissible in a module - the balance between mutually beneficial group learning and collusion is difficult.
- Procedures to detect and respond to evidence of plagiarism or cheating are in place and students should be aware of this.

All continuous assessment specifications should make clear:

1. The contribution of the work to the course mark.
2. The hand-in date and method.
3. The principles that will be employed in marking, where these are not obvious. For example, for essay-type continuous assessment, indicative descriptions of work corresponding to classes could be given.
4. The penalty for lateness.
5. The target length of time from the hand-in date to return of the marked work (or just the mark where work is not returned). Note that if no such date is given, the default for the School is two weeks.

Examination Guidelines

1. All students who are duly registered for courses in a given semester are eligible to sit for examinations in those courses, except students in the following categories:

a) A student who absents himself from the institution for upwards of six weeks without official permission.

b) A student who fails to attend up to 70% of lectures, tutorials or practicals in a course.

2. Students must acquaint themselves with the instructions governing examinations.

3. Students must be punctual in the examination halls. Students arriving later than half an hour after the examination has started shall not be admitted into the examination hall.

4. Students must bring with them to the examination hall their ink, pen, ruler, eraser, pencil and any materials which may be permitted by regulations. Students are warned that, if not otherwise indicated, lecture notes, cellular phones, textbooks, jotters, bags etc are not allowed in the examination hall.

5. To ensure order in the examination hall, seats will be arranged according to the number of groups taking examinations at each particular time. Candidates are not expected in the hall earlier than 10 minutes to commencement of each examination. They are advised to keep strictly to the sitting arrangement to avoid confusion. Chairs arranged in examination halls should not, under any circumstances, be removed by a student.

6. Once inside the examination hall, communication between students is strictly forbidden.

7. Silence must be observed in the examination hall. The only permissible way to attract the attention of the invigilator is by raising of a right hand.

8. Smoking in the examination hall is strictly forbidden.

9. The use of scrab paper is not permitted. All rough work must be done in the answer booklets, crossed neatly through and submitted along with the answer booklet.

10. Students must use their registration number for examination.

11. Before handing in their scripts at the end of the examination, students must satisfy themselves that they have inserted in the appropriate places, their registration numbers and the numbers of the questions answered.

12. It is forbidden to make distinctive marks of any kind on the answer booklets. Only blue or black ink is allowed for writing on examination answer booklets.

13. Students must not leave the examination hall during the first 30 minutes and the last 50 minutes of any examination.

14. Students must remain sitted until invigilators have completed collection of answer booklets.

15. Students are required to sign against their registration numbers on the attendance sheet. Some other specific instructions to students and invigilators will be given by the Director of Studies (DS) at the appropriate time, before each examination session.

Examination Misconduct and Disciplinary Sanctions

16. In conformity with Decree No 93/027 of 19 January 1993 fixing common regulations to all Universities, particularly in its articles 61, 62, 63, 64, 65 and 66, it shall be an offence for any student or any persons whosoever to impersonate a student in any University examination. Any student or staff of HTTC found guilty under this

regulation shall be subjected to disciplinary sanction and this does not preclude prosecution by the law enforcement authorities.

17.   Any student or staff who attempts in any way to unlawfully have or give pre-knowledge of an examination question or to influence the marking of scripts or the award of marks by the examiner shall be subject to disciplinary sanction.

18.   If any student is suspected of cheating, assistance or assisting other students or of infringing any other examination regulation, a written report of the circumstances shall be submitted by the invigilator to the Director within 24 hours of the examination.

19.   Any student suspected to have cheated, received assistance or assisted another student shall be required to submit a written statement to the invigilator immediately after the paper. Failure to make such a statement shall be regarded as an admission of guilt.

20.   The Director shall promptly set up a disciplinary panel made up of:
-    The Director - Chairperson
-    The Deputy Director - Vice Chairperson
-    Vice Chancellor's Representative - Member
-    One representative of HTTC students' Association - Member
-    One member designated by the Director - Member

The report of such an investigation with a recommendation of sanctions shall be submitted to the Director.

Where the Director is satisfied that the student has committed a breach of any of the regulations, such a student shall be deemed to have committed an examination offence and the Director will forward the file to the Vice Chancellor with the following recommendations:

a-   Give public notice of the fact that an offence has been committed by that student

b-   Give a written warning to the student which may be accompanied with partial or total suspension of all aid or assistance from HTTC.

c-   Suspend the student from HTTC examination for the session in question, together with suspension of all aid or assistance.

d-   Recommend to the Minister in charge of Higher Education that the student be dismissed from HTTC and not allowed to attend any other University institution in the country.

21.   Where the Director has reason to believe that the nature of any question or the content of any paper may have been made known before the date and time of the examination to any person(s) other than the examiner, the Board of Examiners or any official of HTTC charged with handling the paper, he/she may order the suspension of the examination or the cancellation of the paper or the setting of a new paper and shall report the matter to the Senate. The Director shall take any disciplinary measure against the staff/student as provided for by the regulations in force.

22.   Any student or member of the academic staff may lodge a petition with the Director, the Head of Department, if they feel that the examination has been improperly conducted. The Director shall investigate the complaint and report the result of the investigation to Senate which shall take action as it may deem appropriate, including withholding results or deprivation of the award of a degree/diploma etc.

