



NATIONAL OPEN UNIVERSITY OF NIGERIA
*Plot 91, Cadastral Zone, Nnamdi Azikiwe Expressway,
Airport Road, University Village, Jabi*

FACULTY OF EDUCATION
DEPARTMENT OF ARTS AND SOCIAL SCIENCES
EDUCATION

B.A. (ED) FRENCH PROGRAMME

STUDENTS' HANDBOOK
(2020 – 2025)

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Nigeria National Anthem

1. Arise, O compatriots, Nigeria's call obey
To serve our fatherland
With love and strength and faith
The labour of our heroes past
Shall never be in vain
To serve with heart and might
One nation bound in freedom, peace and unity.

2. Oh God of creation, direct our noble cause
Guide our leader's right
Help our youth the truth to know
In love and honesty to grow
And living just and true
Great lofty heights attain
To build a nation where peace and justice shall reign.

National Open University of Nigeria Anthem

National Open University of Nigeria

Determined to be the foremost University in Nigeria

Providing highly accessible and enhanced quality education

Anchored by Social justice, equity, equality and national cohesion.

Come to NOUN

For quality, cost effective and flexible learning

That adds lifelong value, for all who yearn

For quality education and for all

Who seeks knowledge.

NATIONAL OPEN UNIVERSITY OF NIGERIA

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**PROFESSOR OLUFEMI PETERS
VICE-CHANCELLOR
NATIONAL OPEN UNIVERSITY OF NIGERIA**



**PROFESSOR UDUMA OJI UDUMA
DEPUTY VICE-CHANCELLOR ACADEMICS
NATIONAL OPEN UNIVERSITY OF NIGERIA**

FOREWORD



The Students' Handbook offers necessary information required by every student to efficiently run through the various academic programmes in the Faculty of Education. Premised on the awareness that knowledge is power and that information is the veritable tool for progress and success in any human endeavour, this handbook is

an invaluable compendium of useful information and regulations guiding the B. A. (Ed) English programme. The handbook is an indispensable guide and indeed a great companion to learners who aspire to having an interesting, challenging and impactful learning engagements in the programme and who desire successful learning outcomes and great aptitudes for careers in English Education and related ventures.

The handbook contains the *modus operandi* unique to the National Open University of Nigeria as well as general information about the Faculty of Education and the Department in which the programme is domiciled. It also houses admission requirements, programme duration, course contents, course status and units, course registration, rules and regulations guiding examinations, resources available for programme implementation, the grading system and requirements for the award of the degree. Indeed, this handbook is useful to current and prospective students of the programme alike.

It is my greatest pleasure, therefore, to recommend this Students' Handbook to all students of the B. A. Ed. English programme in the Department of Arts and Social Sciences Education and those willing to pursue the programme.

Professor Bamikole O. Ogunleye
Dean, Faculty of Education.



HEAD OF DEPARTMENT'S REMARKS

The handbook is prepared to provide general information on National Open University of Nigeria and in particular, the Department of Arts and Social Sciences Education, Faculty of Education. It contains detailed information on registration, courses content and course description of the B.A.(Ed)

French programme domicile in the Department. These are properly set out to guide students throughout their stay as NOUN students. B.A.(Ed) French programme offered in the Department of Arts and Social Sciences Education, Faculty of Education is subjected to constant review in order to meet global challenges in line with National University Commission benchmark standard. The Department aims to produce professional teachers through the provision of lifelong learning and to ensure that the training of teachers who are nation builders is built to help students to overcome challenges of teaching in the 21st century thereby exposing them to best global practices in the teaching profession. Our aim is to train, retrain and produce quality and highly skilled teachers with broad professional knowledge. The Department is run in line with the University policy through online courses aimed to prepare students for the teaching profession. Like other Universities, our programmes are full-time and not part-time. Therefore, a student's academic progress is determined by his /her

perse and doggedness. The Department is willing and ready to support you in your academic endeavor.

The Department offers three programmes namely:

- a. ***B.A. (Ed) English***
- b. ***B.A. (Ed) French***
- c. ***B. Sc. (Ed) Business Education***

The philosophy of B.A. (Ed) French is aimed at producing professional teachers through open distance learning mode, who would be competent to teach both oral and written aspects of French language tailored to develop individuals to become sound, effective citizens who would enhance the promotion of integrated national development and promote greater understanding and cooperation of Nigeria with her Francophone neighbours. It also aims at complete development of the individual student-teacher irrespective of time and physical distance (space) to make them effective teachers, and high calibre professionals. The students shall be provided with functional, flexible and cost-effective learning which will make them to have quality and life-long knowledge in all areas of study. You are welcome to the Department of Arts and Social Sciences Education. Enjoy your stay and I wish you success in your studies.

Dr Olufunke Osikomaiya
HOD, Arts and Social Sciences Education

VISION AND MISSION STATEMENTS OF THE DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

Vision Statement

To train teachers to be professional in the teaching career and also provide life-long professional development for teachers, educational administrators anywhere at their own pace.

Mission Statement

To provide quality and effective teacher education programmes using the principles of Open and Distance Learning.

Objectives

In addition to the broad vision and mission statements, some of the major objectives of the National Open University of Nigeria is to:

- Ensure equity and equality of opportunities in education generally but specifically in university education;
- Provide a wider access to education generally but specifically university education in Nigeria;
- Enhance education for All and life-long learning;
- Provide the entrenchment of global learning culture;
- Provide instructional resources via an intensive use of information and communication technology;
- Provide flexible, but qualitative education; and
- Reduce the cost, inconveniences, and hassles of easy access to education and its delivery.

Brief History of B.A. (Ed.) French Programme

B.A (Ed) French language is one of the three programmes in the Department of Arts and Social Sciences Education. The programme was among the first set of programmes floated in 2003/2004. The desire of the Federal Government of Nigeria for an Open University in the country resulted in the establishment of the National Open University of Nigeria (NOUN) in 2002. The university commenced operations after all necessary arrangement were put in place. These include producing a blue print and an implementation plan; developing curriculum, instructional materials and deciding on which programmes to float at the first instance. Market surveys were carried out to establish the need for the programmes. The Faculty of Education is as old as the University. This is by virtue of its status as one of four schools that commenced operations in the 2003/2004 academic year. Today, the Faculty is fulfilling its mandate of coping with the ever-increasing demand for the supply of quality and effective teachers at all levels of the educational system. Starting from the 2016/2017 academic session, National Open University of Nigeria changed its 'Schools to Faculty and Units to Departments'. This birthed the Department of Arts and Social Sciences Education as one of the five departments in the faculty running a programme leading to the award of the Bachelor of Arts Education in English.

Philosophy, Vision and Mission of the Programme

Description of the Programme:

The Bachelor of Arts Education programme in French is intended to provide an opportunity to students who want to upgrade their knowledge and the produce students for the changes in the global world and as a medium of communication between Nigeria and her Franco-phone neighbors. Learning French Language through open and distance learning opens access to a larger number of intending teacher trainees/others and prepares them to be conversant with the literature and culture of the French speaking communities.

Discipline Philosophy

The B.A. (Ed) French programme is developed in line with the Nigerian's philosophy of promoting greater understanding and cooperation with her Francophone neighbors and having greater participation in the affairs of Economic Community of West African States. The programme will expose the students to the study of oral and written components of the French language and literature and equip them with the knowledge and skills to teach these in schools and colleges in Nigeria. It also aims to enhance access for all who seek knowledge and continuous educational development irrespective of location, number, age and time through the distance learning mode. The programme prepare teachers for the teaching of French language, and literature in Nigerian schools. The programme aimed to give access to teachers on continuous learning through flexible and affordable learning with provision of continuing professional development programme in the teaching of French language.

Vision

To provide highly accessible and enhanced quality education leading to the award of a bachelor's degree of Education in French anchored by social justice, equity, equality and national cohesion through a comprehensive reach that transcends all barriers.

Mission

To provide opportunities for the development of language competences and creative minds that would equip learners with lifelong values and also produce professional teachers and leaders through open and distance learning. To provide functional, cost effective, flexible learning for all who propagate the teaching and learning of French language.

Aim & Objectives

The Programme aims to produce graduates who will teach French language and culture in Post-primary schools and Colleges of Education and who will take up jobs in international organizations and ably represent Nigeria at international discussions.

Discipline Aims:

- Inculcate in the students the basic skills in the study of oral and written French and literature.
- Acquaint students with structures of sentences, clause and phrases of French language.
- Enable students attain proficiency in the use of French language for communication purposes.
- Expose students to the genres of literature in French (prose, poetry and drama) within and outside Nigeria.
- Train students for the teaching of French language and literature in schools in Nigeria.

Discipline Objectives

The programmes' objectives are to prepare students who on graduation would

- Demonstrate ability to study oral and written French and literature
- Demonstrate proficiency in communicating in the four language skills of listening, speaking, reading and writing in the French language.
- Demonstrate knowledge of the literature and culture of the French speaking people in West Africa and other French speaking communities in the world.
- Teach French language, literature and culture in schools and colleges in Nigeria.
- Take up jobs in international organizations
- Participate in international debates and discussions
- Train teachers with high level competence in ODL using evaluative techniques and materials to encourage and promote the use of French language for communicating for different purposes.
- Train teachers with high level competence in ODL using evaluative techniques and materials to encourage and promote use French language for communicating for different purposes
- Demonstrate practical appreciation of the theory and practice of education in the classroom situation and in virtual learning environment in the teaching of French language and literature
- Demonstrate procedures useful in selecting course content, methods and instructional materials / OER's (Open Education Resources) in the teaching of French language.

INFORMATION FOR NEW STUDENTS

1.0 Introduction

Once a student has been offered admission into the programmes, the next exercise is to become a bona fide student of the university after registration and documentation at the study centre. This involves taking a number of steps which are sequentially described in the succeeding sub-sections.

1.1 Orientation Programme

This is designed to help new intakes become familiar with the overall university environment considering the fact that the Open Distance Learning mode is different from their previous study approach. The exercise will help them know and locate the first contact points and registering for courses of study. The rules, regulations and administrative set up of the university will be made known to them. Students are introduced to the use of university facilities, lines of communication, teaching staff and Learner Support Services (LSS) put in place to make their transition as smooth as possible.

1.2 Deferment of Admission

Students who for one reason or the other are unable to take up and continue their registration can write the University for Deferment. Such students will write to inform the University of their readiness to take up the offer of admission. (After one year of deferment, if the student seeks for an extension, the student needs to write again for the extension).

1.3 Change of Programme:

1.3.1 Registered Students who wish to change their Programme of Study

Students can apply for a change of programme as long as they are qualified for the programme. Such students if already registered would have to buy a change of programme form which will be endorsed by the Centre Director and sent to the respective Faculty for approval before the change can be effected by the MIS/ICT/ personnel.

1.3.2 New students who are wrongly admitted into a programme

If a new student is wrongly admitted to a programme, then such a student should lay his/her complaint in writing through the Director to MIS/ICT/Administrative officer.

1.3.3 Students Complaint using NOUN Support Ticketing System

The Support Ticketing System, in response to the challenges of Students, provides an integrated mechanism for receiving, resolving and monitoring of complaints and enquiries without physical contact between the complainants and the response team. All the complainant or enquirer needs to do is visit the website to state his/ her complaints and a number would be assigned to them for ease of tracking of the complaint in case the complaint is not addressed satisfactorily. This is, however, unlikely as all tickets are subjected to further scrutiny by higher authorities within the institutional structure. The system engenders transparency and provides the opportunity to track not only the staff that resolved the

complaint but also the time taken to do so for quality assurance purposes. Upon the receipt of the complaint or enquiry, the system assigns it to the appropriate unit depending on the nature of the complaint. The software is able to do these automatic assignments based on the institutional structure of the client as fed into the system before deployment. In addition, the system is provisioned with a reporting or an alarm system that alerts the top executives as to the status of any ticket raised and the action(s) taken on it as well as the actors involved. Go to the NOUN support portal at <https://support.nou.edu.ng> for any of your complaint and enquires.

2.0 PROGRAMME AND DEGREE AWARD REQUIREMENTS

2.1 Programme Duration

B.A (Ed) French (undergraduate) programme in the Department is structured to run for a minimum of four years and maximum of eight years for students starting at 100 level or minimum of three years and maximum of six years for students starting at 200 level.

2.2 Prerequisite Course

This refers to any course which must be passed before a student would be allowed to register for certain specified course at a higher level. It is expected that students who did not pass a prerequisite course but have obtained an acceptable level of achievement (decided by Senate) can be allowed to register concurrently for the prerequisite course failed with the higher-level course.

2.3 Registration Procedure

The University 's registration system is computerized and so the registration exercise is online. Each student is provided with internet access, user name, and password to log on the registration portal of the University. For fresh students, the registration procedures include participation in interview and screening exercise where credentials are screened for authenticity. Registration processes in National Open University of Nigeria are treated with utmost seriousness. Without proper registration and documentation, one cannot become a *bona fide* student of the University. Registration for courses and examinations by both fresh and returning students take place at the Study Centers. Registration exercise shall not last more than 4 weeks after which the course registration portal closes. However, examination registration can

continue for another 4 weeks after which the portal will close for the semester.

2.4 Opening and Closing of Registration Portal

The registration portal is usually opened at the start of a new semester and closes four (4) weeks after for course registration and eight (8) weeks after ready for examination registration.

3.0 REGISTRATION OF COURSES

3.1 Course Re-registration: Course registration is done online on the university's registration portal at www.nouonline.net. Students are expected to register for courses after they must have completed payment for the semester. (For fee schedule, visit <https://www.nouedu.net/page/fees-schedule>).

3.2 Add and/or Drop Courses:

In the process of registration, a student for one reason or the other may decide not to take a course already registered for. Such a student is allowed to drop the course and add (replace) it with any other course for the same amount of registration fee. This must be done within the registration period for that semester.