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Absence from Examination

23. Students must present themselves at HTTC examinations for which they have registered under these regulations. Students who fail to do so for reasons other than accidents or illness duly justified by a medical report from University's Chief Medical Officer or exceptional cases, shall be deemed to have failed that examination. Misreading of the timetable and such lapses on the part of the student shall not be accepted as a satisfactory explanation for absence.

24. A student who falls ill during an examination shall report in writing to the Director of School.

25. A student who is absent from an examination on account of illness and this is confirmed by medical evidence from the Head of the University Health Services, shall take the regular examination on the following occasion without repeating the course concerned if he/she so desires. Approval for make-up examinations shall be given by the Senate on the recommendation of HTTC Academic Board.

26. Students with complaints about their results (CA or Exams) have 72 hours to submit to their HODs a written complaint accompanied by evidence (CA scripts).

Sanctions for Violation of Registration and Course Related Requirements
General Provisions

1. Instructions at The University of Bamenda are organized on the Semester Course Credit System. Students shall be required to take approved combinations of courses as the Senate, on the recommendation of the School Board, may from time to time determine.

2. Courses shall be evaluated in terms of course credits. One credit shall be the equivalent of ten hours of student's effort or 15 hours of student's effort corresponding to 60 contact hours.

3. Each course shall be assigned 6 credits, except as otherwise approved by Senate on the recommendation of the School Board.

4. A session at The University of Bamenda shall consist of 2 semesters of 15 weeks each.

5. Each student shall be expected to register for all courses in the programme which he/she has been admitted for in an academic year at the beginning of the first semester. Such courses shall be entered on the prescribed Registration forms and shall be lodged with the Director of Studies.

6. Registration for a course shall not be deemed complete until a student has personally handed over all the completed registration forms to the HOD who shall duly acknowledge receipt of them.

7. Registration for courses should be complete by the deadline prescribed by Senate on the University Calendar. Students shall not write examinations in courses for which they are not duly registered.

8. In accordance with the philosophy of the University which aims, among other things, at providing a broad-based and balanced education, the University requires that the student be knowledgeable in the science and humanities, as well as in Cameroon's two languages. Each student shall consequently be required to pass in a General Student's course (Civics and Ethics) as well as courses in the Use of English, Functional French, Sports and Information Technology skills.

9. Students of Cycle 1 and Cycle 2 obligatorily go out for Teaching Practice to one of the Secondary Schools in the Region.

Course Terminology

10.   The following terminology shall be used for the different categories of courses:

  a)   Compulsory: A course specified for a diploma/programme which a student must take and pass before graduation.

  b)   Elective: A course which a student may choose in order to make up the required additional credits for the award of a degree.

  c)   Prerequisite: A course whose knowledge is essential for another specified course.

  d)   Course credit: It refers to the value assigned to a particular course or subject that a student successfully complete.

  e)   Credit value: It refers to the number of credits that a student is eligible to earn on successfully completing the course.

  f)   Course code: It is used to describe and organize courses in a way that can be easily understood by both colleges and students.

  g)   Course title: It provides readers with a brief, general description of the subject matter covered in the course.

  h)   Lectures: It refers to an academic talk to an audience, especially one of students in a university. Each course has supporting lectures and tutorials.

  i)   Teaching Practice refers to a temporary period of teaching in a school undertaken under seasoned Cooperating teacher to gain new skills and competencies.

  j)   Internship: It refers to a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest.

  k)   Practicum: It refers to a course involving activities empasising the practical application of theory, especially one in which a student gains on-the-job experience in the field of study.

  l)   Continuous Assessment (CA). It refers to the evaluation of a student's progress through out a course of study.

  m)   Examination: It refers to a written form of demonstration of a certain level of theoretical knowledge by the student based on achievement of the learning objectives.

11.   A prerequisite requirement shall be fulfilled by attaining a pass in the course. However, a student who fails the course but scores a minimum of D in it shall be deemed to have met the prerequisite requirement, but will not earn any credit for the course if it is compulsory for his/her programme.

12.   Students are not permitted to change the programme for which admission was offered.

13.   A student who wishes to suspend studies must apply before the end of the semester(s) which the student wishes to suspend.

Sanctions for violation of registration and course related requirements

14.   To qualify for suspension of studies, a student must be in academic good standing and also show proof of mitigating circumstances.

15.   A student who abandons his/her studies for four consecutive weeks without just cause shall be suspended. Such a student shall have to apply to Senate for re-admission.

16. A student who is absent for two consecutive sessions without just cause shall automatically forfeit his/her status as a student.
17. Any student who registered for courses but fails to sit the corresponding examinations for no just cause shall score zero in the course(s) for which he/she registered. Students who for justifiable reasons, such as ill-health, do not sit for end-of-course examination shall be given 'I' grade (incomplete). They will be allowed to re-sit the examination at the next opportunity.
18. For a candidate to qualify to sit for an examination in a course, he/she must have attained at least seventy percent (70%) attendance at lectures, tutorials and practicals in that course.

Degrees Offered

19. A programme of study in the Higher Teacher Training College Bambili shall lead to the award of a Diploma.
20. The Higher Teacher Training College offers the following Diplomas:
    - DIPES I
    - DIPES II
    - DIPEN
    - DIPCO

DIPES I Diploma

21. The duration for a programme of study for the DIPES I shall be 6 semesters.
22. The number of course credits required for the award of a Bachelor's Degree shall be as approved by Senate on the recommended of the School Board, but shall not, in any case, be less than 180 credits for a six semester degree programme. He/she must have at least a Grade Point Average (GPA) of 2.00 on a scale of 4.0.

Course Evaluation

23. Performance in courses for the DIPES I programmes shall be recorded according to the following schedule:

Mark/100	Letter Grade	Grade Points	Evaluation
80-100	A	4.00	Excellent
70-79	B+	3.50	Very Good
60-69	B	3.00	Good
55-59	C+	2.50	Fair
50-54	C	2.00	Average
45-49	D+	1.50	Below Average
40-44	D	1.00	Poor
0-39	F	0	Fail

24. The final aggregate mark for a course shall be a whole number. Letter grades and grade points shall be awarded on the basis of the final aggregate mark.
25. In order to determine the Grade Point Average of a candidate, the appropriate grade points assigned to the corresponding letter grade is multiplied by the credit value of the course. The products are added

for all courses registered for and the sum divided by the total number of credits registered for. The quotient so obtained is the GPA.

Course	Grade	Grade Points	Credit Value	Weighted Points
EDUG4101	A	6	4.0	24.0
EDUG4102	B+	6	3.5	21.5
BILG3201	B	6	3.0	18.0
BILG3208	C	6	2.0	12.0
GEOG3203	B+	6	3.5	21.0
GEOG3201	C+	2	2.5	5.0
	TOTAL	32		101.0

GPA = 101/32 = 3.16

26. To earn credit for a course the student must score a minimum of 50% (C) in that course if this is compulsory. Students may gain credit in the case of an elective/required course if they score 40% (D). In any event, the total number of D grades for which credit is earned may not exceed 10% of the total credits required for the degree programme.

27. All courses shall be examined by continuous assessment through assignments and/or tests and examination. The grades obtained through such continuous assessment shall constitute 70%. However, Departments may propose different proportions for particular courses, subject to the approval of Senate. In any case, the proportions may not exceed a 50:50 ratio for continuous assessment and final examinations.

28. If a student obtains a pass mark in a course after resitting the course once or any subsequent number of times, the final mark given shall be the average of the marks obtained in the different sittings if this average is higher than 50 percent or 50 percent if the average obtained is less than 50 percent. Only this average mark shall be used to calculate the student's cumulative grade point average (GPA). The fail mark shall no longer enter into the calculation of the cumulative grade point average (GPA).

29. For a student to remain in academic good standing, that is not be asked to withdraw from the degree programme in his/her Department, the following conditions must be satisfied:

In each semester, the student shall register for courses totaling not less than 24 credits and not more than 30 credits. In exceptional cases and with the approval of the Director of HTTC, a student in good standing may be allowed to register for courses totaling up to, but not exceeding 38 credits. The only exception to the minimum credit load shall be for students who have completed the normal period of study for a particular number of credits for graduation. Such students shall be allowed to register only for those courses required for the obtention of their respective degrees.

30. At the end of each semester, any student with GPA of less than 2.0 shall be put on probation and shall be warned in writing by the Director of Studies HTTC. Any student with a GPA of less than 1.0 in two consecutive semesters shall be required to withdraw from the University.

31. A student with GPA of 3.25 or more at the end of any semester shall qualify to be placed on the Director's list of excellence while any student with a GPA of 3.5 and above shall qualify to be placed on the Vice-Chancellor's list of excellence on condition that the student carried a full load and was not subject to any sanction.
32. A student who has taken more than two semesters in excess of the approved period of study to complete the DIPES I programme shall not be eligible for an honours classification.
33. The authorization of Senate shall be obtained in all cases of consideration for a pass degree for any student who has spent more than four semesters in excess.
34. A student who is duly registered at the University may seek deferment of studies on condition that such deferment does not exceed four semesters; after that, registration will lapse and the candidate who so desires would be expected to re-apply.
35. All courses taught during each semester shall be examined at the end of that semester. Students shall earn the number of credits assigned to the course for which they have passed the examination following the schedule provided.
36. Re-sit examinations s hall be offered to regularly registered students at the end of the examination sessions according to a schedule approved by Senate.
37. Examination results shall be released to students at the end of each examination session. Transcripts shall be issued to students at the end of each session.

Classification of DIPES I Diploma:
- First Class Honors
- Second Class (Upper Division) Honors
- Second Class (Lower Division) Honors
- Third Class Honors
- Pass

The class of degree awarded shall be based on the final cumulative Grade Point Average as follows:

- First Class Honors	3.60-4.00
- Second Class (Upper Division) Honors	3.00-3.59
- Second Class (Lower Division) Honors	2.50-2.99
- Third Class Honors	2.25-2.49
- Pass	2.00-2.24

DIPES II Diploma
38. The DIPES II programme is a postgraduate programme designed for specialization in a particular domain.
39. The duration of the DIPES II shall be 4 Semesters. In whatever case it should not exceed 6 Semesters.
40. To be admitted for the DIPES II, candidates must have at least a Bachelor's Degree/DIPES I and must pass the Entrance Examination into HTTC.
41. The DIPES II Certificate shall be awarded after successful completion of course work based on the course credit system and research work.

42. The DIPES II shall be awarded to candidates who have earned 120 credits including those resulting from research work, which shall be defended before a panel. He/she must have a GPA of at least 2.00.