3.3 Credit Transfer

Credit Transfer (CT) is the process by which recognition is granted by NOUN to applicants on the basis of previous studies undertaken in another institution, and also on the basis of prior learning. Credit Transfer may be approved when a course previously passed in another institution is assessed as being equivalent to a course in NOUN.

3.4 Credit Unit

Credit Unit (CU) represents the weight assigned to the course, and is recorded in unit hours. One credit is considered as one hour of classroom lecture per week or two hours of laboratory exercise per week.

3.4.1 Minimum Credit Unit Requirement

There is minimum credit weight loading of courses allowed at any particular semester for academic purposes. However, the minimum

number of credits one can register for in a semester in the open learning system is still dictated by one's purse and time availability.

3.4.2 Maximum Credit Unit Requirement

There is also a maximum number of credits the University can allow for registration in a given semester. A student cannot register more than 24 units in a semester.

3.5 Core Courses

There are core courses that are compulsory for all students across the three programmes. A student must pass these core courses before he/she will be allowed to register for courses at the next level or indeed graduate if the courses are at the highest level of the three programmes.

3.6 Elective Courses

These are courses available in one's domicile University or from other faculties in the University. While students are advised to work hard and pass their elective courses, they can still graduate if they have sufficient credit units if they failed some elective courses. They should however note that the number of failed courses will eventually affect their grading, because all such failed courses will be used in computing their Cumulative Grade Point Average (CGPA).

3.7 Grade Point (GP)

This involves the assigning of numerical or alphabetical letter to the scores of students at examination, reports or projects. Letter systems generally run from A (5 points), B (4 points), C (3 points), D (2 points), E (1 point), and F (0 point).

3.7.1 Grade Point Average (GPA)

This refers to the evaluation of students' performance in any semester. It is the average of weighted grades points earned in the courses offered by a student in a semester. The GPA is calculated as follows:

$$\text{GPA} = \text{TGP} \div \text{TCC}$$

Where:

TGP: Total Grade Point

TCC: Total Credits Carried

3.7.2 Cumulative Grade Point Average (CGPA)

The CGPA represents an up-to-date average (i.e. cumulative) of the GPA earned by the student in at least two semesters. It is an indication of the student's overall performance at any point in the course of his/her training at the University. Cumulative Grade Point Average (CGPA) is attained after two semesters or more in an academic programme.

Calculation of CGPA/GPA

CGPA is calculated as follows:

$$\text{CGPA} = \text{TGP} \div \text{TCC}$$

Where:

TGP = Total Grade Points

TCC = Total Credit Carried

3.8 General Studies Courses

Regardless of the academic programmes at the undergraduate level in which a student is enrolled, all first-year undergraduate student and Direct entry must register for and pass some general courses. These are GST courses. If a student fails any of these, he or she would not be allowed to graduate. These courses are:

1. GST 101 - Use of English and Communication Skills I
2. GST 102 - Use of English and Communication Skills II
3. GST 103 - Computer Fundamentals
4. GST104 - Use of Library
5. GST 105 - History and Philosophy of Science
6. GST 107 - A Study Guide for the Distance Learners
7. GST 201 - Nigerian Peoples and Culture
8. GST 202 - Fundamentals of Peace Studies and Conflict Resolution
9. GST 204 - Entrepreneurship and Innovation
10. GST 302 - Business Creation and Growth

3.9 Programme Delivery Method

The NOUN employs a range of delivery methods to take education to the people and make learning an enjoyable activity. These methods include:

- Printed instructional materials, audio, video tapes and CD - ROMs.
- Electronic transmission of materials in multimedia (voice, data, graphics, video, zoom).

Study Centres in each of the geo-political zones, states and local government areas shall perform critical roles in the delivery of instruction. Study Centres are resource places where a student

picks up course and other study materials as well as interact with instructional facilitators and tutors, student counsellors, study centres directors and with other students. A number of other learner support facilities including internet browsing, e-mailing, library and range of communication channels are also available at the study centres.

3.10 Research Projects Grading, Moderation and Mode of Submission

3.10.1 Research Projects

Research project is a compulsory course for every student of the Department and must be registered and passed before a student is considered for graduation.

The steps involved in research project are listed as follows:

- Study Centres assign students to qualified supervisors. Projects should be assigned to supervisors with Ph.D in relevant areas of specialization.
- Students are to submit three topics to their supervisors.
- Supervisors approve one topic after necessary modifications and endorse the approval form.
- Students forward approved topics to the Study Centre.
- Study Centre Directors collate approved topics and send to the Department in Excel format.

3.10.2 Grading

- Study Centres should make available Project Assessment Sheet to Supervisors to avoid discrepancies observed in assessment and grading sheet use.

- Project Supervisors should utilize Faculty assessment sheet to assess students' project work.
- Any assessment done on any other form different from the Faculty assessment sheet would be rejected.

3.10.3 Submission of Completed Students' Project Reports and Scores

Study Centres upload students' scores (supervisor's score) on Project Assessment Sheet on (PAS) for moderation. Completed project reports are sent directly from Centres to any of the zones which the centres belong to. Departmental representatives appointed will guide and monitor the external moderators invited for the exercise. Please note the groupings of programmes based on the Departments as presented:

Department	Programmes
Arts and Social Sciences Education	B. A. (Ed.) English
	B. A. (Ed.) French
	B. Sc. (Ed.) Business Education

3.10.4 Moderation of Projects

- External moderators of the rank of Associate Professor and above are invited from other universities
- Each moderator would be assigned to minimum of thirty projects in a programme to assess for four to five days.
- Project moderation assessment forms are given out to the moderators to specifically reassess the projects.
- The scores given by the external moderators would be uploaded on the PAS (University Server) by departmental representatives. That is, the final moderated scores would be

uploaded into MIS platform for further processing and transfer to each student's portal.

3.11 Quality Assurance Measures

3.11.1 Quality Assurance Measures in Arts and Social Sciences Department

To ensure high level of quality assurance in all the courses of the programmes offered in the Department of Arts and Social Sciences Education, Faculty of Education in collaboration with the Directorate of Quality Assurance of the University, insists on Total Quality Management (TQM) of all our programmes through qualitative method of admission that selects the best of qualified applicants. The Department also embarks on rigorous method of study material development that allows for only the best brains available to develop course outline in line with BMAS for all our courses to guide the development of study materials. In the same manner, the Department engages competent hands to develop the course materials. In addition, there is adequate supervision of all the administrative and academic activities to enthrone quality in online facilitation videos, online lectures, tutorials, as well as tests and examinations administration in the Department. High technologies of Information and Communication (ICT) are deployed in all its availability to grapple with exigencies of the Department.

3.11.2 Students' Examination Guidelines and Regulations

Examination constitutes a very important aspect of the University's activities and the conduct of examination is taken seriously by the Department. The Department will not condone any form of

examination malpractice or misconduct. Students are therefore advised to abide by all the rules guiding examinations:

1. A student's matriculation number serves as his/her examination number.
2. Students should normally write examinations at their designated centres.
3. Students must bring to the examination hall their writing materials and any other material, which may be permitted by the University for a particular examination. These materials must have been listed as essential for certain question(s).
4. Students arriving 30 minutes after the commencement of an examination shall be allowed to sit for the examination only at the discretion of the Supervisor. Such a student will not be allowed an extra time.
5. Once a student is admitted into the examination hall, he/she may not leave the hall until he/she has finished with the examination. If for any cogent reason the student must leave the Hall, he/she must do so with the permission of the Supervisor.
6. A student must be accompanied by an invigilator if permitted to leave the examination hall temporarily (e.g. visiting the rest-room, etc.)
7. No answer booklets other than those supplied by the University are allowed in the examination hall. All rough works must be done in the supplied answer booklets and crossed out neatly. All supplementary answer sheets/booklets must be tied/attached to the main answer booklet.
8. Silence must be observed in the examination hall. Any student requiring the attention of the invigilator should raise his/her hand.
9. Any activity or behaviour which may be construed as examination misconduct or malpractice (e.g. cheating etc.) shall be liable to discipline in accordance with the University's rules and regulations governing examination.

10. Communication between students is strictly forbidden during examinations. Any student found receiving or giving assistance would be sanctioned. Such a student may be required to withdraw from the examination and subsequently made to face the university examination malpractice panel.
11. Students are not permitted to smoke or sing or pray aloud or engage in any activity that may distract others in the examination halls.
12. Bags and briefcases are not allowed in examination halls. The University will not be liable for any loss or damage of a student's personal effects/property.
13. Un-authorized materials (such as textbooks, course materials, notebooks, sheets/scrap of papers) in printed or electronic form are not allowed in examination halls.
14. Papers and mobile phones are not permitted at all in examination halls.
15. Students must observe the Supervisor's instructions regarding the commencement and end of an examination. Students who start writing before being told to do so, or who continue writing after being asked to stop would be sanctioned.

4.0 ADMISSION AND GRADUATION REQUIREMENTS

4.1 Admission Requirements:

4.1 Admission Requirements:

- UME candidates at 100 level must have five (5) credits in SSSC or the GCE “O” level in French (or its equivalent e.g. Niveau I of Alliance Francaise Certificate) and English and other relevant subjects at not more than two (2) sittings. A credit in Mathematics is required
- For Direct Entry, candidates entering at 200 level with NCE certificate must have a minimum of merit pass in French and in two (2) other subjects as well as credits in 5 relevant O’ level subjects including English Language and Mathematics. Candidates that have NOUN Diploma in French or equivalent Diploma in French may be considered. OND holders may be considered for admission at 200 levels in special areas with a provision that they will take all 100 level education courses and some GST courses. HND programmes have no education bias; therefore, HND graduates cannot go for French Education unless at 100 level with their ‘O’ level grades.

4.2 Programme Structure and Degree Rules

The B.A. (Ed.) French Language is structured to run for a minimum of four (4) years and maximum of eight (8) years for students starting at 100 level or minimum of three years and maximum of six years for students at 200 level.

4.3 French Village

The University has a memorandum of understanding (MoU) with Nigeria French Village at Badagry, Lagos State for student’s immersion programme. With this, French students at 300L (first and second semesters) are expected to report at the Village with a

letter of introduction from the Study Centre Director. At the Village, they are expected to register, receive lectures and write examination for all 300 Level French Courses.

4.4 Graduation Requirements

- For a four-year education degree course, 120 units and above is required for graduation.
- For a direct three-year course, a minimum of 90 units and above is required for graduation.
- At the commencement of the programme, each student should be furnished with the information specifying the requirements for the award of the degree; and
- **The student must pass all core and GST courses offered during the duration of study.**

Students must also complete and received a pass grade in teaching practice courses (EDU216 Special Methods (Micro Teaching /School Visits), EDU335 Teaching Practice I, EDU336 Post Teaching Practice Evaluation & Remediation, EDU435 Teaching Practice II) and EDU499/EDU420 Research Project.

4.5 Staff and Student Workload

- i Every full-time student should be required to register for a minimum of 15 credit units per semester and a maximum of 24 credit units except for students on field experience.
- ii A full-time lecturer, on the other hand, should have a minimum online facilitation load of 8 credit units per semester.

4.6 Degree Classification

Degrees in Education is classified into levels as follows:

1st Class Honour Degree with Cumulative Grade Point Average of 4.5 – 5 points.

2nd Class Honour Degree; Upper with Cumulative Grade Point Average of 3.50 – 4.49,

2nd Lower Degree with Cumulative Grade Point Average of 2.40 – 3.49.

3rd Class Degree with Cumulative Grade Point Average of 1.50 – 2.39.

Pass Degree with Cumulative Grade Point Average of 1.00 – 1.49.

4.7 Probation

A student whose cumulative Grade Point Average is below 1.50 at the point of a particular year of study earns a period of probation for one (1) year.

4.8 Withdrawal

Students whose Cumulative Grade Point Average is below 1.00 after probation year should be asked to withdraw from the programme. Also, students who want to withdraw voluntarily should write through the study center to the Department. This should be done early enough before the commencement of the semester.

4.9 Course Credit Unit System

This is a system of organisation of the curriculum in which courses are broken down into units and are examinable and for which students earn credit(s) if passed'. The courses are assigned weights allied Credit Units. e.g. two credits units means two hours of online facilitation per week including practical. The online class could be scheduled as synchronous or asynchronous. The use of forum, class discussion and online contents will be utilized.

4.10 Grade Point Average and Cumulative Grade Point Average

Performance in any semester is reported in Grade Point Average. This is the average of weighted grade points earned in the courses taken during the semester. The Grade Point Average is obtained by multiplying the Grade Point Average in each course by the number of Credit Units assigned to that course, and then summing these up and dividing by the total number of Credit Units taken for the semester.

Table 1: Scoring and Grading System

(i) Credit Units	(ii) Percentage Scores	(iii) Letter Grade	(iv) Grade Points (GP)	(v) Grade Point Average (GPA)	(vi)Cumulative Grade Point Average (CGPA)	(vii) Class of Degree
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Unit vary according to contact hours assigned to each course per week, per semester, and according to workload carried out by students	70 – 100	A	5	Derived by multiply i and iv and divide by total Credit Units.	4.50-5.00	1 st Class
	60 – 69	B	4		3.50-4.49	2 nd Class Upper
	50 – 59	C	3		2.40-3.49	2 nd Class Lower
	45 – 49	D	2		1.50-2.39	Third Class
	40 – 44	E	1			
	0 – 39	F	0			1.00-1.49

5.0 EVALUATION

5.1 Techniques of Students Assessment

The students shall be assessed through a combination of the following methods:

- (a) Written essay examination (Pen on Paper)
- (b) Computer based objectives examination (e-exam)
- (c) Essay assessment with the use of computer
- (d) Individual and group projects
- (e) Term paper/Presentation
- (f) Practical test
- (g) Project Writing

5.1.2 Continuous Assessment

The weighting of continuous assessment is 30% of the final grade, course by course. The final grade of a student in a semester consists of two parts:

- a. final assessment grade and
- b. all assessments prior to final examination

5.1.3 Exam:

The weighting of examination is 70% of the final grade, course by course. The final grade of a student in a semester consists of examination. Examination is written at the end of each semester. The practical courses e.g. Teaching Practice and Project courses are 100%.

5.1.4 External Examination System

External Examiners shall be used to moderate final year courses, teaching practice and projects.

5.1.5 Students' Evaluation of Courses

The students shall evaluate each course at the end of each semester. The students shall evaluate the quality of course materials, facilitation, facilitator or course co-ordinator's feedback, and learner support on the course.

6.0 OUTLINE OF COURSE STRUCTURE

The Bachelor of Arts- French Language is structured to run for a minimum of four (4) years and maximum of eight (8) years for students starting at 100 level or minimum of three (3) years and maximum of six (6) years for students at 200 level.

B.A (Ed) FRENCH

Code 4210

100 LEVEL

FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNITS	STATUS
GST101	Use of English and Communication Skills I	2	C
GST103	Computer Fundamentals	2	C
GST105	History and Philosophy of Science	2	C
GST107	A Study Guide for the Distance Learner	2	C
EDU111	Foundations of Education	2	C
FRE111	Language Laboratory Work/Oral French	2	C
FRE121	French Grammar I	2	C
FRE131	Textual Analysis I	2	C
FRE141	Intro. to Composition Writing in French	2	C
ENG111	Intro. to Literature & Literary Criticism	3	E
LIN111	Intro. to Linguistics I	2	E
	Minimum Credit Units Required		
	GST and other General Courses	8	
	Core Courses (Educ & Specialisation Area)	10	
	Minimum elective required	2	
	Sub-Total =	20	
	Maximum Credit Unit	24	

*Students are to take an elective of a minimum of 2 credits units

SECOND SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNITS	STATUS
GST102	Use of English and Communication Skills II	2	C
GST104	Use of the Library	2	C
EDU112	Professionalism n Teaching	2	C
EDU114	History of Education in Nigeria	2	C
FRE112	Oral & Aural Comprehension	2	C
FRE122	French Grammar II	2	C
FRE132	Textual Analysis II	2	C
FRE152	Introduction to French Culture & Civilisation	2	E
FRE162	Introduction to Francophone African Culture & Civilisation	2	C
LIN112	Introduction to Linguistics II	2	E
	Minimum Credit Units Required	4	
	GST and other General Courses	12	
	Core Courses (Educ & Specialisation Area)	2	
	Minimum elective required	18	
	Sub-Total =	24	
	Maximum Credit Unit		

*Students are to take an elective of a minimum of 2 credits units

200 LEVEL FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNITS	STATUS
GST201	Nigerian People and Culture	2	C
EDU231	Curriculum Development Theory and Practice	2	C
EDU233	General Teaching Methods	2	C
FRE211	Advanced Studies in Oral & Written Comprehension I	2	C
FRE221	French Grammar & Composition I	2	C
FRE231	Introduction to French Phonology	2	C
FRE241	Introduction to French Literacy Genre I (Prose)	2	C
FRE271	Introduction to Francophone African Literature (Prose, Poetry & Drama)	2	C
ENG221	Intro to Syntactic Models	2	E
ENG251	Language & Society	3	E
	Minimum Credit Units Required	2	
	GST and other General Courses	14	
	Core Courses (Educ & Specialisation Area)	2	
	Minimum elective required	18	
	Sub-Total =	24	
	Maximum Credit Unit		

*Students are to take an elective of a minimum of 2 credits units

SECOND SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNITS	STATUS
GST202	Fundamentals of Peace Studies and Conflict Resolution	2	C
GST204	Entrepreneurship and Innovation	2	C
EDU212	Sociology of Education	2	C
EDU214	Philosophy of Education	2	C
EDU216	Microteaching and School Visit	2	C
EDU222	French Language Methods	2	C
FRE202	Advanced Studies in Oral & Written Comprehension in French II	2	C
FRE212	Advance Oral French	2	C
FRE222	French Grammar and Composition II	2	C
FRE242	Introduction to French Literary Genres II (Drama & Poetry	3	C
FRE252	Critical Appreciation of Literature	2	C
	Minimum Credit Units Required	4	
	GST and other General Courses	17	
	Core Courses (Educ & Specialisation Area)	2	
	Minimum elective required	23	
	Sub-Total =	24	
	Maximum Credit Unit		

*No elective courses because the core courses are already 23 Units.

300 LEVEL FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNITS	STATUS
EDU321	Psychology of Learning	2	C
EDU323	Basic Research Methods in Education	2	C
EDU335	Teaching Practice I	3	C
**FRE301/FRE391	Theory and Practice of Translation	3	C
**FRE311	Advanced Formal and Informal Writing in French I	3	C
**FRE321	Advanced Studies in French Language Structure I	2	C
**FRE331	Advanced Studies in French Phonetics	2	C
**FRE341	Oral Communicative Skills in French I	2	C
**FRE351	The Francophone African Novel	2	E
**FRE361	Introduction to French Novel	2	E
	Minimum Credit Units Required	0	
	GST and other General Courses	19	
	Core Courses (Educ & Specialisation Area)	2	
	Minimum elective required	21	
	Sub-Total =	24	
	Maximum Credit Unit		

*Students are to take an elective of a minimum of 2 credits units

SECOND SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNITS	STATUS
GST302	Business Creation and Growth	2	C
EDU314	Comparative Education	2	C
EDU332	Introduction to Educational Technology	2	C
EDU336	Post Teaching Practice Evaluation/Remediation	2	C
**FRE302/392	Advanced Studies in Translation (Theme et Version)	3	C
**FRE312	Advanced Formal and Informal Writing in French II	3	C
**FRE322	Advanced Studies in French Language Structure II	2	C
**FRE342	Oral Communication Skills in French II	2	C
**FRE362	Comparative African Literature in English & French	2	E
**FRE382	French Literature in 18 th Century	2	E
	Minimum Credit Units Required	2	
	GST and other General Courses	16	
	Core Courses (Educ & Specialisation Area)	2	
	Minimum elective required	20	
	Sub-Total =	24	
	Maximum Credit Unit		

*Students are to take an elective of a minimum of 2 credits units

**** All 300Level French students go for immersion at Nigeria French Village, Badagry. All 300L French courses are done at the Village.**

400 LEVEL FIRST SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNITS	STATUS
EDU421	Guidance and Counselling	2	C
EDU423	Measurement and Evaluation	2	C
EDU435	Teaching Practice II	3	C
FRE423	Linguistics Applied to the Teaching of French	3	C
FRE421	Advanced Studies in French Language Structure III	2	C
FRE431	Cultures & Civilization of Members Countries of the Francophonie	2	E
FRE451	Advance Translation I	3	C
FRE461	Applied Linguistics	2	C
FRE481	19th Century French Literature	2	E
	Minimum Credit Units Required	0	
	GST and other General Courses	17	
	Core Courses (Educ & Specialisation Area)	2	
	Minimum elective required	19	
	Sub-Total =	24	
	Maximum Credit Unit		

*Students are to take an elective of a minimum of 2 credits units

SECOND SEMESTER

COURSE CODE	COURSE TITLE	CREDIT UNITS	STATUS
EDU412	Educational Management	2	C
EDU426	Special Education	2	C
EDU499/EDU420	Research Project	4	C
FRE412	Multilingualism and Language Contact	2	E
FRE422	Advanced Studies in French Language Structure IV	2	C
FRE432	Francophone African Literature (Theatre & Poetry)	2	C
FRE452	Advanced Translation II	2	C
FRE472	Pre and Post-Independence Francophone Literature (Poetry)	2	C
FRE482	20th Century French Literature	2	E
	Minimum Credit Units Required	0	
	GST and other General Courses	16	
	Core Courses (Educ & Specialisation Area)	2	
	Minimum elective required	18	
	Sub-Total =	24	
	Maximum Credit Unit		

*Students are to take an elective of a minimum of 2 credits units

7.0 SUMMARY OF DISTRIBUTION OF COURSE CREDITS BY LEVEL

LEVEL	GST Courses		Education Courses		French Courses				Total	
	No	Credit Units	No	Credit Units	Compulsory		Elective			
					No	Credit Units	No	Credit Units	No	Credit Units
100	6	12	3	6	8	16	2	4	19	38
200	3	6	6	12	10	21	1	2	20	41
300	1	2	6	13	9	22	2	4	18	41
400	-	-	6	15	8	18	2	4	16	37
Total	10	20	21	46	35	77	7	14	73	157

NOTE: Direct Entry students are to register for GST 107, which is a 2 unit-credit course.

Ratio of Education Courses to French Courses is 38:62. That is, 38% of Education courses and 62% of French courses

8.0 COURSE CONTENT SPECIFICATION

FIRST YEAR

GST101: Use of English and Communication Skills I (2 C)

It comprises of listening enabling skills, listening and comprehending comprehension, note taking and information retrieval. This includes data, figures, diagrams and charts. Listening for main idea, interpretation and critical evaluation. Effective reading. skimming and scanning. Reading and comprehension at various speed levels. Vocabulary development in various academic contexts. Reading diverse texts in narratives and expository. Reading and comprehension passages with tables, scientific texts. Reading for interpretation and critical evaluation.

GST102: Use of English and Communication Skills II (2 C)

Writing paragraphs: Topic sentence and coherence. Development of paragraphs: illustration, Description, cause and effect including definitions. Formal letters; essential parts and stylistic forms, complaints and requests; jobs, ordering goods, letters to government and other organizations. Writing reports; reporting event, experiments. Writing summaries: techniques of summarizing letters and sounds in English, vowels and consonants. Interviews, seminar presentation, public speech making, articles, concord and sentences including tenses. Gerund, participles, active, passive and the infinitive. Modal auxiliaries.

GST103: Computer Fundamentals (2 C)

Basics of computer and computer system, Word Processing, Spreadsheet, Graphics, Storage Devices, Computer Network and Internet, Network Devices, Basic Internet Securities, Basic programming.

GST104: Use of Library (2C)

Types of Library and Services: Types of Library: Library Services. ***Research Techniques:*** Information Sources; Literature Review; Databases Contents; Open Educational Resources. ***Organization of Library Materials:*** Library Catalogues; Classification of Library Materials. ***ICT Use in the Library:*** Digital Libraries; Computer Based Literature Search. ***Good Reading Habit/Study Skills:*** Basic Study Techniques / Methods; Study Habits; Handling Examinations. ***Copy Right; Plagiarism and Referencing:*** Copyright Laws; Plagiarism and Its Implications; Citation and Referencing; APA In-text citing and Referencing.

GST105 History and Philosophy of Science (2 C)

General description of the nature and basic scientific methods and theories; History of western science and science in ancient times, middle ages and the rise of modern science; An overview of African science, man and his environment and natural resources; Nature, scope and technological development and innovations; Great scientists of Nigerian origin.

GST107: A Study Guide for the Distance Learner (2 C)

Getting started: How to use the book, why read about study skills, getting yourself organized, what is studying all about, reading and note taking: Introduction, reactions to reading, your reading strategy, memory, taking notes, conclusion. Other ways of studying: Introduction, learning in groups, note taking and lectures, learning from T.V. and Radio broadcasts, other study media. Working with numbers: Getting to know numbers, describing the world, describing the tables, describing with diagrams and graphs, what is good writing? The importance of writing, what does an essay look like? What is a good essay? Conclusion. How to write essays: Introduction, the craft of writing, the advantages of treating essay writing as a craft, making your essay flow, making a convincing case, the experience of writing. Preparing for examination.

Philosophical and psychological perspective, philosophy of education, meaning and relevance, equality of educational opportunity, psychology of education, introduction to learning theories, readiness to learning, motivation and its relation to learning, transfer of learning, historical and sociological perspective, concept and nature of education, types of education, the growth of education in Nigeria, educational trends in Nigeria, innovations in education, the status of teachers in Nigeria, education and society, social class and educational opportunity, factors that influence education.

EDU112: Professionalism in Teaching (2C)

Concepts and issues in teaching, concepts of teaching and professionalism, history of teaching in Nigeria, professional growth of teachers, educating the educators, professional studies programs for teachers, the teacher and the child, why teachers should care, the making of ideal teacher, qualities of an ideal teacher, the role of the teacher, the Nigerian Union of Teachers (NUT), the role of Parent Teachers Association (PTA), the subject teachers association, the status of teachers in Nigeria, strategies for making teaching a profession.

EDU 114: History of Education in Nigeria (2C)

Nigeria traditional education, higher education in traditional society, Islamic education in Nigeria, in Nigeria, the early missionaries and the development of education in Nigeria, colonial government involvement in Nigeria Education 1872 – 1882, Education Ordinances 1887 – 1916, the impact of Phelps – Stokes Commission on Education in Northern Nigeria, Secondary Education from 1859 – 1929, Higher Education, The National Curriculum Conference and the National Policy on Education.

FRE111: Language Laboratory Work/Oral French I (2 C)

Development of skills in written and verbal communication that enhance reading, writing, listening and speaking skills, Definition and Identification of Oral vowel sounds, Definition and Identification of Nasal vowel and semi-vowel sounds, Definition, Identification and general consideration of Consonant sounds, Definition, Identification, usage and general consideration of Silent letters in French, Definition, Identification, usage and general consideration of French accents in pronunciation, Definition, Identification, usage and general consideration of The principles of *liaison* in French, Definition, Identification, usage and general consideration of *Élision* and *enchaînement* in French, Intonation and stress in French, French diphthongs and triphthongs, Reading skills development and Pronouncing difficult words, Pronunciation of verb endings, Liaison, élision and enchaînement, Intonation in texts, monothongs, diphthongs and triphthongs; greetings and introduction, Buying and Selling, Consulting professionals for services, Telephone conversations, Hotel and Restaurant, Dictation exercises.

FRE112: Oral and Aural Comprehension (2 C)

Definition of oral French, the scope of Oral French in the teaching and learning of French language, Utilisation of French and Francophone documents (songs, short plays, etc) to help the students to communicate and express themselves freely, Method of creation of vocabulary, Method of conversing in French Language.