43. Performance in course for the DIPES II shall be recorded as follows:

Mark/100	Letter Grade	Grade Points	Evaluation
80-100	A	4.00	Excellent
70-79	B+	3.50	Very Good
60-69	B	3.00	Good
55-59	C+	2.50	Fair
50-54	C	2.00	Average
45-49	D+	1.50	Below Average
40-44	D	1.00	Poor
0-39	F	0	Fail

44. To earn credit for a course at the DIPES II, the student must score at least a C grade. The panel for the defence of the DIPES II dissertation shall be composed of at least three persons chosen amongst academic staff in the ranks of lecturer, Associate or full Professor, designated by the Director of HTTC on the recommendation of the HOD.

Programmes Offered

45. Current programmes in the various Departments lead to the following diplomas, course descriptions which are contained in the HTTC catalogue.

No	Department	Diploma
1	Bilingual Letters	DIPES I; DIPES II
2	Biology	DIPES I; DIPES II
3	Chemistry	DIPES I; DIPES II
4	Computer Science	DIPES I; DIPES II
5	Economics	DIPES I; DIPES II
6	English Modern Letters	DIPES I; DIPES II
7	French Modern Letters	DIPES I; DIPES II
8	Geography	DIPES I; DIPES II
9	Geology	DIPES I; DIPES II
10	Guidance and Counselling	DIPCO II
11	History	DIPES I; DIPES II
12	Mathematics	DIPES I; DIPES II
13	Philosophy	DIPES II
14	Physics	DIPES I; DIPES II
15	Science of Education	DIPEN II

Conclusion

This Chapter has focused on the guidelines for Continuous Assessment (CA) and examinations, examination misconduct and disciplinary sanctions, sanctions for the violation of registration and course related requirements, and classifications of the different diplomas offered at HTTC. The general conclusion is that, any student or staff who attempts in any way to unlawfully have or give pre-knowledge of an examination question or to influence the marking of scripts or the award of marks by the examiner shall be subject to disciplinary sanction.

CHAPTER FOUR

TEACHING PRACTICE, CODE OF CONDUCT, RESPONSIBILITIES, DISCIPLINE AND DRESS CODE

Introduction
This chapter highlights important issues for the attention of freshmen and returning students. It focuses on Teaching Practice/Internship Practicum, the code of conduct for students, the rights, privileges and obligations of students, issues related to discipline, dress code recommended for male and female students, teacher/student relationship, campus police/student relationship, as well as students' interaction with students with disabilities.

Teaching Practice/Internship Practicum (TP/IP)

What is teaching Practice?
It refers to a temporary period of teaching in a practicing school under the supervision of a seasoned cooperating teacher from January to the end of March yearly. The main objective of TP/IP is to provide future teachers with new skills/competencies. The main participants in the exercise include the student teachers, cooperating teachers, Regional Pedagogic Inspectors, HTTC Faculty, Service based experts, resource persons for administrative experience, principals, Vice Principals for internship, Head of Division for Training and Internship, Regional Delegate of Secondary Education and the Director of HTTC. TP/IP is one of the most important components of students' training in HTTC. It is obligatory to all final year students. No student graduates from HTTC without successfully participating and validating teaching practice. Once you do not participate or fail to pass in all the different grading rubrics, you are bound to repeat.

Eligibility for TP
To qualify for TP/IP, all Y3 and Y5 students:

- Must have completed their school fees;
- Must have paid the Family and Student Association dues;
- Must have validated the required number of courses required to be in Y3 and Y5, and above all, validate your all your first semester courses;
- Must not be sanctioned or involved in criminal activities;
- Must have filled the class list specifying his/her first language and participated in selecting his/her first and second choices of Practical School for posting.

Objectives of TP/IP
The main objectives of TP/IP include:
- To train and equip qualified and competitive professional future teachers with new skills and competencies in teaching, pedagogy and service-based activities;
- To provide student teachers with an opportunity to connect theory with practice and apply what they have learned in the real-world setting of the classroom;
- To train and equip student teachers with practical administrative experience and research skills in writing TP Reports.

Components of TP/IP
The different activities and components of TP/IP include:

- Pre-TP Seminar at HTTC meant to orientate and give directives and modalities on TP/IP; the Workshop at the Regional Delegation of Secondary Education for the North West (RDSE-NW) to train and provide recent working documents to Cooperating Teachers and Student Teachers;
- Administrative Experience to train and provide Ministry of Secondary Education (MINESEC) Administrative texts and documents to Student Teachers;
- Seminar at Practicing Schools to welcome, orientate and liaise Student Teachers with their Cooperating Teachers;
- TP Observation to enable Student Teachers to acquire new skills by observing their Cooperating Teachers teach and manage the Classroom;
- Service-Based Services to train and enhance practical counselling sessions with Student Teachers in service-based institutions by resource persons;
- Teaching Practice Proper to practice teaching by Student Teachers under the supervision of assigned Cooperating Teachers;
- Jury Evaluation to summative evaluate Student Teachers by HTTC Faculty, Regional Pedagogic Inspectors and Cooperating Teachers;
- Cooperating Teacher Evaluation to formatively evaluate Student Teachers by Cooperating Teachers;
- TP/IP Reports to write, supervise and mark Student Teachers' TP/IP Reports; and
- Post-TP Seminar to jointly appreciate the conduct and impact of TP/IP activities.

Outcome TP/IP
At the end of TP/IP, students should be able:
1. To teach and apply new teaching skills and competencies acquired in their respective disciplines;
2. To reinforce classroom management and discipline, as well as connect theory with practice;
3. To understand and apply practical administrative experience learned and be knowledgeable in service-based activities;
4. Write and submit TP/IP Reports for evaluation.

Code of Conduct for all Students
As a corporate institution, HTTC accepts the responsibility of providing/ensuring the most congenial atmosphere for the academic, physical and moral development of its students. The following guidelines are made for this purpose:

a) The School expects students to conduct themselves decently and responsibly at all times, whether on or off campus.
b) No student shall engage his/her fellow student or any member of the school or public in physical scuffles.
c) While it is not required that students appear in suits and ties or expensive clothes, they should be neat and presentable at all times. This applies especially to their appearance in class and in the restaurant.

d)   All students should contribute to the cleanliness of the facilities put at their disposal. They should avoid littering and should make maximum use of the dustbins provided.

e)   No item of furniture should be moved out of the AMPHI, Restaurant, Classrooms or Library without permission.

f)   The full cost of lost or damaged property will be borne by the student responsible for such loss or damage.

g)   The junior staff of the school (messengers, drivers, security men, yardmen etc) are responsible officers of the School; students should not, on any account, insult or assault them. Any student aggrieved by any employee of the school shall make a report of such grievance to the Director of Students' Affairs.

h)   No student may be absent from class without prior authorization, except for reasons of health which should be justified. Students are to be punctual to class, show due respect to their teachers and maintain order and quiet in the class.

i)   Students are advised not to smoke as this is dangerous to their health. In any case, no smoking is allowed in the administrative buildings, restaurant, classrooms, lecture halls, laboratories and library.

j)   No liquor may be sold or consumed on the school campus. Any student found drunk or misbehaving under the influence of alcohol either on or off-campus shall be severely disciplined.

k)   The possession and/or consumption of any dangerous drug is prohibited. Any student found contravening these regulations shall be summarily dismissed from the School.

l)   Any student found stealing shall be severely disciplined in accordance with the School regulations. Those found stealing outside the school premises may be handed over to the law enforcement officers.

m)   Teaching Practice is compulsory to all HTTC students.

Rights, Privileges and Obligations of Students

For students to achieve their goals in HTTC, they are entitled to some undeniable rights. For the HTTC community at large to facilitate the attainment of these goals, students owe the school some obligations in exchange for the privileges which the institution offers.

a.   Rights

1-   The right of membership to the HTTC community.

2-   The right to receive tuition in the courses for which they have been duly registered.

3-   The right to be examined in accordance with the approved rules and regulations governing the award of degrees and diplomas.

4-   The right to be heard in accordance with the rules governing the fundamental rights of freedom of speech and natural justice.

b.   Privileges

1-   The privilege of using the name of the School to protect themselves in all honest and lawful transactions.

2-   The privilege of using School facilities to enhance the attainment of their ultimate objectives in the School.

3-   The privilege to be certified at the end of their degree programmes at HTTC upon satisfaction of the requirements.

4-   The privilege of receiving medical care on campus within the limits of the available resources and provided that they have been duly registered at the University Health Centre.

5-   The privilege of living in the University Halls of Residence on the payment of the prescribed accommodation fees.

c.   Obligations

Consequent upon the rights and privileges the school confers on students as members, they are obliged to:

1-   Observe the rules and regulations governing academic programmes such as registering for courses as well as sitting for examinations at the appropriate times.

2-   Respect and obey constituted authorities of HTTC.

3-   Treat all HTTC property with care.

4-   Show consideration for other students and for staff of HTTC.

5-   Treat premises which they may rent off-campus in a responsible manner and observe the rules and regulations governing such premises.

6-   Abstain from doing anything whatsoever that can bring the name of the school into disrepute or embarrass its authorities.

7-   Pay fees at rates as determined from time to time by the UBa/HTTC authorities.

Discipline

Students are reminded that the following acts constitute a breach of discipline:

a)   Any acts incompatible with the rules governing UBa/HTTC property and dignity.

b)   Unauthorized absence from class.

c)   Direct and indirect participation in acts likely to jeopardize the smooth functioning of UBa/HTTC such as rows, acts of violence, destruction of property, deliberate organisation of the boycott of classes, disturbance of lectures, unwanted demonstrations on campus or high ways.

d)   Any acts of subversion.

e)   Examination fraud. (Academic corruption)

It should be recalled that in keeping with the provision of the Ministry of Higher Education Decree Nº 93/027 of 19 January 1993 laying down common provisions for all Universities, punishment for breach of discipline ranges from a simple warning to outright dismissal.