FRE121: French Grammar I (2 C)

Identification, formation, analysis and grammatical usage of Parts of speech in French: Article, Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction and Interjection; Definition of each of these parts of speech, their importance in Grammar of French, how to use them in forming grammatically correct sentences.

FRE122: French Grammar II (2 C)

*Identification of conjugation groups, Conjugation of **er** and other regular verbs into présent de l'indicatif, Conjugation of **re** irregular verbs into présent de l'indicatif, Conjugation of **ir/oir** irregular verbs into présent de l'indicatif, Conjugation of impersonal and reflexive verbs into présent de l'indicatif, Conjugation of **er** and other regular verbs into futur simple, Conjugation of irregular verbs into futur simple, Conjugation of impersonal and reflexive verbs into futur simple, Conjugation of verbs with auxiliary avoir into passé composé, Conjugation with auxiliary être into passé composé, Conjugation of impersonal and reflexive verbs into passé composé, Agreement of passé composé, Conjugation of **er** and other regular verbs into l'imparfait, Conjugation of irregular verbs into present de l'imparfait, Conjugation of impersonal and reflexive verbs into l'imparfait, Conjugation of verbs into imperative (positive and negative), Conjugation of verbs into conditionnel present, Conjugation of verbs into conditionnel passé, Conjugation of verbs into subjonctif present, Conjugation of verbs into subjonctif passé,*

FRE131: Textual Analysis I (2 C)

Definition, Identification, formation, analysis and grammatical usage of Textual Analyses to teach Grammar of French, Methods of Textual Analyses, Types of texts to be analysed, Critical and Logical study French texts so as to be able to analyse them grammatically, Derivation and Explanation of Grammatical Analyses derived from texts analysed.

FRE132: Textual Analysis II (2 C)

Advanced definition, Identification, formation, analysis and grammatical usage of Textual Analyses to teach Grammar of French, Methods of Textual Analyses, Types of texts to be

analysed, Critical and Logical study French texts so as to be able to analyse them grammatically, Advanced and explicit Explanation of Grammatical Analysis derived from texts analysed. This Course is a follow up to FRE 109.

FRE141: Introduction to Composition Writing in French (2 C)

Development of skills in the practice of writing French with emphasis on narrative and descriptive forms. Definition of Composition, Types of composition, Definition of Essay, Types of Essay: Narrative, Descriptive and Empirical, Definition of Narrative Essay, Definition of Descriptive Essay, Definition of Empirical Essay, Method of Writing good Composition, Examples of Narrative Essay, Examples of Descriptive Essay, Examples of Empirical Essay

FRE152: Introduction to French Culture and Civilisation (2E)

Historical and Geographical perspective of France, The Renaissance period, The Revolution of 1789, The Socio-Political Implications of the Revolution, The Republics, Political life, Imperialism, Industrial Revolution and Colonisation; French cultural, social political and economic life in France and how it affects cultural development in Francophone African countries; Teaching and learning in France, Religion in France, Festivals in France, Music and Song in France, Marriage and Family in France, French Economy, Transportation, Leisure and Tourism, Social Security, Trade Unionism and the Francophony

FRE162: Introduction to Francophone African Culture and Civilisation (2 C)

Historical and Geographical perspective of Francophone African Countries, The Social life of Francophone African Countries, The Political life of Francophone African Countries, The cultural life of Francophone African Countries, The economic life of Francophone African Countries, Teaching and learning in Francophone African Countries, Religion in Francophone African

Countries, Festivals in Francophone African Countries, Music and Song in Francophone African Countries, Marriage and Family in Francophone African Countries, Economy of Francophone African Countries, Transportation in Francophone African Countries, Leisure and Tourism in Francophone African Countries, Trade Unionism in Francophone African Countries, Francophone African Countries and the Francophony

ENG111: Introduction to Literature and Literary Criticism (3E)

General introduction to literature; nature, forms, elements, functions and techniques of literature; study of the basic principles and methods of literary criticism. Texts representing the three major genres- poetry, drama, and prose fiction will be used for illustration and practice.

LIN111: Introduction to Linguistics I (2 E)

What is Linguistics? Language and Linguistics, History of Linguistics, The nature of (Human) Language, Human Language versus Animal Language, Linguistic knowledge and performance, Language, Brain and the Mind, The Evolution of Language, The Autonomy of Language, Formal descriptions of Language, Grammar and types of Grammar (Descriptive, Prescriptive, and Teaching), Language Universals, Language in Society, Language and Culture; Sign Language; Language Varieties; Contrastive Linguistics; Sociolinguistics

LIN112: Introduction to Linguistics II (2 E)

Introduction- Review of Part 1, Introduction to Phonology and Distinctive Features; Phonetics: Phoneme; Morphology: Morpheme and Words; Syntax: the Sentence; Semantics: Meaning; Pragmatics; Discourse Analysis; Language acquisition (First and Second); Language and Technology; Language and Development (issues of exclusion); Historical Linguistics and Language Change; Applied Linguistics; Psycholinguistics; Writing

Systems/Orthography development; Modern Schools of Thought; Linguistic Methodologies; Language Documentation; Corpus Linguistics.

SECOND YEAR

GST201: Nigerian Peoples and Cultures (2C)

Nigerian history, culture and arts in pre-colonial times; Nigerians' perception of their world; culture areas of Nigeria and their characteristics; evolution of Nigeria as a political unit; indigene/settler phenomenon; concepts of trade; economic self-reliance; social justice; individual and national development; norms and values; negative attitudes and conducts (cultism and related vices); re-orientation of moral and national values; moral obligations of citizens; environmental problems.

GST202: Fundamentals of Peace Studies and Conflict Resolution (2C)

Basic Concepts in peace studies and conflict resolution, peace as a vehicle of unity and development, Conflict issues, Types of conflicts, e.g. Ethnic/religious/political/economic conflicts, Root causes of conflicts and violence in Africa, Indigene/settler phenomenon, Peace – building, Management of conflict and security. Elements of peace studies and conflict resolution, Developing a culture of peace, Peace mediation and peace-keeping, Alternative Dispute Resolution (ADR), Dialogue/arbitration in conflict resolution, Role of international organizations in conflict resolution, e.g. ECOWAS, African Union, United Nations, etc.

GST204: Entrepreneurship and Innovation (2C)

Development Entrepreneurship/Intrapreneurship: An Overview of the Definitions of Entrepreneurship and Intrapreneurship; Concepts and Theories of Entrepreneurship

The Entrepreneurship Culture; Brief Biographical Studies of Prominent Nigerian Entrepreneurs; Barrier to Entrepreneurial

Practice. ***The Nigerian Entrepreneurial Environment:*** The Business External Environment; Identifying Business Opportunities and Threats; Strategies for exploring opportunities in the Environment; Approaches to addressing environmental barriers. ***Creativity and Intellectual Rights:*** Intellectual Properties and its Dimensions; Copyright Laws in Nigeria; Strategies for Protection of Intellectual Property (original ideas, concepts, products, etc.). ***Technological Entrepreneurship:*** The Interface between Technology Development and Entrepreneurship; Technological Development and Entrepreneurial Opportunities; Technological Environment and Business; New Technology and Entrepreneurship Opportunities. ***Management and Innovation:*** The Concept, Nature and Types of Innovation; Innovation Theory of Entrepreneurship; Financing Innovation and New Ventures; Change Management; Technical Change and Management of Innovation. ***Family Business and Succession Planning:*** The Concept of Family Business Contents; The Cultural Contexts of Family Business; Roles and Relationship in Family Business; Ownership Transfer and Succession in Family Business. ***Women Entrepreneurship:*** The Concept of Women Entrepreneurship; Role orientation and Women Entrepreneurial Aspirations; Contributions of Women to National Socio-Economic and Human Development; Barriers to Women Entrepreneurial Practice. ***Social Entrepreneurship:*** The Concept of Social Entrepreneurship; Social Entrepreneurship and Value Creation; the Roles of Non-governmental Organizations in Social Entrepreneurship; Social Entrepreneurship and Funding Opportunities; Social Entrepreneurship Enhancement Factors. ***Business Opportunity Evaluation:*** Sources of Business Opportunities in Nigeria; The difference between Ideas and Opportunities; Scanning Business Opportunities in Nigeria; Environment and New Venture Idea Generation.

EDU212: Sociology of Education (2C)

Definition of Sociology, Education and Pedagogy from Sociological Perspective, Education and Society, Theory of Knowledge, Principles of the Sociology of Knowledge, Socialization:- Culture and Personality, Education and Social Frame Work:- The Family and Education, Education and Social Stratification – the Nigeria Elites, Education and Social Values, Moral Education in Changing Society; Education, Social Justice and the Teacher, Equality in Education, Freedom in Education. The Social Functions of Education – Education and Social Change, Education and Social Economic Development, The Political function of Education, The Sociology of Teaching: - The Teacher and his Role; The Reluctant Learner, The Teacher in the Classroom, Social Relations in the School.

EDU214: Philosophy of Education (2C)

Explaining concepts of education, (Aims: - goals, objectives, end, means); Philosophy and philosophers; Curriculum: The nature of education in Nigeria (metaphysics) – formal and informal education, auxiliary education, Liberal and vocational education. Knowledge and education in Nigeria – (Epistemology) Definitions of knowledge, Types of knowledge; Knowledge by divine revelation, By institution Prior knowledge, Posteriori knowledge, Need for knowledge in modern Nigeria morality and education (axiology) Define concepts of morality and education, Determinants of good education, Logic and education, Inductive and Deductive methods of teaching; Logic and curriculum planning, Logic and School Administration; Discipline; Freedom, Determination and Free will.

EDU216: Special Methods (Micro Teaching /School Visits) (2C)

Micro teaching is a teacher training technique which helps the teacher-trainee to master the teaching skills. It is a cycle of teaching and evaluation events in which a short, but complete

lesson is conducted in small class by trainee-teacher and their teaching performance is evaluated, by these students are being prepared for real teaching practice exercise at 300 level (EDU335).

EDU222: French Language Methods (2C)

Theories of Language Teaching, the Direct Method-oracy before Literacy, the Indirect Method-translations, Pronunciation Nasal Vowels, final consonants, voiced consonants, sibilants, z, s, ch, j consonant grouping, Audio visual aids, grammar, Essay writing, Socio linguistic nature and function of language, political and a real linguistics.

EDU231: Curriculum Development Theory and Practice (2C)

History of Curriculum Development in Nigeria: The importance of curriculum, Curriculum Development and/or Improvement in a developing country like Nigeria, Participants in Curriculum Planning:- Levels of Planning, Approaches to Planning, Curriculum Decisions:- Different Stages of Curriculum Decision, The 1969 National Curriculum Conference as a Case Study, Force affecting Curriculum Decisions, Aims and Objectives of Nigeria Education, Selection of Learning Experience:- Criteria for Selection, Programme of Studies, Programme of Activities, Programme of Guidance, Organization of Learning Experience:- Traditional Organization of Curriculum, New Dimension in Organization. Evaluation: - Evaluation of Educational Programmes, Formative Evaluation (Action Research), Summative Evaluation, Evaluation of the Achievement of the Individual in the Programme: - Guidance – oriented Evaluation, Selection – oriented Evaluation

EDU233: General Teaching Methods (2C)

The Teacher and the Child, How children learn, Professional attitudes and understanding of learners, The aims of the Teaching, The Stages In Lesson Preparation: - The Syllabus, The Scheme of work, Lesson Notes; Steps in preparation of notes, The problem of

time –table. General Teaching Methods:- Induction Method, Deduction Method, Induction and Deduction Methods, The Lecture Method, Dramatic Method, Questioning and Problem Methods, The Project Methods, Activities in the Lesson, The Art of Classroom Management:- Qualities of a good teacher, Some common bad habits to avoid, Dealing with the problem of discipline in class. Questions and Questioning, Students Natural Curiosity and Enquiry, Aims in Questing, Questions in Classroom: The teacher’s questions, the pupil’s questions, Guidelines for questioning. Testing and Examinations, the purpose of testing, what to test, How and when to test, Characteristics of a good test, types of tests, marks and Assignments, Purpose of marking and assignments, Giving and marking assignments, Awarding and assigning marks and grades, methods of Study, Use of test book, Art of Note-Making, Organization of work, Revision and review of work, Physical environment of the classroom, Preparation for examination. Use of Audio-Visual Aids, Importance of Audio-visual in teaching, Types of Audio-visual Aids and their uses.

FRE202: Advanced Studies in Oral & Written Comprehension in French II (2 C)

Advanced definitions of oral French, the scope of Oral French in the teaching and learning of French language, Advanced manner in handling and utilising French and Francophone documents (songs, short plays, etc) to help the students to communicate and express themselves freely, Advanced method of creation of vocabulary, Advanced method of conversing in French Language.

FRE211: Advanced Study in Oral and Written Comprehension I (2C)

Definition and Identification of various registers of French language, Critical and Analytical Study of French and Francophone Newspaper Articles, Critical and Analytical Study of French and Francophone Official and Administrative Document, Critical and Analytical Study of French and Francophone Commercial

Documents, Critical and Analytical Study of French and Francophone Scientific Documents, Critical and Analytical Study of French and Francophone Technical Documents, Critical and Analytical Study of French and Francophone Literary Documents and Excerpts.

FRE 212: Advanced Oral French (2C)

Advanced definitions of oral French, the scope of Oral French in the teaching and learning of French language, Advanced manner in handling and utilising French and Francophone documents (songs, short plays, etc) to help the students to communicate and express themselves freely, Advanced method of creation of vocabulary, Advanced method of conversing in French Language.

FRE221: French Grammar and Composition I (2C)

Grammatical analysis from Morphological point of view, Definition of French Morphology, Scope of French Morphology, Branches and Types of French Morphology; Definitions, form, Types and Uses of 'Emprunts' (Borrowing) in French Morphology; Definitions, form, Types and Uses of Affixations in French Morphology; Definitions, form, Types and Uses of 'Les Compositions' (Compounding) in French Morphology; Definitions, form, Types and Uses of 'Les Onomatopées' in French Morphology; Definitions, form, Types and Uses of 'Les Initiaux ou Les Acronymes' (Acronyms) in French Morphology; Definitions, form, Types and Uses of 'Les Mots coupés' (Shortened Words) in French Morphology; Importance of French Morphology. Definitions of Compositions, Types of Compositions, Methods of writing good Composition.

FRE 222: French Grammar and Composition II (2C)

Grammatical analysis from Semantological point of view, Definition of French Semantics, Scope of French Semantics, Branches and Types of French Semantics; Definitions, form, Types and Uses of Synonyms in French Semantics; Definitions, form,

Types and Uses of Antonyms in French Semantics; Definitions, form, Types and Uses of Homonyms in French Semantics; Definitions, form, Types and Uses of Homophones in French Semantics; Definitions, form, Types and Uses of Homographs in French Semantics; Importance of French Semantology. Definition, Analyses and Use of Noun Phrase, Determinants, Adjective and Adjectival Phrase, Verbal Phrase, Adverbial Phrase and Prepositional Phrase. Conjugation and Utilisation of Verbs conjugated into plus-que parfait, the ‘passé’ antérieur” and the futur antérieur’ of the indicative mood, present de l’indicatif and the past tenses. Advanced Definitions of Compositions, Illustration of Various Types of Compositions and Utilisation of Various Methods of Writing good Composition.

FRE231: Introduction to French Phonology (2C)

Definition of French phonology, General introduction to French phonology, Scope of French phonology, Nature of French phonology, Methods of Phonological inquiry and analyses in French phonology, Comparative Studies of Relationship between Phonetics and French Phonology, Comparative Studies of structural framework of Phonetics and French Phonology , Basic principles of French phonology, Basic tenets and analysis of French phonology based on the phonetic theories, Application of the distinctive feature theory to French phonology and Application of the generative phonology to French phonology.

**FRE241: Introduction to French Literary Genre I (Prose)
(2C)**

Definition of French literature, Focus of French literature, Scope of French literature, Historical Perspective/Origin of French literature, Importance of French literature, The three types of Genre in French Literature: Poetry, Prose and Drama. Literary appreciation through figures of speech, Analysis of the aesthetic function of French Literature, Messages or Philosophy of French literature,

Movements or Schools of thought in French literature such as “Le Classicisme, Le Romantisme” etc.

FRE242: Introduction to French Literary Genre II (Drama & Poetry) (3 C)

Historical and Geographical perspective of France, The Renaissance period, The Revolution of 1789, The Socio-Political Implications of the Revolution, The Republics, Political life, Imperialism, Industrial Revolution and Colonisation; French cultural, social political and economic life in France and how it affects cultural development in Francophone African countries; Teaching and learning in France, Religion in France, Festivals in France, Music and Song in France, Marriage and Family in France, French Economy, Transportation, Leisure and Tourism, Social Security, Trade Unionism and the Francophonie.

FRE252: Critical Appreciation of Literature (2C)

This is an introductory course to the study of literature. It is designed to expose students to the practice of literary appreciation and its written expressions such as “L’explication de texte” “Le resume de texte”, “L’analyse litteraire” and “Le commentaire de texte”.

FRE 271: Intro to Francophone African Literature (Prose, Poetry and Drama) (2C)

Definition of Negro African literature written in French, Focus of Negro African literature written in French, Scope of Negro African literature written in French, Historical Perspective/Origin of Negro African literature written in French, Importance of Negro African literature written in French, The three types of Genre in Negro African literature written in French: Poetry, Prose and Drama. Literary appreciation through figures of speech in Negro African literature written in French, Analysis of the aesthetic function of Negro African literature written in French, Messages or Philosophy of Negro African literature written in French, Movements or

Schools of thought in Negro African literature written in French such as Negritude, Colonial era, Pre-Independence Negro African literature written in French, Post-Independence Negro African literature written in French etc.

ENG221: Introduction to Syntactic Models (2E)

Syntax within the structure of language: An overview of the structure of language, Major concerns of the syntax of English, Perspectives of the analysis of syntax. Elements of Traditional Grammar: Origin and development, Linguistic practices in traditional grammar, Meaning and the nature of the Sentence, A critique of traditional grammar. Elements of Structural Grammar: Origin, Practice of immediate constituent analysis, Elements of the clause, Critique of structural grammar. Earlier Versions of transformational grammar: Finite state grammar and phrase structure grammar, popular models of transformational grammar, Critique of early models.

ENG251: Language and Society (3E)

Language as a Social phenomenon and its functions; social factors of language use; Language varieties: Dialect, accent and sociolect; register; style; standard, non- standard, native and non-native; deviant/restricted varieties (slang, jargon, grafitti); new varieties (email, text messaging); languages in contact (pidgin and creole); Language typologies; anthropology; language learning and language acquisition; bilingualism/multilingualism; language policy; language planning, maintenance, shift and death; discourse analysis; codeswitching, interference and borrowing; linguistic imperialism; sociolinguistic situation of Nigeria; sociolinguistics and other disciplines.

THIRD YEAR

GST302: Business Creation and Growth (2C)

Concept of Business and New Value Creation: Business Planning Process; Start-up Decision – What Motivate people to begin new businesses; Opportunity Search and Identification; Legal Issues at Start-up; & Feasibility Analysis of New Ventures and New Venture Financing. **Theories of Growth: An Overview:** Concepts and Reasons of Growth; Challenges of Growth; Strategies for Growth (External Growth Strategies Franchising, Buy-In and Buy-Out); Mergers and Acquisition; **Sources of Funds:** Internal Sources and External Sources; Formal and Informal Sources; Efficiency in the use of Resources. **Marketing:** Concept of Marketing: Small and Big Business Marketing; Marketing Mix; Modern Marketing Tools. **Ethics and Social Responsibility:** The Importance of Ethics in Business; Ethical Behaviour and Practices in Nigeria; Community Development Projects/Welfare. **New Opportunities for Expansion:** E-Commerce; E-Business; E-Trade. **Managing Transition: From Start up to Growth:** Personal Disciplines; Learning; Decision Making; Control.

EDU314: Comparative Education (2 C)

Scope and meaning of education, examination of significant differences and similarities in education policy and practices in selected societies, problems of educational development in developing countries.

EDU321: Psychology of Learning (2C)

Definitions of psychology & learning; Theories of learning and the theorists levels of motivation and implication for education; Memory and forgetting, Types of memory, Method of improving memory, Types of forgetting, Factors influencing forgetting, Implication for education; Cognitive theory of learning; Reinforcement and punishment and classroom application; Behaviourism, Contributions of behavioral psychologists and

classroom application; Transfer of learning and classroom application, S – R theory of Thorndike – skinner, Meaning of S – R, The Laws of readiness, Exercise and effect; Punishment; Classroom application

EDU323: Basic Research Methods in Education (2C)

Meaning of Research; Scientific method of research, Selection of the topic, Subjects etc for research; Purposes of research studies; Guidelines in selection of topics, Preparing a research proposal, Statement of the problem; Determination of data required; Hypothetical conclusions and implication, Collecting information and data; Observation and interview methods, Basic consideration in data collection; The correspondence method; Analysis and interpretation of Data; Basic statistical concept and Their Computation, Designs of Experiments:- Basic types of errors; Simple Randomized Design, Random – Replications Design; Groups- within – Treatment design; Treatment of extra venous variables, Scaling Problems and Techniques:- Rating Scales, Rank-order Scales, etc, Determination of Scale Value.

EDU332: Introduction to Educational Technology (2C)

Definition of Instructional Technology, its Philosophy, Terminology, Roles of Instructional Technology in the Learning Process; The experience, Theory of Learning, learning and Communication in the classroom, Learning has changed behaviour, The teacher's responsibilities, Selecting and using materials and media in Instructional, Visual aids, Non-projected aids, Projectors, Projected aids, Audio-visual aids, Creating Instructional Materials, Duplicators, Equipment Operation, projection, Recording.

EDU335: Teaching Practice I (3C)

Students learn through practical experience how to teach particular subjects, manage a classroom and the functions of a good teacher.

EDU336: Post Teaching Practice Evaluation/Remediation (2C)

The student is required to write a comprehensive report on his/her experiences in practical implementation of teaching/learning strategies in the classroom as applied to the subject area. The report should include:

- Challenges encountered during the teaching practice
- The lesson notes used during the teaching practice
- Assessment questions as well as the marking guides used
- Assessment of teaching practice supervision by the supervisor, and
- Suggestions for improvement.

The report should be submitted by the student to the Dean through the Study Centre Director for:

- Evaluation
- Feedback, and
- Remediation.

The result of the overall processes should be communicated to the student from the Dean through the study centre Director.

FRE301/391: Theory and Practice of Translation (3 C)

Definition of Translation, Scope of Translation, Nature of Translation, Types or Branches of Translation: Literal, Theme, Calque, Equivalent etc., Methods of Translation: Methods of French-English Translation and Methods of English-French Translation, Samples of Practical Translation of some English texts, Samples of Practical Translation of some French texts, Analyses of some selected French Texts Translations, Analysis of some selected English Texts Translations, Influence of Grammar of English and French on Translation.

FRE 302/392: Advanced Studies in Translation (Theme et Version) (3 C)

Expansion in the Scope of Translation, Nature of Translation, Utilisation of Various Branches of Translation: Literal, Theme, Calque, Equivalent etc to Translate, Methods of Translation: Methods of French-English Translation and Methods of English-French Translation, Samples of Practical Translation of some English texts, Samples of Practical Translation of some French texts, Analyses of some selected French Texts Translations, Analysis of some selected English Texts Translations, Influence of Grammar of English and French on Translation.

FRE311: Advanced Formal and Informal Writing in French I (3 C)

The course provides the students the techniques to have more practice in the writing of letters, reports, commentaries etc.

FRE312 Advanced Formal and Informal Writing in French II (3 C)

This is a continuation of FRE331. More work will be done here to further students' skills in writing.

FRE321: Advanced Studies in French Language Structures I (2 C)

Definitions of Grammar, Definitions of Structure, Definitions of Grammatical Structures, Scope of Grammar, Nature of Grammar, Types of Grammar: Traditional, Structural and Transformational Generative Grammar, Branches of Grammar: Morphology, Phonology, Semantics and Syntax, Methods of Grammatical Analysis: Syntagmatic and Paradigmatic Analysis; Diachronic and Synchronic Studies of French Grammar.

FRE322 Advanced Studies in French Language Structures II (2 C)

Definitions of 'Yes and No' types of Sentence Structures, Description of 'Yes and No' types of Sentence Structures, Features of 'Yes and No' types of Sentence Structures, Methods of Analysing 'Yes and No' types of Sentence Structures: Paradigmatic Analysis of 'Yes and No' types of Sentence Structures, Syntagmatic Analysis of 'Yes and No' types of Sentence Structures, Utilisation of Traditional Grammar to Analyse 'Yes and No' types of Sentence Structures, Utilisation of Structural Grammar to Analyse 'Yes and No' types of Sentence Structures, Utilisation of Transformational Generative Grammar to Analyse 'Yes and No' types of Sentence Structures, 'Yes and No' types of Sentence Structures and the Syntactic Movement Rules, Extraction and Landing Sites in 'Yes and No' types of Sentence Structures, 'Yes and No' types of Sentence Structures and the Empty Category Rules, Methods of identification and constructing 'Yes and No' types of Sentence Structures.

FRE331: Advanced Studies in French Phonetics (2 C)

Definitions of Phonetics, Scope of Phonetics, Nature of Phonetics, Branches and Types of Phonetics, Importance of Phonetics in the Language Study, Phonetics and the Linguistic Movements; Phonetics and the Traditional School of Thought, Phonetics and the Structural School of Thought, Phonetics and the Generative School of Thought, Current Trends in the Study of Phonetics, Methods of Phonetical Analyses of Sounds, Practical Examples of Phonetical Analysis as they affect French Language.

FRE341: Oral Communication Skills in French I (2 C)

This course introduces students to oral communication skills in French. These are to be developed with the aid of laboratory work, films, slides, games, songs and constant practice.

FRE342: Oral Communication Skills in French II (2 C)

This course is a continuation of FRE341. More work will be done on oral communication skills in French.

FRE351: The Francophone African Novel (2 E)

This course treats novels written by Francophone African writers. It deals with the general definitions, nature and specificity of the Francophone African experiences.

FRE361: Introduction to French Novel (2 E)

The course focuses on the prose fiction of the French. It treats its main features and aesthetical elements.

FRE362: Comparative African Literature in English and French (2 E)

The course is a careful study of the representative works major Anglophone and Francophone African writers. Students will be guided to appreciate the essence of comparative literature.

FRE382: French Literature in the 18th Century (2 E)

Focus of 18th Century French literature, Scope of 18th Century French literature, Historical Perspective/Origin of 18th Century French literature, 18th Century Socio-Political Events that facilitated and influenced the emergence of the literary works of that period, Importance of 18th Century French literature, Analysis of the three types of Genre in the 18th Century French Literature: Poetry, Prose and Drama. Literary appreciation through figures of speech of the 18th Century, Analysis of the aesthetic function of the 18th Century French Literature, Messages or Philosophy of 18th Century French literature, Analysis of the Influence and Dominance of 'Pré-romantisme' Movement on the 18th Century French Literature, Analysis of the Influence and Dominance of authors such as Diderot, Voltaire, Rousseau etc. on the 18th Century French Literature.

FOURTH YEAR

EDU412: Educational Management (2C)

Define educational administration, Educational law and the control of Education in Nigeria, The organization of the Ministry of Education and the function of boards of education, the Nigerian Educational system, the school and the community, Bureaucracy and decision making in educational administration, human relations in Educational administration, Educational Leadership, the role of the principal, staff personnel administration, supervision of instruction, Admission Procedures, Student's records and reports, Student's discipline and welfare, Student organization and participation in School Administration, Principle of planning, School finance and accounting system, School routine and time table, The school plant and facilities, Examinations and the problems of academic standards, Evaluation and school inspection.