Dress Code for Students

Students in HTTC should dress decently while on campus and should dress officially when rendering services to the university. The guidelines for student teacher before and during TP/IP are provided below.

a. Female student should not wear

- Dresses that are above the knee line such as mini-skirts and shorts;
- Dresses with slits extending above the knee;
- Blouses with open neck lines that are four inches below the shoulders;
- Body-hugging/tight trousers;

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- Dirty, torn jeans that reveal parts of the body;
- Bare-backs and navel-gazers;
- See-throughs and sagging trousers;
- Clothing that expose and/ or slow inner wear;
- Low riding trousers, peddle-pushers or bulky prousers;
- Shirts, t-shirts and trousers with obscene wordings and/or expressions**.**

b. Male students should not wear
- Earrings and studs on one or both ears and on other parts of the body;
- Hats/caps in class, chapel, offices and at the university functions;
- Headscarves and clothes that exposes the chest and /or tattoos on any part of the body;
- Jewellery, necklaces and rings on ears and /or eyebrows;
- Shirts, t-shirts and trousers with obscene wordings and/or eyebrows.

c. Both male and female students should observe the following:
- Avoid wearing strong perfumes and obscene make up;
- Avoid jewellery on eyebrows, belly, lips, tongue and nose;
- Avoid exposed tattoos and wordings on any part of the body;
- Avoid wearing of "shades" or sun glasses in class, chapel and offices;
- Modest use and application of lipstick;
- Hairstyles should be neat and clean. The following are not allowed:
- Hair styles in excessively bright and peculiar colors, e.g, yellow, blue, red and white; dreadlocks and braided hair especially for male students.

Teacher/Student Relations
The relationship between university teachers and students is rights and obligations of teacher and student in the educational process. Arising from the relationship between teachers and students affect the teaching results and have a huge physical and psychological impact on both teachers and students.

In fact, the teacher-student relationship lies at the foundation of the educational process. As a matter of sound judgment and professional ethics, lectures have a responsibility to avoid any apparent or actual conflict between their professional responsibilities and personal relationships with students.

Romantic and/or sexual relationships between a teacher and a student have the potential to pose risks to the teacher, the student, or third parties. In such relationships, voluntary consent by the student is suspect because of the inherently unequal nature of the relationship. A romantic and/or sexual relationship between a teacher and a student can lead to a complaint of sexual harassment when the student feels that he or she has been exploited.

In addition, other teachers, staff members, or students may express concerns about undue access or advantage, favoritism, restricted opportunities, or unfavorable treatment as a result of the relationship. These concerns are damaging whether the favoritism is real or perceived. They also arise in cases where the relationship between the teacher and the student remains amicable, as well as in cases that lead to accusations of exploitation.

For all these reasons, the University strongly discourages romantic and/or sexual relationships between teachers and students. In spite of these warnings, the University recognizes that sometimes such relationships occur.

Campus Police/Student Relations
UBa approach to campus security is proactive, with University Police working to build a strong and interactive relationship with the students, faculty and staff they are committed to serving.

The student-campus police relations should aim at strengthening the relationship between the greater student population. The campus police maintain law and order, oblige students to respect dress code, initiate dialogue between the students, address student concerns about police procedures, educate the student population on rights, laws, and safety practices, and organize ad hoc programs and projects.

In addition, the UBa Campus police provide a safe and secure atmosphere conducive to the education, research, employment and daily community lifestyles of students in the institution. To accomplish this, they are: Unique in their operations; dedicated to the community in which they serve and live; aware of the cultural diversity and differences of individuals; fair and impartial while performing their duties while maintaining continuing interaction and cooperation with the students, faculty, and staff of the University, and the university community.

Inclusive Education and Counselling Service at HTTC
What is inclusive education? Inclusive Education - also called inclusion – is education that includes everyone, with non-disabled and disabled people, including those with special educational needs, learning together without discrimination. It also means the putting in place of best inclusive practices and finding ways to develop friendships, cordial relationships and mutual respect among all students, and between students and teachers.

As students at HTTC, we expect you to interact and respect all the students with disabilities and special needs. In your respective classes, you are going to meet students with disabilities. The common types of disabilities on campus include:

- Visual disabilities: Vision impairment/People who are Blind or who have partial vision
- Hearing Disabilities: Deaf or hard of hearing
- Physical disabilities: mobility, dexterity or stamina affected
- Mental Health Disabilities: depression, anxiety, Acquired brain injury, Autism spectrum disorder
- Intellectual disabilities: difficulties in communication/ poverty/alcohol
- Learning disabilities: listen, think, speak, write, spell etc.

We expect all students to think and behave inclusively. There is also a centre for Inclusive education in the university of Bamenda.

Counselling Services at HTTC
What is counselling? Counselling refers to a collaborative process that involves the development of a confidential professional relationship that focuses on personal problems. HTTC has a counselling service. The main objective of counselling is to

help students clarify issues, gain insights into their feelings and thoughts and deal effectively with their problems. Nearly all students experience occasional difficulties that can interfere with their studies.

As student, once you experience some of these challenges, know that you need counselling.

- Anxieties and depression about academics
- Career indecision   - Drug abuse
- Loneliness and sleep disturbance - Excessive drinking of alcohol
- Excessive feelings of stress   - Relationship/partner problems
- Conflicts with friends   - Sexual/gender challenges
- Thoughts about death and suicide

Conclusion

This chapter has highlighted important issues for the attention of freshmen and returning students. It has focused on TP/IP, the code of conduct for students, the rights, privileges and obligations of students, issues related to discipline, dress code recommended for male and female students, teacher/student relationship, campus police/student relationship, inclusive education and counselling services offered by HTTC

CHAPTER FIVE

UNIVERSITY LIFE, SERVICES AND FACILITIES

Introduction
This chapter enlightens students on relevant issues related to university life, services and facilities at HTTC and UBa campus. It focuses on recreational activities, social life, academic life, religious life, cultural life, student association, research and library norms, accommodation and restauration services, as well as issues based on convocation rituals.