EDU421: Guidance and Counselling (2C)

Meaning, Purpose and Development of Guidance and Counseling, The services of a School Guidance programme; - The individual appraisal service. Information needed for the analysis of the individual, collection of information (test, inventories etc). Organizing recording and filing information; Use of recorded information; Information service:- Vocational Education and Personal Social Information, Methods of obtaining and Disseminating information; The Counseling Service:- Nature, Purpose and Theories of Counseling; The Counsellor and the counseling process, The Placement Service in School and out-of School placement, follow up studies; Purposes of and procedures in follow-up studies, Problems in Guidance and counseling:- Values and attitude orientation, Guidance as Classroom or Specialist Centered, Guidance as Direction or Developments, Problems of Social change, Relation with other Personnel and Services:- Counselor and School Administration, Relationship with teachers, Extra – School Relationship, Working with Parents and Making Referential, Guidance:- Organization and Implementation,

Preparation of Occupational, Information, Practicum; Preparing and using Cumulative records.

EDU423: Measurement and Evaluation (2C)

Definition and purpose of Measurement and Evaluation, Importance of Tests in Education; Validity of Tests in Educational Achievement; Functions of classroom tests, Criteria for effective testing, Problems of tests construction; Measurement of educational outcomes, Behavioral cognitive and non-cognitive of education, Pupils characteristics to be measured, Types of tests, Essay and objective type tests advantages and disadvantages of each, when to use each of them. Tests Administration and Scoring, Judging the Quality of a Classroom test, Estimating, Interpreting and improving reliability of test, Validity of Classroom Tests, Problem of Marking Tests, and Quality Control in Marking System.

EDU426: Special Education (2C)

Concept of special education, its definition and origins. Examination of the terms integration, inclusion, and individualized education programme within the context of special education. Giftedness, its meaning, and causes as well as case studies of the gifted. The education of gifted children. Hearing impairment and educational considerations for the deaf. Visual impairment, its causes and history. Educational considerations for visually impaired children.

EDU435: Teaching Practice II (3C)

A minimum of six weeks supervised exposure to classroom teaching on field experience to demonstrate the degree of proficiency in applying some of the basic theories of instruction

EDU499/ EDU420: Research Project (4C)

An application of the research methods and data processing course to a field experience under the guidance of a selected facilitator.

FRE412: Multilingualism and Language Contact (2 E)

The definition and manifestations of multilingualism shall be treated, focusing on the contact of French language and other languages, resulting in the emergence of varieties of French.

FRE421: Advanced Studies in French Language Structures III (2 C)

Definitions of 'NP' types of Sentence Structures, Description of 'NP' types of Sentence Structures, Features of 'NP' types of Sentence Structures, Methods of Analysing 'NP' types of Sentence Structures: Paradigmatic Analysis of 'NP' types of Sentence Structures, Syntagmatic Analysis of 'NP' types of Sentence Structures, Utilisation of Traditional Grammar to Analyse 'NP' types of Sentence Structures, Utilisation of Structural Grammar to Analyse 'NP' types of Sentence Structures, Utilisation of Transformational Generative Grammar to Analyse 'NP' types of Sentence Structures, 'NP' types of Sentence Structures and the Syntactic Movement Rules, Extraction and Landing Sites in 'NP' types of Sentence Structures, 'NP' types of Sentence Structures and the Empty Category Rules, Methods of identification and constructing 'NP' types of Sentence Structures.

FRE422: Advanced Studies in French Language Structures IV (2 C)

Definitions of 'WH-' types of Sentence Structures, Description of 'WH-' types of Sentence Structures, Features of 'WH-' types of Sentence Structures, Methods of Analysing 'WH-' types of Sentence Structures: Paradigmatic Analysis of 'WH-' types of Sentence Structures, Syntagmatic Analysis of 'WH-' types of Sentence Structures, Utilisation of Traditional Grammar to Analyse 'WH-' types of Sentence Structures, Utilisation of Structural Grammar to Analyse 'WH-' types of Sentence Structures, Utilisation of Transformational Generative Grammar to Analyse 'WH-' types of Sentence Structures, 'WH-' types of Sentence

Structures and the Syntactic Movement Rules, Extraction and Landing Sites in 'WH-' types of Sentence Structures, 'WH-' types of Sentence Structures and the Empty Category Rules, Methods of identification and constructing 'WH-' types of Sentence Structures.

FRE423: Linguistics Applied to the Teaching of French (3 C)

Definitions of basic linguistics concepts and principles; Identification of Scope, Focus, Features and Importance of basic linguistics concepts and principles; Methods of Learning French Language through various Applied Linguistic Methods: social and pedagogical contexts of learning phonetics, phonology, grammar, vocabulary and stylistics and various problems that may arise in the course of learning French.

FRE431: Cultures and Civilisations of Member Countries of the Francophonie (2 E)

The 52-member countries of the Francophonie will form the focus of this course. The different cultures, traditions and different ways of life in these countries shall be carefully examined.

FRE432: Francophone African Literature (Theatre and Poetry) (2 C)

This course deals with the works written by major Francophone African poets and playwrights after 1960. Definitions of Pre and Post-Independence Francophone African literature Poetry written in French, Focus of Pre and Post-Independence Francophone African literature Poetry written in French, Scope of Pre and Post-Independence Francophone African literature Poetry written in French, Historical Perspective/Origin of Pre and Post-Independence Francophone African literature Poetry written in French, The Influence of Negritude on Pre and Post-Independence Francophone African literature Poetry written in French, The Influence of African Socio-Political Events on Pre and Post-Independence Francophone African literature Poetry written in French, Importance of Pre and Post-Independence Francophone

African literature Poetry written in French, Pre and Post-Independence Francophone African literature Poetry written in French and the Verbal War against Colonialism and Neo-Colonialism, Literary appreciation through figures of speech in Pre and Post-Independence Francophone African literature Poetry written in French, Analysis of the aesthetic function of Pre and Post-Independence Francophone African literature Poetry written in French, Messages or Philosophy of Pre and Post-Independence Francophone African literature Poetry written in French.

FRE451: Advanced Translation I (3 C)

The course exposes students to advanced application of theories of translation through rigorous translation activities which involve translation from English to French and vice versa.

FRE452: Advanced Translation II (2 C)

This course is a follow up of FRE451. More work on translation will be done.

FRE461: Applied Linguistics (2 C)

Definitions of basic linguistics concepts and principles; Identification of Scope, Focus, Features and Importance of basic linguistics concepts and principles; Methods of Learning French Language through various Applied Linguistic Methods: social and pedagogical contexts of learning phonetics, phonology, grammar, vocabulary and stylistics and various problems that may arise in the course of learning French.

FRE472: Pre- and Post-Independence Francophone Literature (Poetry) (2 C)

Definitions of Pre and Post-Independence Francophone African literature Poetry written in French, Focus of Pre and Post-Independence Francophone African literature Poetry written in French, Scope of Pre and Post-Independence Francophone African literature Poetry written in French, Historical Perspective/Origin of

Pre and Post-Independence Francophone African literature Poetry written in French, The Influence of Negritude on Pre and Post-Independence Francophone African literature Poetry written in French, The Influence of African Socio-Political Events on Pre and Post-Independence Francophone African literature Poetry written in French, Importance of Pre and Post-Independence Francophone African literature Poetry written in French, Pre and Post-Independence Francophone African literature Poetry written in French and the Verbal War against Colonialism and Neo-Colonialism, Literary appreciation through figures of speech in Pre and Post-Independence Francophone African literature Poetry written in French, Analysis of the aesthetic function of Pre and Post-Independence Francophone African literature Poetry written in French, Messages or Philosophy of Pre and Post-Independence Francophone African literature Poetry written in French.

FRE481: 19th Century French Literature (2 E)

Focus of 19th Century French literature, Scope of 19th Century French literature, Historical Perspective/Origin of 19th Century French literature, 19th Century Socio-Political Events that facilitated and influenced the emergence of the literary works of that period, Importance of 19th Century French literature, Analysis of the three types of Genre in the 19th Century French Literature: Poetry, Prose and Drama. Literary appreciation through figures of speech of the 19th Century, Analysis of the aesthetic function of the 19th Century French Literature, Messages or Philosophy of 19th Century French literature, Analysis of the Influence and Dominance of 'Romantisme' Movement on the 19th Century French Literature, Analysis of the Influence and Dominance of authors such as Victor Hugo, Gustave Flaubert, Abbé Prévost etc. on the 19th Century French Literature.

FRE482: 20th Century French Literature (2 E)

Focus of 20th Century French literature, Scope of 20th Century French literature, Historical Perspective/Origin of 20th Century

French literature, 20th Century Socio-Political Events that facilitated and influenced the emergence of the literary works of that period, Importance of 20th Century French literature, Analysis of the three types of Genre in the 20th Century French Literature: Poetry, Prose and Drama. Literary appreciation through figures of speech of the 20th Century, Analysis of the aesthetic function of the 20th Century French Literature, Messages or Philosophy of 20th Century French literature, Analysis of the Influence and Dominance of 'L'Absurdité et la Révolte camusiennes' as well as 'L'Existentialisme sartrien' Movements on the 20th Century French Literature, Analysis of the Influence and Dominance of authors such as Albert Camus and Jean-Paul Sartre etc. on the 20th Century French Literature.

9.0 GENERAL INFORMATION

9.1 Usage of the Library

The Library is used by undergraduates, postgraduates and researchers for the purpose(s) of learning, research, leisure and general self-development.

Accessing the Library

Information resources should be readily, equally and equitably accessible to all library users. NOUN library can be accessed by all users at any given time no matter their location using any device.

The students can access the resources of the library through their virtual learning environment using the link: <https://elearn.nouedu2.net/login/index.php>. Other library users can also access electronic resources of the library via the library portal: <https://nou.edu.ng/library-2/>. Users can walk into any of the 35 existing library that is closest to them Monday-Friday from 8am-4pm. Library services to persons with special needs is ongoing in NOUN. To enhance access library orientation video is embedded on the portal. The access link (<http://youtu.be/ZfKHs3TQHGw>) is available on the students' virtual learning environment (VLE). Also, library orientation programme for fresh students is ongoing in all study centres at the beginning of every semester.

Library Physical Holdings

S/N	Library	No. of Books	No. of Journals	No. of Course Materials	No. of Projects	TOTAL
1	Gabriel Afolabi Ojo Central Library	3853	962	1589	164	6568
2	South-West Regional Library (Lagos Liaison Office)	7590		1830	575	9995
3	Ibadan Study	1035		123	179	1337

	Centre Library					
4	Faculty of Arts Library	1376		333		1709
5	Faculty of Education Library	1066	107	251	50	1474

List of Electronic Holdings

s/n	Database	Links	Username	Password	Remark
1	JSTOR	https://jstor.org/	NOUNLIBRARY	learning	All subject
2	EBSCOHOST	https://search.ebscohost.com/	Noun	NN2022!	All subject
3	RESEARCH4LIFE	https://login.research4life.org/tacgw/login.cshtml	nie516	73355	All subject
4	Lawpavilion	primsol.lawpavilion.com	noununiversity library1@gmail.com	Noununiversity @2022	All subject
5	Lawpavilion	primsol.lawpavilion.com	Noununiversity library2@gmail.com	Noununiversity @2022	All subject
6	Lawpavilion	primsol.lawpavilion.com	Noununiversity library3@gmail.com	Noununiversity @2022	All subject

OER Journals Resources in French Language

French Language Education in Nigeria: Significance and Status	https://www.icidr.org/jres-vol10no1-april2019/French-Language-Education-in-Nigeria-Significance-and-Status.pdf
The Future of French in Nigeria's Language Policies	https://www.researchgate.net/publication/233229470_The_Future_of_French_in_Nigeria's_Language_Policies
Languages of Education in Nigeria: Extent of Implementation in the (UBE) Schools in Ebonyi State	https://files.eric.ed.gov/fulltext/EJ1167280.pdf
problems of learning foreign languages in colleges of education and universities in Nigeria: a comparative study of English and French languages	http://www.eajournals.org/wp-content/uploads/Problems-of-Learning-Foreign-Languages-in-Colleges-of-Education-and-Universities-in-Nigeria1.pdf
French Language Teaching in Nigeria and the Indigenisation Philosophy: Mutual Bedfellows or Implacable Arch-Foes?	http://jflcc.com/journals/jflcc/Vol_2_No_1_June_2014/10.pdf
The Problems of Teaching French Language in Secondary Schools in Adamawa State: Problems And Prospects	http://www.internationalpolicybrief.org/images/2017/ARPP/ARTICLE-6.pdf

French Language Teacher Trainees Perception of Pedagogical Content Knowledge in French Language	http://archive.sciendo.com/JESR/jesr.2019.9.issue-3/jesr-2019-0043/jesr-2019-0043.pdf
Problems of Learning Foreign Languages in Colleges of Education and Universities in Nigeria: A Comparative Study of English And French Language	http://www.eajournals.org/wp-content/uploads/Problems-of-Learning-Foreign-Languages-in-Colleges-of-Education-and-Universities-in-Nigeria1.pdf
The Problems of Teaching French Language in Secondary Schools in Adamawa State: Problems and Prospects	http://www.internationalpolicybrief.org/images/2017/ARPP/ARTICLE-6.pdf
Predictors of Attitudes Towards French Language in Junior Secondary Schools in Oredo Local Government Area of Edo State, Nigeria	https://westeastinstitute.com/journals/wp-content/uploads/2019/09/221_Alufohai.pdf
French Language and National Development the Case of Nigeria	https://valleyinternational.net/index.php/theijsshi/article/view/2690