Sporting Life
Having great sports facilities and a wide range of sports clubs and activities will make all the difference to your professional and academic experience in the university even if you are purely a social sports person. Sport at HTTC is a big deal**,** with about half of all students being part of sporting activities. Our attitude to sport is always "have a go".

Sporting teams include football, basketball, volleyball, cycling, soccer, hockey, tennis, golf, powerlifting, racquetball, triathlon and wrestling. UBa has been participating in University Games since creation. During participation, individuals are visibly impressed as they watch with rapt attention how trophies are handed over to deserving athletes and institutions. However, the objectives according to the Minister of Higher Education have always been to bring students together, fostering national unity, team work, tolerance, solidarity and competitiveness.

Social Life
HTTC is not about studying 24 hours a day (although there will be times when you will get close). Hence, a large proportion of your time will be "free time". What you do during your free time is totally up to you: whether you want to spend it on one of the many touristic sites, churches, hills, listening to live music or even going out with friends, one thing is guaranteed: a superb social life**.**

Luckily for you the Social Life at HTTC is fantastic. Visit us or ask any of our current students about it and they will tell you how great it is. From music to literature, and comedy nights to dance nights. If you want to be entertained, study at HTTC irrespective of the socioeconomic crisis.

Academic Life
Let us face it, you are in HTTC to get a great qualification; and a world-class academic life is part of the balance that will ensure you get the very most from your university choice**.**

For you to have a complete academic life you will need access to the best facilities. Here are just a few of ours: Computer suite; libraries; brand new laboratories; very close natural field work areas; regional library; offsite bookshops; top of the range 12 hour computer rooms; modern lecture rooms; students services; and restaurant.

Great facilities alone will not guarantee that you will get a quality qualification. What use are facilities if you do not have members of staff who can teach you the most up-

to-date degree material in your subject area? The good news is that our academic staff are internationally renowned.

To make sure you gain the best qualification we also give you the help and support necessary to make your study time a little easier to get through. We pride ourselves on our sense of community and friendliness; so if you need help on any matter a friendly member of staff will always be on hand to help you.

Finally, we understand that getting a qualification is only the beginning to a successful career. HTTC also gives you the perfect platform for when you leave university: we are not just interested in getting you a world class education - we want to see you on your professional career path too.

Religious Life
HTTC is a safe place for spiritual growth and interfaith exploration. Our mission is to encourage students to honor the spiritual dimension of life, be vitally connected to a faith tradition, embrace the present responsibility and the future with hope, and live the principles they value. We are therefore out to guide, nurture and enhance spiritual, religious and ethical life within the HTTC community.

We are collectively committed and devoted to ensuring lively, thoughtful and supportive contexts for students, faculty and staff who wish to pursue spiritual interests. We recognize that a spiritual/religious journey can be an important, balancing complement to the numerous challenges one faces in the pursuit of academic and career goals.

While each one of us participates in and leads worship and study in her/his own religious traditions, our primary objective as a staff is to collaborate as a multi-faith team and work with all constituents of this dynamic institution. Our aim is to promote enriching dialogue, meaningful ritual, and enduring friendships among people of all religious backgrounds.

Cultural Life
The spreading of knowledge and culture is one of HTTC's priorities. HTTC offers a vibrant cultural community brimming with opportunities. Throughout the year, HTTC in particular and UBa in general are hosts to a variety of different exhibitions, courses, lectures and concerts, which make the institutions, cultural focal points of the city and its surroundings.

Throughout the year, the extracurricular HTTC organises numerous activities related to theatre, music, photography, cultural heritage, history, literature, cinema, debate, concert, international cooperation and scientific questions of general interest. In addition, so many Museums and art galleries exist in the North West Region, making research easy for students.

UBa and its schools and faculties help to sustain a vibrant artistic and cultural environment in the city of Bamenda. Inside the classroom, you will learn from distinguished faculty and school as you complete course work or even choose to minor

in fine arts, communication, music or theater studies. Cultural institutions and experiences can be found off campus throughout the region surrounding UBa.

HTTC contributes greatly to our local, national and international cultural life and provides one of the most vibrant student experiences of any institution in Cameroon.

Students' Association
At HTTC**,** student association membership is obligatory for all undergraduate and graduate students. Every student automatically joins the student association and payment of the annual contributions is necessary. Student association defend the benefits and rights of their students.

The members of student association are entitled to a number of services, and the student association represents its members in administrative and political forums in order to improve academic and social conditions for students.

The benefits vary according to the higher education institution. The national benefits for student association members at HTTC include inexpensive health services, housing services, discounts in student restaurant, and student participation in cultural events.

Research
HTTC is a research-intensive institution where academics are conducting cutting-edge research in disciplines ranging from arts to sciences and technology. The school's collegiate system allows academics and students across subjects and year groups and from different cultures and regions to come together to share ideas. HTTC looks forward to be a world class institution, that excels in research for development and entrepreneurship. Both fundamental and applied research will be done to address issues of relevance to the local, national and global communities as well as to the teaching industry. The Research mandate of HTTC includes the following:

- Encourage, promote and conduct research in all fields of learning and human endeavours;
- Contribute to national development and promote social and cultural values;
- Address research issues of relevance to the local, national and global communities as well as to industry.