The Relevance of French Language to Journalism Education in Nigeria	https://globaljournals.org/GJHSS_Volume13/5-The-Relevance-of-French-Language.pdf
The Future of French in Nigeria's Language Policies	https://www.tandfonline.com/doi/abs/10.1080/01434630802147643
French Language Education in Nigeria, Challenges and Prospects	https://www.scribd.com/document/434503191/French-Language-Education-in-Nigeria-Challenges-and-Prospects
Predictors of Attitudes Towards French Language in Junior Secondary Schools in Oredo Local Government Area of Edo State, Nigeria	https://westeastinstitute.com/journals/wp-content/uploads/2019/09/221_Alufohai.pdf
French Language and Print Media for National Security and Transformation in Nigeria	http://soeagra.com/ijert/ijertdec2015/4.pdf
Teaching of French Language in Oyo State Colleges of Education in Nigeria: Problems and Ways Forward	http://www.apjmr.com/wp-content/uploads/2015/07/APJMR-2015-3-3-006-Teaching-of-French-Language-in-Oyo-State.pdf
Repositioning French Language Education for National Integration and Development	https://core.ac.uk/download/pdf/234673944.pdf
French Language Teaching and Learning at the Tertiary Level in a Pandemic Lockdown Nigeria: Pressures and Prospects	https://injer.org/injer/article/view/20467

French Language Education in Nigeria: Prospects and Challenges	https://www.academia.edu/7845045/FRENCH_LANGUAGE_EDUCATION_IN_NIGERIA_PROSPECTS_AND_CHALLENGES_BY_ADEMOLA_MICHAEL
Attitudes of Undergraduate Students to the Study of French Language as a General Study Course in Ajayi Crowther University, Oyo, Nigeria	http://cscanada.org/index.php/sll/article/view/j.sll.1923156320130702.2607
The Role of French Language towards Development of Nigeria	https://casirmediapublishing.com/wp-content/uploads/2019/09/Pages-11-20.pdf
French as a Second Official Language in Nigeria: Problems, Prospects and Implications for the Future of the English Language in Nigeria	http://www.idpublications.org/wp-content/uploads/2017/01/Full-Paper-FRENCH-AS-A-SECOND-OFFICIAL-LANGUAGE-IN-NIGERIA-PROBLEMS-PROSPECTS-AND-IMPLICATIONS.pdf
The Indigenization of Foreign Language Teaching in Nigeria: Myth or Reality?	https://www.kwpublisher.com/uploads/journals/papers/558147520bb0aThe%20Indigenization%20of%20Foreign%20Language%20Teaching%20in%20Nigeria%20Myth%20or%20Reality.pdf
French Language Teaching and Counselling in Early Childhood and Language Policy in Nigeria	https://www.globalacademicgroup.com/journals/academic%20excellence%20/Cordelia%20Onike.pdf
French Language in Nigeria: Vision and Mission in the 21st century	https://globalacademicgroup.com/journals/nard/Jos.pdf
Digital Literacy and Language	https://www.arcjournals.org/pdfs/ijhsse/v1-i4/4.pdf

Learning of Undergraduates	
Foreign Language Teaching and Learning	https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1195&context=teachlearnfacpub
Issues in French Language Learning in Nigeria	https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3479777
Bilingualism and Language Education in French Primary Schools: Why and How Should Migrant Languages be Valued?	https://eclass.uoa.gr/modules/document/file.php/ECD160/A%CE%A1%CE%98%CE%A1%CE%91%20%CE%93%CE%99%CE%91%20%CE%9C%CE%95%CE%9B%CE%95%CE%A4%CE%97%9.%20Bilingualism%20in%20French%20Schools.pdf
The French-as-a-second-language learning experience of anglophone and allophone university students	https://link.springer.com/article/10.1007/s12134-001-1012-1
French Language Education in Nigeria January 2012 Chapter: chapter 8	https://www.researchgate.net/publication/280554230_French_Language_Education_in_Nigeria
New Trends in French Second Language (FSL) Education in Ontario and their impact on Teacher Education	http://www.ijonte.org/FileUpload/ks63207/File/02b.myers.pdf
The Role of French Language in Developing 21st Century Nigerian Graduates	https://iiste.org/Journals/index.php/JLLL/article/view/31282
Teaching and Learning of French:	https://www.semanticscholar.org/paper/Teaching-and-learning-of-

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Imperative for Educational Opportunities, National Development and transformation	French%3A-Imperative-for-and-Abah/09600e66a57bb00d7ce32818111616be7e47cff9
The Relevance of French Language Skills in Developing Nigerian Polytechnic Graduates	https://www.researchgate.net/publication/342765374_the_relevance_of_french_language_skills_in_developing_nigerian_polytechnic_graduates
A Review of the Ordeals of Learning a Foreign Language in Nigeria: French Language in Focus	https://www.theartsjournal.org/index.php/site/article/view/253
Optimal Activation of French for Specific Purposes for Human Development in Nigeria	https://erl.ucc.edu.gh/jspui/handle/123456789/3517
Applied Social Dimensions of Language Use and Teaching In West Africa	https://erl.ucc.edu.gh/jspui/handle/123456789/3517

9.2 Learner Support Services

The National Open University of Nigeria (NOUN) as an open and distance learning institution has a Directorate that provides support services to its students. This Directorate is named Directorate of Learner Support Services (DLSS). The concept of Learner Support Services (LSS) in NOUN is intended to assist learners in meeting their objectives from the point of first inquiry through graduation and often for a life time. Learner support model in the Directorate is a two-tier system *viz*: The Main Campus (Headquarters) and the Study Centre who have direct contact with the students and larger society. The Directorate at the Main Campus coordinates the activities of the Study Centre with a Director as the head and other staff. While the Study Centres are headed by Study Centre Directors supported by Student Counsellors and other support Staff.

Learner Support Services in NOUN are deployed in various ways. They include:

- a) **Information, Advice and Guidance (IAG):** Where information on the various programmes in the University, basic requirements for each of the programmes and other related information are given.
- b) **Counselling Services:** Providing individual and group counselling for both staff and students who may be having difficulty in rejoining studies or any other issue that may hamper completion of their studies.
- c) **Other ways of providing support for the learners are:** e-ticketing, emails, WhatsApp groups, telegram etc. These are used in sending information to students, while queries or complaints are addressed using e-ticketing. In this platform, learners are sure to get answers to their queries within 24 hours.

Academic counselling services are equally provided on general

academic matters before enrolment and during the progress of study.

Furthermore, support services to learners are provided in the area of study skills advice, managing and monitoring student attendance; orientation on academic issues, registration and matriculation. In addition to these are grouping learners for tutorials (facilitation), helping to source for instructional facilitators and recommending same to the HOD/Dean of Faculties for appointment among others.

The learner support services also cater for learners with special needs. This is done taking cognisance of the different categories of disabilities: visually impaired, deaf or hard of hearing, physical disability, autism spectrum disorder etc.

In any case, the National Open University of Nigeria always strives to meet the needs of its students one-on-one by providing 24/7 support services to them.

9.3 LIST OF ACADEMIC STAFF

S/N	NAME	QUALIFICATION	SPECIALISATION	RANK	Full Time /Part Time
1	Prof. Obije Doris	Ph.D. African Lit.in French-2007: M.A. French Linguistics-1993: B.A. French-1986	French Linguistics	Professor	Adjunct
2	Dr Olayiwola Simeon	NCE (1988). B. A French (1994), NCE (1988) M.A. French (2003), M.Phil, Teaching of French as a Foreign language (1997), Ph.D. French (2017),	French as Second language	Senior Lecturer	Adjunct
3	Dr Salau Kayode	Ph.D French (2018) , UI M.A French (2003) UI,B.A. (Hons) French (1998), NCE (1991) OSCE	French /Education	Senior Lecturer	Adjunct
4	Dr Sai Iorvaa Peverga	Ph.D French language M.Sc International Relation Strategic	French Language	Lecturer I	Adjunct

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		studies, M.A, French language, B.A. French language,			
5	Ms Jibrin Lucy Jummai	M.A. Translation (1997), Postgraduate Diploma in Open and Distance Education (2006) Diploma in French Education (1984), B.A. French (1988)	French Translation	Lecturer I	Adjunct
6	Dr Muritala Shuaib Adewale	Ph.D in French (2020) M.A in French Studies Translation (2015), Diplôme en Français (2009) B.A.(Ed.) French Lang. & Literature (2010)	French Education/Literature	Lecturer II	Adjunct

9.4 LIST OF NON-TEACHING STAFF

S/N	Name of Staff	Full Time / Part Time	Rank/ Designation	Qualification with Date Obtained	Post Qualification Work Experience
1	Miss Anoruo Cynthia Chinyere	Full Time	Assistant Chief Confidential Secretary. CONTIS 12/2	PGD IN Public Admin (2015). Diploma in Desktop Publishing (2006). HND Secre. Admin 2006).ND Secre Admin (2003). SSCE, ABTEB (1986)	NOUN (2009 - date) Victory Unity College, Biu Maiduguri (NYSC). (2007- 2008), LGA Secre Biu Maiduguri NYSC). 2007- 2008), Cutix Plc, Otolo Nnewi (2003- 2004), Claretian Institute of Philosophy, Maryland, Nekede (1998-2003)
2	Mr. Salam Oladapo	Full Time	Administrative Officer I CONTIS 8/4	MPIA (Masters in Public and International Affairs, 2012) UNILAG, B. A (Philosophy, 2002), OSU SSCE (1995). CIPM	NOUN (2020-date). Titanic Media Nig. Limited. (2019-2020) Kabiol Fabrics Limited. (2016- 2018). Atlas Systems & Tech Solutions. (2015-

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				(Associate, 2014)	2016), Business Day Newspaper Ltd. (2014-2015). Punch Newspaper Nig. Ltd. 2008-2014
3	Mr. Oka Emmanuel	Full Time	Senior Database Administrator (MIS) CONTIS 9/1	PGD Info. Technology, NOUN, B. Sc. Computer Science, Joseph Ayo Babalola University.	NOUN (2017- Date). Avidor Services Ltd, (2016).Samuel Josphus Consulting Limited, 2013-2015.Forever Living Products Nigeria Limited, (2012-2013). Arochukwu LGA, Abia State, (2011-2012).
4	Ms. Adisa Temitope	Full Time	Chief Clerical Officer CONTIS 6/2	OND, Hotel and Catering Management. (2002) SSCE (1995)	Wisemaster Nig. (2002-2008), National Open University of Nigeria. (2011-Till date)

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5	Mr. Olugboye Praise Gboluwaga	Full Time	Clerical Officer CONTIS 3/5	SSCE, 2008	INEC, Lagos State, National Open University of Nigeria. (2020-Till Date)
6	Mr. Uzundu Chinonso Francis	Full Time	Senior Environmental Attendant CONTIS 4/4	SSCE, 2008	NOUN (2002-Till Date)
7	Mr. Ahmed Sadam	Full Time	Environmental Attendant, CONTIS 3/4	SSCE, 2015	NOUN, 2020 –Till Date

9.5 List of Staff Adviser

S/N	Name	Qualification	Specialisation	Rank	LEVEL
1	Prof Doris Obije	Ph.D. African Lit.in French-2007: M.A. French Linguistics- 1993: B.A. French- 1986	French Linguistics	Professor	400L
2	Ms Jibrin Lucy Jummai	M.A. Translation (1997), Postgraduate Diploma in Open and Distance Education (2006) Diploma in French Education (1984), B.A. French (1988)	French	Lecturer I	100L-300L & French Village Related Issues

9.6 List of ICT Support Staff at Study Centres

NS	Name of Staff	Staff Id	Designation	Level	Present Location	Number	Email
1	Egunlola Samuel K	6230	Database Administrator II	CT 7	Abakaliki	08038298266	segunlola@noun.edu.ng
2	Okolie-Odiwe Oge Samuel	05809	System Analyst II	CT 7	Abakaliki	08069706678	sokolieodiwe@noun.edu.ng
3	Owolabi Olusina Sunday	01591	Chief Network Engineer	CT 13	Abeokuta	08032373616	sowolabi@noun.edu.ng
4	Nagoda Sadiq I.	6184	System Analyst II	CT 7	Abeokuta	07033697593	snagoda@noun.edu.ng
5	Adekunle Jerry Adeyemi	5909	Hardware Engineer I	CT 8	Abeokuta	8033278852	jadekunle@noun.edu.ng
6	Ekechi Mary Folakunmi	02068	Principal System Analyst	CT 11	Abeokuta	08063783272	ffella@noun.edu.ng
7	Ajibulu Bisola	05910	Network Administrator II	CT 7	Ado Ekiti	8169759202	bajibulu@noun.edu.ng
8	Folayemi Rotimi Oluwole	06122	System Analyst II	CT 7	Ado Ekiti	07069496568	rfolayemi@noun.edu.ng
9	Oloyede Oluwabayo Micheal	02597	Senior Database Administrator	CT 9	Ado Ekiti	8132250185	ooloyede@noun.edu.ng
10	Musa Kassim	04166	Network Administrator II	CT 7	Airforce Kaduna	8038870761	kmusa@noun.edu.ng
11	Muhammed Sanusi Bashar	04567	Web Administrator II	CT 7	Airforce Kaduna	07034542691	bmhammad@noun.edu.ng
12	Adebo QueenFaith Toyosi	05791	System Analyst I	CT 8	Akure	08131020482	qadebo@noun.edu.ng
13	Olowofela Ademujimi	05761	Programmer II	CT 7	Akure	08032739566	oademujimi@noun.edu.ng
14	Apeh Ahmed Joseph	04311	Executive Officer (Technical)	CT 6	AMSC Abuja	08062857912	aamedu@noun.edu.ng