Library
HTTC and UBa libraries support the educational goals of students and staff by providing access to all forms of information to support research, study, teaching, and the general pursuit of knowledge. In order to be successful in this mission, each library and its community of users observe a relationship of reciprocal rights and responsibilities. While most users conduct themselves in a responsible manner, in the interest of protecting the rights of all library users, it is necessary to rekindle our minds on the fact that UBa has departmental, school, faculty and the main library inherited from the defunct Ecole Normale Superieure Annexe Bambili (ENSAB). HTTC and UBa Libraries are committed to:
- Serving and being responsive to the needs and priorities of its users;

- Protecting each user's right to privacy and confidentiality in all of their interactions with the library;
- Building collections that meet the research and instructional needs of all users;
- Simplifying, enhancing and expanding access to information;
- Preserving the collections for present and future users;
- Providing library spaces to accommodate study, research, and scholarly exchange;
- Keeping the physical environment of the library clean, well-maintained, and properly functioning.

HTTC and UBa Libraries collections contain:
- Books and magazines;
- Videos and DVDs;
- Electronic information resources;
- A slide library;
- A materials and products collection;
- An Artists Books Collection;
- Thesis, dissertations, memoires, long assays, projects, reports;
- Fashion look books;
- Links to other libraries and research collections.

Unacceptable Library Conduct
Users will refrain from engaging in behavior that leads to the denial of, or unreasonable interference with, the rights of others; or which disrupts the regular operations and activities of the HTTC and UBa libraries. Behavior which is considered to be in violation of the HTTC and UBa libraries code of conduct includes, but is not limited to:
- Creating a disturbance or behaving in a manner which interferes with normal use of the Library (including rowdiness, noise, offensive interpersonal behavior, and the use of cellular phones in the stacks and designated quiet study areas);
- Removing or attempting to remove library materials or property from the building without authorization;
- Damaging library property (including mutilating library materials by marking and/or underlining pages, tearing or cutting out pages or sections thereof, removing binding and staples, removing or tampering with security tags, using post-it notes);
- Refusing to honor library regulations regarding overdue items, materials recalled by the library, and the payment of fines and/or fees for lost or damaged Library materials;
- Concealing Library materials in the building for the exclusive use of an individual or group;
- Leaving personal materials and library books that have not been checked out unattended in stacks and study areas for extended periods of time or overnight;
- Refusing to abide by regulations guiding access to and use of computing and networking resources at libraries;
- Failing to adhere to copyright laws and/or policies on copyright;
- Smoking anywhere in the building;

- Failing to abide by library food and drink policy*;*
- Being in an unauthorized area of the main library, or remaining in an area after its closing;
- Presenting Reader's Card or University Card for inspection if requested by a member of the Library staff in the course of their duties;
- Wearing of overcoats, raincoats, and other kinds of outdoor clothing, umbrellas, bags, cases, cameras, photocopying devices, and similar personal belongings shall normally be deposited before using the library;
- Carrying of handbags, files, folders, coats, and the like, if allowed into the main library, shall be subject to examination on exit;
- Violations of library code of conduct may be referred for disciplinary action under applicable Library and/or University disciplinary processes.

Accommodation and Restaurant Services
These are unavoidable services that national and international universities render to their undergraduate students worldwide. Unless your university is providing accommodation for you, it is advisable to view the place before making a commitment or, more importantly, before paying a deposit.

At UBa, infrastructural development of halls, offices, hostels and restaurants are still going on. We already have new and operational pedagogic blocks, male and female hostels operational; administrative blocks; laboratory department; and student restaurant already operational. In addition, studies are ongoing for the construction of buildings to host all the other schools and faculties of UBa.

Matriculation and Matriculation Oath
As a formal process of gaining admission into university, fresh students, sign the matriculation register and symbolically touch the university mace. Above all, on admission into HTTC, you are required to solemnly and sincerely promise and declare that you will pay due respect and obedience to the statute of the University, the Vice Chancellor and other authorities - administrative and academic - of the University and that you will faithfully observe all regulations which may, from time to time be issued by them for the good order and governance of the University.

Convocation
Convocation is the formal ceremony for the conferral of degrees, diplomas and certificates. It is also a time-honoured tradition that celebrates every student's academic accomplishments. Convocation is a commemoration of your life at HTTC and an opportunity to share this significant milestone with your family and friends. The different schools and faculties at UBa will provide students with all the relevant information about convocation, including how to ensure they are eligible to graduate, how to apply and much more to help them to enjoy their convocation day.

On graduation day, the registrar will rise, cap and address the Chancellor as follows "Mr Chancellor, with your permission, I wish to call on a graduating student to present the valedictory address." The Chancellor will shake hands with the best graduating students and formally close the ceremony by saying "I now declare the convocation ceremony closed." This shall be followed by a national anthem and recession.

Conclusion

This chapter has tackled issues related to university life, services and facilities at HTTC and UBa campus. It has focused on recreational activities, social life, academic life, religious life, cultural life, student association, research and library norms, accommodation and restauration services, as well as issues based on convocation rituals. We expect HTTC students, to join other UBa students to participate in extracurricular University activities related to sports, theatre, music, photography, cultural heritage, history, literature, cinema, debate, concert, international cooperation and scientific questions of general interest. In addition, so many Museums and art galleries exist in the North West Region, making research easy for students

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