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NS	Name of Staff	Staff Id	Designation	Level	Present Location	Number	Email
15	Saidu Aliyu	5691	Network Administrator II	CT 7	AMSC Abuja	07032506400	alsaidu@noun.edu.ng
16	Muhammed Aliya Zakari	02937	Network Administrator I	CT 8	AMSC Abuja	8065931719	amuhammad@noun.edu.ng
17	Badetan Aanuoluwapo Eunice	02340	Senior Database Administrator	CT 11	AMSC Abuja	8066131045	adahunsi@noun.edu.ng
18	Akinyelure Olanrewaju	5782	System Analyst II	CT 7	AMSC Abuja	7030601062	oakinyelure@noun.edu.ng
19	Ekajeh Amir D.	03244	Senior System Analyst	CT 11	AMSC Abuja	7061649732	aekajeh@noun.edu.ng
20	Musa Nuhu Ibrahim	02347	Chief Network Administrator	CT 13	AMSC Abuja	08185290931	imusa@noun.edu.ng
21	Sadiq Ibrahim Garba	04469	Network Administrator I	CT 8	AMSC Abuja	08062198545	isadiq@noun.edu.ng
22	Iyamah Emeke Anthony	6186	System Analyst II	CT 7	Asaba	7081050627	eiyamah@noun.edu.ng
23	Ogheneovovwero Owins	05841	System Analyst II	CT 7	Asaba	0802865661	oowins@noun.edu.ng
24	Eya Chizoba C.	04117	Database Administrator I	CT8	Asaba	07061904158	ceya@noun.edu.ng
25	Ajetunmobi Babafemi A.	01251	Senior Network Engineer	CT 11	Awa-Ijebu	9081681060	aajetunmobi@noun.edu.ng
26	Aniobi Chiwendu Monica	04318	Database Administrator II	CT 7	Awgu	08032916908	caniobi@noun.edu.ng
27	Ajir Joshua Wuhe	02679	System Analyst I	CT 8	Awka	08098655828	jajir@noun.edu.ng

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NS	Name of Staff	Staff Id	Designation	Level	Present Location	Number	Email
28	Moses Dorcas Nwanne	02639	Principal Network Administrator	CT 11	Awka	8051087493	dnwanne@noun.edu.ng
29	Nura Ibrahim	04365	Database Admin II	CT 7	Azare	8061618212	NAHMAD@NOUN.EDU.NG
30	Bello Ibrahim	04127	System Analyst I	CT8	Azare	8061123909	IBELLO@NOUN.EDU.NG
31	Zubair A. Aliyu	5059	System Analyst II	CT 7	Bauchi	08154121554	zaliyu@noun.edu.ng
32	Bello Ahmadu	04163	Network Administrator I	CT 8	Bauchi	08059909460	bahmadu@noun.edu.ng
33	Ahonsi Aina	5858	System Analyst II	CT 7	Benin S.C	08035332352	aahonsi@noun.edu.ng
34	Eromosele I. Solomon	5951	System Analyst I	CT 8	Benin S.C	8058403110	seromosele@noun.edu.ng
35	Akamiokhor Alfred A.	03975	System Analyst I	CT 8	Sapple S.C	09070910007	aakamiokhor@noun.edu.ng
36	Ojei Dada Francis	01259	Chief System Analyst	CT 13	Benin S.C	8065646401	dojei@noun.edu.ng
37	Alhassan Muhammad Bala	6563	System Analyst II	CT 7	Bichi		
38	Dullumkunya Garba Hassan	02997	Network Administrator I	CT8	Bogoro	8024236621	gdullumkunya@noun.edu.ng
39	Onabe Benedict Bisong	5876	System Analyst II	CT 7	Calabar	7035484893	bonabe@noun.edu.ng
40	Achigbe Jerry Ojong	03089	Senior System Analyst	CT9	Calabar	08101885723	jachigbe@noun.edu.ng
41	Lawan Bashir Barkoma	1827	System Analyst II	CT 7	Damaturu	234 8034685098	blawan@noun.edu.ng
42	Garba Ibrahim Giade	02564	Senior Database Analyst	CT9	Damaturu	07063231835	gaibrahim@noun.edu.ng
43	Nasiru Ishaku Hassan	02556	Senior Hardware Engineer	CT9	Damaturu	08030454905	inasiru@noun.edu.ng

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NS	Name of Staff	Staff Id	Designation	Level	Present Location	Number	Email
44	Rabiu Auwal Abdulkadir	6572	Database Admin II	CT 7	Dawakin kudu	09035823003 •	aabdulkadir@noun.edu.ng
45	SALIHU Mohammed D	6126	Network Administrator II	CT 7	Dawakin kudu	08034515481	msalihu@noun.edu.ng
46	Salako Olajumoke Elizabeth	02485	Principal Database Administrator	CT 11	DEA, Abuja	8030833973	jabikoye@noun.edu.ng
47	Abdullahi Modu Lamba	05148	Database Admin I	CT 8	DEA, Abuja	8066779242	alamba@noun.edu.ng
48	Osinubi O.R Oludamilola	02076	Principal Database Administrator	CT11	DEA, Abuja	8038513129	sdahunsi@noun.edu.ng
49	Anthony Alale	01250	Assistant Chief Technical Officer (Hardware)	CT12	DEA, Abuja	7034495095	oalale@noun.edu.ng
50	Gambo Bakari Mohammed	04114	Senior Executive Officer (Network)	CT8	DEA, Abuja	7064922295	gbakari@noun.edu.ng
51	Zarewa Mubarak Jibril	04288	Database Administrator I	CT8	DEA, Abuja	8039459759	mzarewa@noun.edu.ng
52	Buhari Alhassan	04118	Senior Network Engineer	CT9	DEA, Abuja	8098108084	balhassan@noun.edu.ng
53	Jabani Dingari Dagala	02554	Senior Hardware Engineer	CT11	DEA, Abuja	8065291274	djabani@noun.edu.ng
54	MUHAMMAD Yusuf Y	5307	Database Administrator II	CT 7	Hadeja	8032836332	ymuhammad@noun.edu.ng
55	Shuaibu Bashir	04500	Web Administrator I	CT8	Duste	07032099159	bshuaibu@noun.edu.ng
56	Dahiru Bashir M.	02994	Senior Hardware/Network Engineer I	CT9	Duste	08064982228	bdahiru@noun.edu.ng
57	Irabor Alexander Osehiemen	03810	Senior Network Administrator	CT 9	Emevor	08060208086	airabor@noun.edu.ng

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NS	Name of Staff	Staff Id	Designation	Level	Present Location	Number	Email
58	Nwonyi Jennifer M.	04574	System Analyst II	CT 7	Enugu	08036311563	jnwonyi@noun.edu.ng
59	Ezeanya Christiana Uchenna	02887	Principal Network Administrator	CT11	Enugu	08030812977	cezeanya@noun.edu.ng
60	Igwe Celestine Uzoma	02632	Senior Network Administrator	CT9	Enugu	09070505291	cigwe@noun.edu.ng
61	Yusuf Auwalu Abdulsalam	06129	System Analyst II	CT 7	Fagge	07068242666	aabdusalam@noun.edu.ng
62	Usman Najib Alhassan	06130	System Analyst II	CT 7	Fagge	08024206655	nusman@noun.edu.ng
63	Aliyu Aminu	04381	Network Administrator I	CT 8	Fagge	234-7032629799	aaliyu@noun.edu.ng
64	Yahaya Garba Shawai	06137	System Analyst I	CT 8	Fagge	08066968316	ygarba@noun.edu.ng
65	Eneje Joseph I.	6706	System Analyst II	CT 7	Fugar		jeneje@noun.edu.ng
66	Andrew Yoksa	2558	Principal Hardware Engineer	CT 11	Gombe	08062128273	ayoksa@noun.edu.ng
67	Usa Elijah	3997	Higher Technical Officer (ICT)	CT 7	Gombe	8031325221	uelijah@noun.edu.ng
68	Said Abi Mohammed	4909	System Analyst I	CT8	Gulak	08167680200	msaid@noun.edu.ng
69	Abbas Abdullahi Abubakar	5569	System Analyst II	CT7	Gulak	8069360910	aabbas@noun.edu.ng
70	Nuhu Mubrak	6134	System Analyst II	CT 7	Gusau	09011312598	nmubarak@noun.edu.ng
71	Aliyu Surajo Haido	02617	Senior Database Administrator	CT9	Gusau	08139602929	saliyu@noun.edu.ng
72	Durojaiye	05726	Network Administrator II	CT 7	Ibadan	08125348596	dbdurojaiye@noun.edu.ng

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NS	Name of Staff	Staff Id	Designation	Level	Present Location	Number	Email
	Olanrewaju						
73	Olukan Modupe O.	5853	System Analyst II	CT 7	Ibadan	08038419225	molukan@noun.edu.ng
74	Idowu Abidemi Ajayi	05862	Network Administrator II	CT 7	Ibadan	8169727249	iajayi@noun.edu.ng
75	Owolabi Abimbola Bashiru	01118	Chief System Analyst	CT13	Ibadan	8064655585	aowolabi@noun.edu.ng
76	Abdulrashid Yandoma Mohammed	5732	Network Administrator II	CT 7	Idah	8100002940	amohammed@noun.edu.ng
77	Okorie Ifeanyi Steve	03172	Network Administrator I	CT 8	Ikom	08068184277	sokorie@noun.edu.ng
78	Fahad Balarabe	05804	System Analyst II	CT 7	Ilorin S.C	08166706837	fabalarabe@noun.edu.ng
79	OJILE Blaise Daniel (Mr.)	4271	System Analyst II	CT7	Ilorin S.C	234-54917136	bojile@noun.edu.ng
80	Yusuf Sabo Kwabe	04351	Senior Database Administrator	CT9	Ilorin S.C	8098128717	ykwabe@noun.edu.ng
81	Ifan Felix Terver	02392	Principal Programme Analyst	CT 11	Immigrations Abuja	8066747463	fifan@noun.edu.ng
82	Oladeji Oluwadara	5816	Hardware Engineer II	CT 7	Isua-Akoko	7064386348	ooladeji@noun.edu.ng
83	Ogundairo jackson	5867	System Analyst II	CT 7	Isulo	08142186369	jogundairo@noun.edu.ng
84	Muraina Busirat O.	04140	Database Administrator I	CT8	Iwo	7033070942	bmuraina@noun.edu.ng
85	Ibikunle Folashade	02611	Senior Database Administrator	CT9	Iyara	08062288505	fibikunle@noun.edu.ng
86	Abdulmalik Abdullahi	05782	System Analyst II	CT 7	Hadeja	08065553277	aabdulahi@noun.edu.ng

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NS	Name of Staff	Staff Id	Designation	Level	Present Location	Number	Email
87	Ndenaba Iranyang Haggai	06185	Network Administrator II	CT 7	Jalingo	08068866928	nhaggai@noun.edu.ng
88	Bitrus Samaila Mailabari	02622	Senior Network Administrator	CT9	Jalingo	07039052537	sbitrus@noun.edu.ng
89	Emmanuel Eseyin	0354	Deputy Director IT H/R	CT 14	Jos	8037040097	eeseyin@noun.edu.ng
90	Ibrahim Ismaila M.	5829	System Analyst II	CT 7	Jos	07034667282	iibrahim@noun.edu.ng
91	Aliyu Sagir Usman	05854	Web/Content Developer II	CT 7	Jos	08038106955	saaliyu@noun.edu.ng
92	Aloho Vershima Desmond	05591	Network Administrator II	CT7	Jos	09050273175	valoho@noun.edu.ng
93	Lawan Mustapha Muhammed	04359	Network Administrator I	CT8	Jos	8031181648	Lmustapha@noun.edu.ng
94	Sunoma Ibrahim B.	06232	System Analyst II	CT 7	Kaduna	8169424524	isunoma@noun.edu.ng
95	Ojulari Abdusalam	05607	Hardware Engineer II	CT 7	Kaduna	7039083587	aojulari@noun.edu.ng
96	Isah Yakubu Jubrin	04364	Network Administrator I	CT 8	Kaduna	8035358478	jisah@noun.edu.ng
97	Pumta Ahmed Musa	02882	Principal Hardware Engineer	CT11	Kaduna	08030755553	apumta@noun.edu.ng
98	Muhammed Bilal Musa	04091	Network Engineer I	CT8	Kaduna	8034040292	mbilal@noun.edu.ng
99	Tagwai Joel Anthony	4531	System Programmer II	CT 7	Kagoro	08068657961	jtagwai@noun.edu.ng
100	Sani Bilikisu	04601	System Analyst II	CT 7	Kano	7010893895	bsani@noun.edu.ng
101	Sagir Garba Bishiriyya	04374	Web Administrator II	CT 7	Kano	8068078481	bsagir@noun.edu.ng
102	Kabir Sagir	05279	Network Administrator I	CT 8	Kano	08037381619	skabir@noun.edu.ng
103	Hassan Muhammed Kabir	04363	System Analyst I	CT8	Kano	8036413194	khassan@noun.edu.ng

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NS	Name of Staff	Staff Id	Designation	Level	Present Location	Number	Email
104	Mohammed Hussaini Dikko	02367	Senior Hardware Engineer	CT9	Kano	08065617579	hmohammed@noun.edu.ng
105	Zubairu Farida	02717	Senior Network Administrator	CT9	Kano	7039077671	fzubairu@noun.edu.ng
106	Khalil Jibril Umar	06131	Hardware Engineer II	CT 7	Katsina	08168264890	ukhalil@noun.edu.ng
107	Abdulrahman Adamu	04148	Database Administrator I	CT 8	Katsina	08038484505	aabdul@noun.edu.ng
108	Abdullahi Kabiru	04121	Network Engineer I	CT8	Katsina	7032858860	kabdullahi@noun.edu.ng
109	Idris Shehu Hisham	04380	Network Administrator I	CT 8	Kebbi	08060132860	sidris@noun.edu.ng
110	Almustapha Shamsu	04149	System Analyst I	CT 8	Kebbi	08037436404	salmustapha@noun.edu.ng
111	Salisu Abdullahi Abba	06128	Network Administrator II	CT 7	Kwachiri	08068036806	saabdullahi@nonu.edu.ng
112	Umar Alhassan Alhassan	06135	System Analyst II	CT 7	Kwachiri	08130292323	alhumar@noun.edu.ng
113	Mahdi Ali Babba	5827	System Analyst II	CT 7	Abeokuta	08061511991	amahdi@noun.edu.ng
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